

2020-2021 Reopening Peninsula Schools Guidebook*

*Version as of October 29, 2020



Table of Contents

Superintendent's Message	3	Teacher Expectations	31
Background/Timeline of Planning	4	Academics	31
PSD Dial of Stages	5	Student Behavior	31
Special Education Reopening Information	11	Communication	31
Introduction	13	Remote Learning Environment	32
Student Expectations	15	Attendance	33
Academics	15	Feedback & Formative Assessment	33
Instructional Participation	15	Grading	33
Online Time Expectations	15	Teacher Supports	34
Schedules	16	Professional Development	34
Feedback	22	Family Expectations	35
Grading	22	Attendance	35
Attendance	22	Communications	35
Communication	22	Learning Environment	35
Student Supports	23	Family Supports	36
Connectivity	23	General	36
Curriculum	23	Peer Supports	36
Remote Learning Environment	24	Technical Supports	36
Socialization Opportunities	25	General Office Hours	36
Special Programs	26	COVID-19 Safety Protocols	37
Students with Disabilities	26	2020-2021 School Year Calendar	53
English Learners	27	In-Person Learning Guide (Coming Soon)	
Highly Capable Students	29		
LAP/Title Services	30		
McKinney-Vento	30		
Section 504	30		

The Peninsula School District does not discriminate on the basis of sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding compliance and/or grievance procedures may be directed to the District's Title IX and Compliance Officer, Section 504 and ADA Coordinator, John Yellowlees, at (253) 530-1081, email yellowleesj@psd401.net. Mailing address: 14015 62nd Ave. NW, Gig Harbor, WA 98332.

Superintendent's Message

To Peninsula School District students, parents, and staff:

On August 11, Dr. Anthony Chen, Director of Health at the Tacoma-Pierce County Health Department, issued a letter to Pierce County school districts requiring us to use a remote learning model to begin the 2020-2021 school year, unless COVID-19 disease activity in Pierce County decreases to a safe level to reopen schools for in-person learning. [Click here](#) to read Dr. Chen's letter and [click here](#) to read the health department blog post with answers to frequently asked questions.

Because of this, and previous guidance provided by the state advising school districts in Pierce and King Counties that it was not deemed safe to reopen schools in person because they believe COVID-19 transmission rates would accelerate, the district turned our full efforts to ensuring that remote options were fully in place for all.

This guidebook provides a framework for the fall 2020 reopening of our schools. The district will be operating dual platforms for teaching and learning:

1. In-person learning will be available in stages to accommodate students and families who wish to return to school in person; and
2. A fully remote option will be available for those families electing to stay distant from schools.

Given the present status of the local, state, and national health circumstances, we will initially reopen with a remote system for students, with a targeted return to in-person learning for all students by January 2021. To assist in the scheduled return to in-person schooling, the district will implement a "dialed" system to return in stages.

This guidebook is intended to provide continuity and consistency in a time of continuous uncertainty. It suggests district-wide facets of operations which have been refined by school principals and staff for the three levels of instruction – elementary, middle, and high schools.

To further enable consistency, we will utilize district curricula that is common to remote and in-person instruction. As the district and schools face the possibility of COVID-19 infection, which could cause



instruction to switch between remote and in-person, it is important that the curricula and timing be consistent throughout the district.

The decision to deliver remote instruction from the buildings, while maintaining groupings and class assignments, permits schools to make the necessary adjustments as required without taking days and weeks to regroup with every possible quarantine or pandemic interference. Staff will continue to have opportunities to coordinate their planning, preparation, and professional development.

Classroom teachers will have freedom to enhance and embellish instruction as appropriate to meet the needs of their students. Teachers and staff are encouraged to look for ways in which individuals and small groups of students can be brought into the buildings with safety protocols in place to meet all requirements.

When circumstances permit, after parents and students have experienced the new remote platform, they will be asked for their preference between in-person and remote learning.

It is important to restate that the Peninsula School District is committed to a safe physical return of children into the schools as soon as possible.

We hope this guidebook is helpful to understand how school will operate in our community. We ask for your patience and partnership.

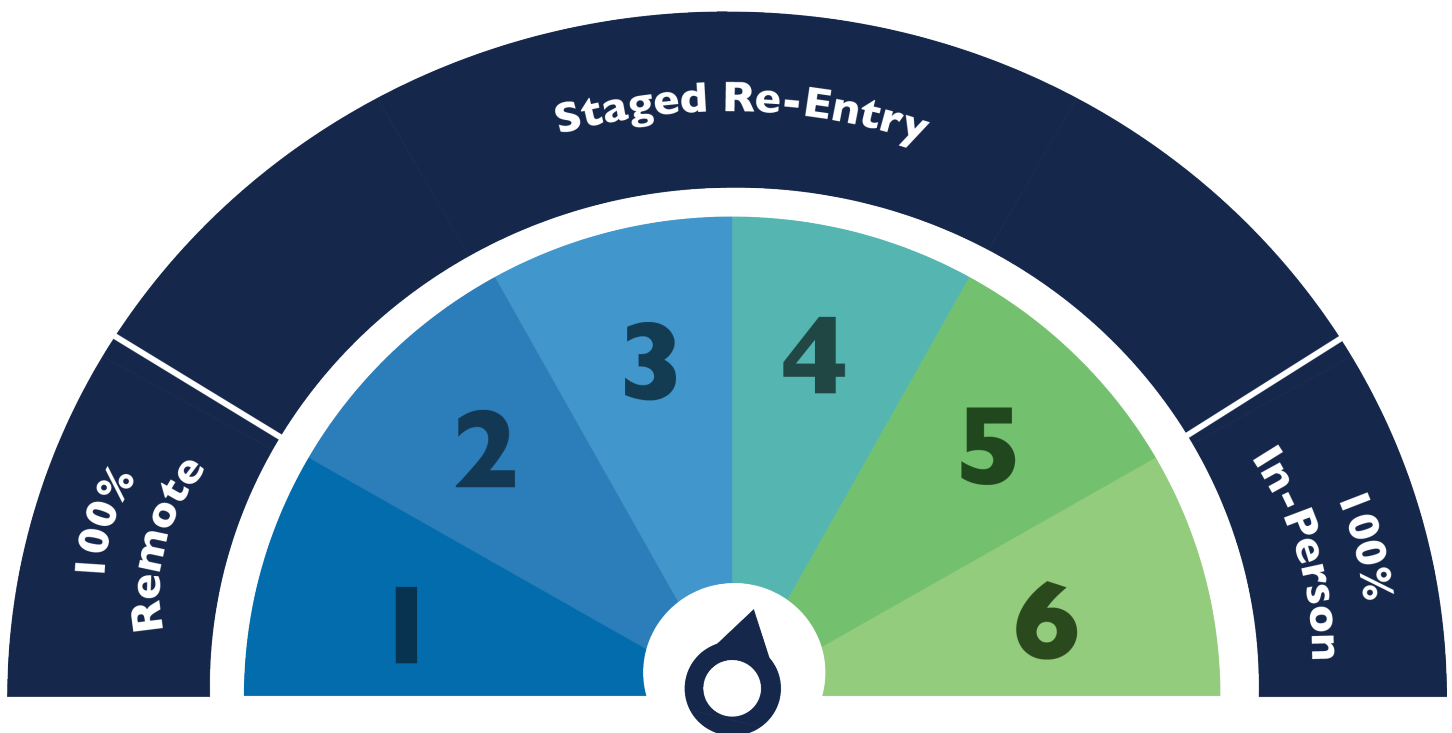
Sincerely,
Dr. Art Jarvis
Superintendent

Background/Timeline of Planning

Date	Activity	Who Provided Input?
May 14-21	District leaders draft guiding principles for reopening	District Administrators
June 5-14	Survey is given to staff, students, and families asking for feedback on reopening plans. Over 1,300 responded, and all of the responses were read by district administrators and the Board of Directors	Staff, Students and Families
June 11-18	Due to new state guidance "inviting all students back to school" and less strict physical distancing requirements than we were expecting, the district began building the outline of a "Dual Platform" plan to bring students who feel safe to attend in-person and offer remote learning for the others	District Administrators
June 18	District recommends the "Dual Platform" plan, which is accepted by the Board of Directors	Board of Directors receives input from community through survey, emails, phone calls, etc.
June 19-July 10	District leaders build detailed plans for the "in-person school" part of the plan, following state and health department guidelines; Department of Learning and Innovation (DLI) begins building the initial draft of the Remote Learning Guide	District Administrators
June 23-July 3	Another survey is given to the community; this one asks which students would elect to learn in-person and which students would choose remote. PSD received 4,270 responses to the survey. 71% chose the in-person option, 7% chose remote and 22% were undecided. Based on this information, PSD leaders continued planning for the Dual Platform reopening.	Students and Families
July 13-17	District leaders meet with building leaders to revise initial drafts of the in-person plans	District and Building Administrators
July 20-21	Draft of in-person plan shared with Peninsula Education Association, district leaders meet with PEA leaders to listen to feedback on the plans. PEA provided 11 pages of feedback from general membership meeting	PEA Leadership and Membership
July 22	District leaders meet with Tacoma-Pierce County Health Department. Due to increasing cases in the county of COVID-19, district leaders are told TPCHD recommends students begin the year in remote learning	District Administrators
July 23	The district changes our recommendation, and the Board approves a district plan to with almost all students beginning school on Sept 8 in remote learning, with the intention of adding student groups when virus conditions improve	Community members speaking at the Board of Directors meeting and communicating in other ways such as email and phone calls
July 27-31	Building administrators meet to discuss the remote learning plan, primarily to build out detailed daily schedules	District and Building Administrators
Aug. 3-7	Building certificated leadership teams and in some instances, broader certificated staff representatives, meet to discuss remote learning plan, focusing primarily on daily schedules	Certificated leadership teams and, in some instances, broader staff representation
Aug. 7, 10, 11	The district convenes fall reopening focus groups: At the conclusion of each focus group, all attendees fill out a form; feedback is summarized and provided to DLI for guidebook revision and to Board of Directors prior to the August 13 Study Session	PSD Certificated Staff, PSD Students, and Families
Aug. 10	First public draft of the Reopening Peninsula Schools Guidebook made available to PSD staff and community	
Aug. 10-21	Building staff meet to create more detailed building-based student schedules which are guided by the district templates presented in the guidebook	All District Staff
Aug. 13	At the Board of Directors Study Session meeting, the Board votes on a reopening plan to submit to the Office of Superintendent of Public Instruction	Board considers all focus group input from staff and community. Public comments are submitted
July - Sept. 8 and beyond	District certificated staff prepare to provide outstanding remote instruction. DLI is providing training opportunities. Staff are participating in training events	
Aug. 14 - Sept. 8 and beyond	District leaders continue working on stages planning, which includes following state guidelines and using established metrics when deciding when to allow additional students on campus	District will engage stakeholders in the planning

6 Stage Approach to Reopening

This approach allows us to pivot between fully remote, dual platform, and in-person learning



Current Stage

Visit psd401.net/schoolreopening for up-to-date dial information.

This school year, we will be responsive to our national health pandemic and the environments for learning with the undeniable goal of maximizing in person learning while keeping our students and staff safe. As we have seen since March, public health conditions can be fluid, with rising cases in our region.

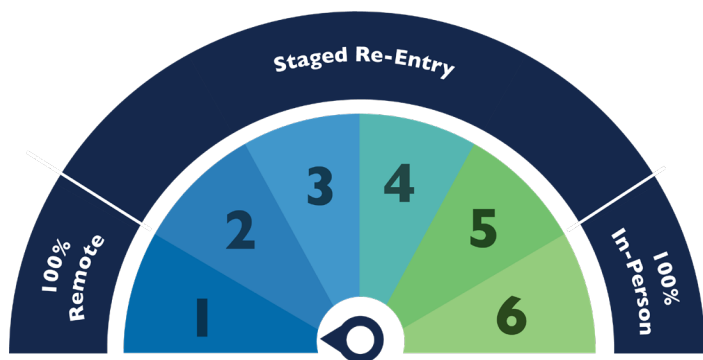
The Peninsula School District dial model will be a regular part of our communication and guidance as we align our learning environments with the data and guidance from the Tacoma-Pierce County Health Department and the Office of Superintendent of Public Instruction.

We will further develop these stages over the coming weeks and months with stakeholder input, so we are fully ready to go before the dial is turned.

Stage 1

100% Remote Learning

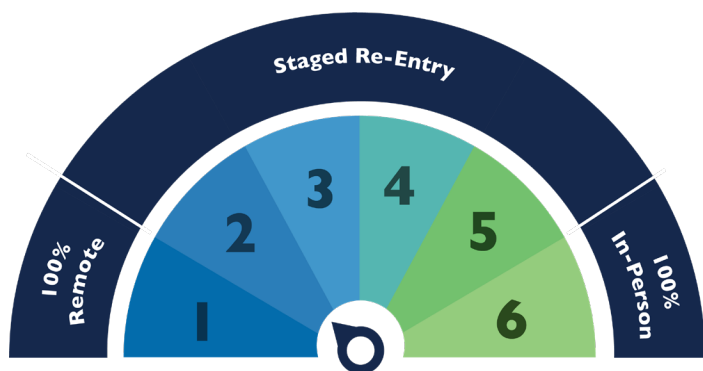
- 100% remote learning for students and staff.



Stage 2

Remote Learning with Limited Exceptions

- All students will participate in remote learning.
- Conditions allow a limited number of students with the greatest needs and staff to safely be on campus.
- Small groups of students (defined as 5 or fewer students and no more than 2 adults) with the most significant disabilities (identified as those students placed in district level, self-contained special education programs) and students with English Language needs will receive limited in-person instruction and services 2 days per week for up to 3 hours per session.



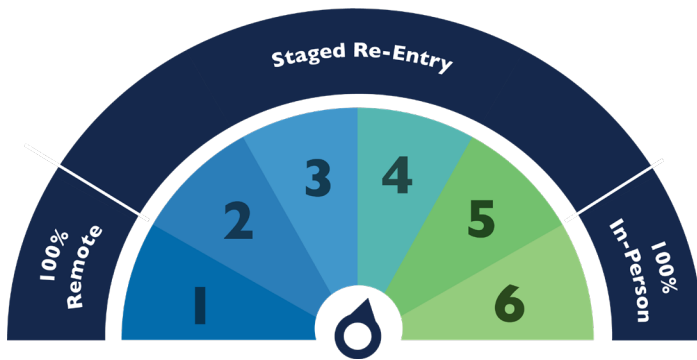
Stage 3



Remote Learning with Small Group Supplement to Remote Learning

- If virus conditions align with state guidelines for allowing students on campus in Stage 3, we would begin doing so in September.
- In addition to students who are accessing campus in Stage 2, we will add small groups of students (no more than 5 students with no more than 2 adults) in Stage 3. These small groups will not impact teachers during the time they are teaching live lessons, and students will attend for limited hours and on limited days of the week. Students will still be remote learners, with the in-person instruction as supplemental.
- When deciding which students to invite onto campus, schools will work in elementary, middle, and high school level groups for the purpose of consistency district-wide; however, schools will be able to individually decide when and to whom Stage 3 invitations for in-person learning will be offered.
- Systems will be developed at each school to ensure that all students and staff who access campus for in-person instruction follow our COVID-19 Safety Protocols (see page 37).
- Transportation will be provided for these small groups of students, and lunch will be served if the students are on campus during the lunch hour.
- Schools will contact individual families if they have a student being invited to attend in a small group or pod.
- Students who receive IEP services in a resource room setting will also be provided the opportunity to access limited in-person special education and related services in small groups of 5 or fewer, 1-2 days per week, for up to 3 hours per session during this stage.
- Students eligible for LAP/Title services will be invited to access in-person small group instruction for up to 2 days per week at approximately 2 hours per session.

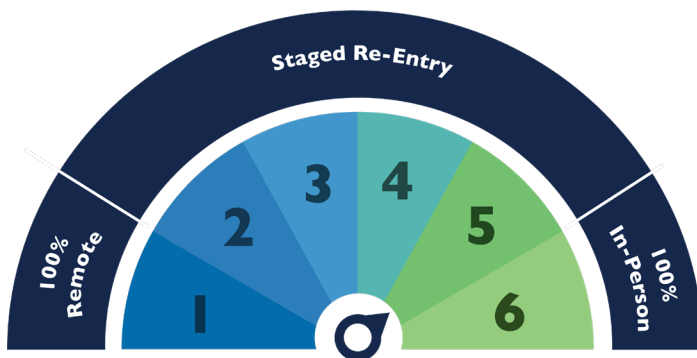
Stage 4



Remote Learning with Large Group Supplement to Remote Learning

- When virus conditions allow us to move to Stage 4, we will have larger groups of students on campus.
- This will include students who were attending in-person during Stages 2 and 3, additional students in need of support, primary grade students, and may include students in courses which are difficult to teach remotely, participating in onsite learning two or three days per week.
- Many, if not most, students will still be remote learners in this stage.
- Systems will be developed at each school to ensure that all students and staff who come to school for in-person instruction follow our COVID-19 Safety Protocols (see page 37).

Stage 5

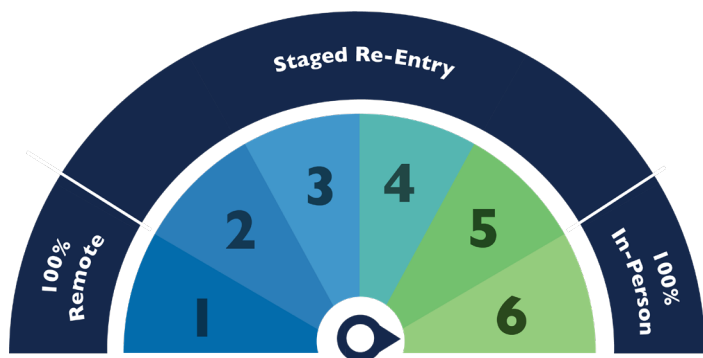


Dual Platform Learning

- When conditions allow, in Stage 5 we will continue to bring large groups of students, including full grade levels, up to 50% of our student body.
- COVID-19 Safety Protocols will be in place during Stage 5 for all staff and students (see page 37).
- Students/families will elect whether to attend in-person or stay fully remote.
- Students/families electing to learn from home can still do so.

Stage 6

100% In-Person Learning



- When conditions allow, all students may return to our school buildings for in-person instruction. We will turn the dial to Stage 6 and have all students back in school, with all sports and activities possible again.
- Students/families will elect whether to attend in-person or stay fully remote. A dual platform model will still be in place through the end of the school year.
- Students/families electing to learn from home may continue to do so.



Moving the Dial

Transitioning from One Stage to Another

- PSD will use Tacoma-Pierce County Health Department, the [Washington State Department of Health Decision Tree document](#), and state guidance to help make decisions about moving to a new stage.
- PSD will examine the virus metrics weekly and apply the decision tree matrix to decide whether or not it is safe to move the dial.
- If, due to worsening virus conditions and we are asked to turn the dials back, we may need to notify families and staff of a shorter time frame before transitioning.
- We will be surveying students and families to determine whether or not they would intend to have students come on campus, if invited, for the various stages.

How much time will it take to implement a new stage?

- We will provide at least two weeks' notice to staff and the community before enacting the next planned transition.
- We will provide all logistical details to staff and the community, such as transportation and lunches.

School Started on September 8 (Grades 1-12) and September 11 (Kindergarten)

- The Peninsula School District started school in Stage 3. At that time, the [Washington State Department of Health's Decision Tree](#) allowed small groups of students (5 or fewer students) to learn in-person.
- We transitioned to Stage 4 on September 28, 2020. Although many, if not most, students remain in remote learning in this stage, those students who can attend in-person include:
 - Students who were attending in-person during Stage 3;
 - Additional students in need of support;
 - Primary grade students, and
 - Potentially, students in courses which are difficult to teach remotely, participating in onsite learning two or three days per week.
- Safety is a priority, so systems have been developed at each school to ensure that all students and staff who access school buildings for in-person instruction follow our COVID-19 Safety Protocols (see page 37).
- Each week will be reviewing metrics, and as conditions allow, we will give two weeks' notice before transitioning to the next stage.

Special Education Reopening Information

For Students in Pre-K through Age 21

Special education services will be provided at all stages of reopening. Individualized Education Plan (IEP) services (specially designed instruction and related services) will be provided in both a remote and in-person setting depending on the stage of reopening and consistent with requirements and guidance from the Tacoma Pierce-County Health Department and [OSPI's Special Education Guidance](#).

Based on current guidance, we began the school year on September 8 in Stage 3. The majority of students are receiving remote instruction. We are providing limited, in-person learning in small groups, or cohorts, of students with the highest needs. In each stage of reopening and in accordance with Tacoma-Pierce County Health Department and OSPI guidance, we will follow all COVID-19 related health protocols and procedures including, but not limited to: health screenings, cleaning protocols, physical distancing, and cloth face coverings.

During Stage 3:

September 8: District Level Programs: Options, TRAC, ET&T, CTP (For Students Ages 18-21)

- Our staff planned for students with the most significant disabilities who are served in district level programs (Options, TRAC, ET&T, CTP 18-21) to receive limited, small group, in person services.
- Small groups are defined as no more than 5 students and no more than 2 adults according to [Tacoma-Pierce County Health Department guidance](#).
- We began the school year on September 8 with limited services initially provided for 2 sessions per week, for up to 3 hours per session.
- The focus of in-person learning is special education services/goals and related services that are most challenging to provide in a remote setting.
- Students receive services indicated in their IEPs. While some services are provided in-person, some services/instruction, both general and special education, are provided remotely to account for all IEP minutes.
- Transportation is provided.
- After September 28, if virus conditions allow and after students and staff have become familiar with protocols and routines, services may be increased in frequency and duration based on student needs while continuing to follow health department guidance regarding small groups and all other health and safety protocols.

Developmental Preschool (Ages 3-5) Began September 30

- Students placed in Developmental Preschool programs will be provided the option of accessing limited, in-person services.
- Students and families will have the option of accessing 2 sessions per week for up to 90 minutes per session, in groups/cohorts of 5 or less.
- Identified IEP services (specially designed instruction and related services) will be prioritized for in-person services while some will be provided remotely. As conditions improve, services may increase based on student need.
- Transportation will be provided.
- As conditions improve and students adjust to routines and schedules, services may increase based on student needs.

Resource Room Services Will Begin in October

- Prior to October, students' special education and related services will be provided remotely.
- Beginning in October and after students have had the opportunity to become familiar with their daily schedules and routines, small groups of students who receive special education services in a resource room setting will have the option to access limited in-person services.
- Small groups/cohorts of students (5 or fewer students) will have the option of accessing 1-2 sessions per week for 1-3 hours per session depending on individual student needs as identified in their IEPs.
- In-person services will be determined on a case-by-case basis.
- While some special education services and goals may be provided in-person, some services may continue to be provided remotely.
- Transportation will be provided.

Stage 3 (Continued)

Related Services: Speech and Language, Occupational Therapy, and Physical Therapy Will Begin in October

- Prior to October, students' special education and related services will be provided remotely.
- Beginning in October and after students have had the opportunity to adjust to and become familiar with their schedule and daily routines, small groups or individual students will have the opportunity to access some in-person SLP, OT, and PT services.
- Students will have the option of accessing weekly therapy services depending on individual needs as identified in IEPs.
- Services will be determined on a case-by-case basis and scheduled at a time that students are attending school for in-person special education (reading, writing, social/emotional/behavior, etc.) services.
- Transportation will be provided.

During Stage 4:

District Level Programs: Developmental Preschool, Options, TRAC, ET&T, CTP (For Students Ages 18-21)

- While in Stage 4, we anticipate being able to serve larger groups of students more frequently while still maintaining physical distancing and all other health and safety protocols.
- At this time, we will offer the option of in-person services for our students in district level programs (Developmental Preschool, Options, TRAC, ET&T, CTP) 4-5 days per week.
- Building level teams, with the support of special education administration, will begin planning to ensure that all health and safety protocols can safely be followed and implemented for the return to regularly scheduled in-person IEP services for those students who wish to access them.
- During this time, some general education instruction will still be accessed remotely as the majority of general education instruction will continue to be provided virtually.
- Families and students who do not wish to access in-person IEP services will continue to be provided the opportunity to access IEP services remotely.

Developmental Preschool (Ages 3-5)

- Students placed in Developmental Preschool programs will be provided the option of accessing either in-person or remote instruction/services 4 times per week, Monday through Thursday.

Resource Room Services

- Some students who receive special education services in a resource room setting will have the option to access some in-person services.
- Individual or small groups/cohorts of students will have the option of accessing 1-2 sessions per week for 1-3 hours per session depending on individual student needs as identified in their IEPs.
- In-person services will be determined on a case-by-case basis.
- While some special education services and goals may be provided in-person, some services may continue to be provided remotely.
- Transportation will be provided.

Related Services: Speech and Language, Occupational Therapy, and Physical Therapy

- Some students will have the opportunity to access in-person SLP, OT, and PT related services.
- Students will have the option of accessing weekly therapy services depending on individual needs as identified in their IEPs.
- Services will be determined on a case-by-case basis and scheduled at a time that students are attending school for in-person special education (reading, writing, social/emotional/behavior, etc.) services.
- Transportation will be provided.

Questions? Please contact your student's case manager, principal, or any Student Services staff or administrators.

Introduction

With the foundations of remote learning having been developed for many years and thrust into the forefront during the school closures of the 2019-2020 school year, we know there have been many successes and many opportunities for improvement from which to build.

Here's what we know: Remote learning in the 2020-2021 school year must be vastly different than the emergency continuous learning that was experienced last year. Building off the [PSD Reopening Guiding Principles](#) as well as the Peninsula Promise, the following plan gives us an opportunity to imagine what a fully online, student-centered learning environment could look like.

Remote Learning 2.0 will grow and build upon the relationships teachers have with students and families throughout the district. It is centered around meeting the individual needs of the learner and a working relationship between the teacher, the student, and the family. Also, this plan will allow a seamless transition into in-person instruction as we are able to throughout the coming year.

Remote learning will not just be the simple conversion of the in-person school into a digital format. In many cases, it must be re-thought and redesigned to match how learning is best experienced in the virtual environment. Remote learning is full instruction addressing the same content, standards, and grading as in-person schools with different delivery mechanisms and different options for engagement and representation of the learning. This plan gives structure to many processes that were difficult during emergency continuous learning last year and also provides wide latitude to allow teachers to share their art of teaching with their students.

This remote learning plan is organized into six major sections, with supports offered, as well as expectations for students, teachers, and parents.



Remote Learning 2.0

We are excited to once again be connecting with our students. Even though we know Remote Learning 2.0 will take some getting used to until we can meet again for in-person learning we are committed to providing a rigorous, robust education for all students. The success of remote learning for each student is based on three individuals working in partnership: The student, the teacher, and the family member. Together we can do this!

Having a strong connection with your school is important now more than ever before. We are passionate about finding meaningful ways to cultivate school spirit as we work remotely. Although we can't physically be together, we are committed to growing relationships with our students and families to continue building a community of learners.

Remote Learning 2.0 will be better than the spring

We know Continuous Learning in the spring was not perfect, and in fact, left many families frustrated. There was no playbook for what schools had to do when they were told to close their doors and immediately switch to a remote learning model. However, we've learned and we've listened and we are working diligently to make the remote learning experience better.

Please stay connected to your child's school like you would normally. We encourage you to update your contact details in the parent portal so you won't miss out on important information. Log in to the parent portal. You can contact your child's school at any time with any questions or concerns about your child's education.

10

things you need to know about Remote Learning 2.0

1

Students will follow a consistent daily schedule.

6

There will be multiple opportunities for students and families to make contact with teachers throughout the week.

2

Remote learning does not mean students will be at the computer all day.

7

School lunches will be available to all students who desire. [Click here for the Nutrition Services web page.](#)

3

There is regular teacher feedback on and grading of student work. Student work is based on the [Essential Learning Standards](#).

8

All teachers will use the district's learning management system, Schoology. [Learn more about Schoology.](#)

4

Attendance will be taken regularly. Read the [PSD Student/Parent Rights and Responsibilities Handbook](#).

9

There will be a support program to help parents who are interested in getting more assistance to help their students with at-home learning.

5

We will strive to provide a sense of belonging in a virtual environment, with increased opportunities for students to connect with their classmates and their teachers.

10

All teachers and school leaders are involved in training to improve teaching and learning in the online environment.

ACADEMICS

Self-motivation, dedication to learning, daily progress on work, and communication with teachers and peers are always essential to student success. Students can expect deadlines for their work, to work hard, and to deeply engage in learning. They will be expected to join all scheduled courses on Zoom each day and to regularly log into courses on Schoology.

Daily interaction with courses will help students stay on top of their learning and schoolwork. Students will use discussion boards, chat rooms, class meetings, and other communication tools to work with teachers and other students. Students engaged in remote learning will also participate in scheduled district and state assessments, including surveys and screeners. Details will vary based on the content and grade level of the course. Academic integrity is essential to success in remote learning.

Instructional Participation – 30 Hours/Week

The average instructional participation for all students is 30 hours per week, to include a combination of **synchronous** and **asynchronous** learning opportunities. Online lessons will provide regular opportunities to learn and accompany enriching offline lessons, which may include hands-on experiences, award-winning books, skills practice, and more.

Synchronous, or “live”, learning opportunities are those where the student and teacher have a scheduled appointment or task that needs to be completed at a specific time. Synchronous activities might include class meetings over Zoom, direct instruction, or live collaboration.

Asynchronous, or “on demand”, learning opportunities are those where the student and teacher have some flexibility about the time and/or day when the task is completed. Asynchronous activities might include watching pre-recorded video from a teacher, writing, or practice. Asynchronous may be digital or offline.

Online Time Expectations

K-5 students are expected to spend no more than 50% of their school day online and the rest of their time working offline in projects, printed lessons, or other related activities. Middle school students may spend up to 60% and 70% of their school day online, while high school students will spend up to 75% and 85% of their time online.

Online activities could include completing online group projects, attending live synchronous class meetings and lessons, watching recorded lessons, reading online content, and producing artifacts of learning. Teachers will develop many options both online and off to allow students to learn and show their learning in a manner that works best for them. For students in need of individualized services, teachers and families may work together to modify the students' schedules.

Live Instruction = Synchronous

- Guided Practice
- Teacher Modeling
- Small Group
- Student Participation

On Demand = Asynchronous

- Independent Practice
- Collaborative Group Work
- Discussion Posts
- Lab

SCHEDULES

Student schedules are set on a whole-school basis. Each school may have slightly different schedules while looking largely the same across the district. Below you will find sample schedules for a student at each level. Please refer to your school's website for their official schedule.

District Elementary Schedules Overview

School-specific schedules will vary, but will be built around these learning blocks.

- For example, the ELA block might be offered at different times in the day in different buildings.
- Scheduled times may be adjusted for some grade levels, for example, Pre-K and Kindergarten; the schedule will be similar, with more brain breaks/structured play included.
- This schedule is built to run the same hours as in the past: 9:00 am - 3:30 pm, but as seen in the schedule, students will not be expected to be on Zoom meetings that entire time.
- The first weeks of school will need to include some time for learning the routines of remote school, helping students become familiar with tools and resources, assessing student proficiency, and readiness, and social-emotional learning time.

Term & Acronym Key

ELA: English Language Arts

SS: Social Studies

SEL: Social Emotional Learning

STEM: Science/Technology/Engineering/Math

Elementary School

Day Starts

Schedule Template

TIME	MONDAY/THURSDAY	TUESDAY/FRIDAY	WEDNESDAY
9:00 start 30 Min	<u>Morning Meeting</u> * Morning Announcements * SEL Time: Second Step; Mindfulness, Community Circle	<u>Morning Meeting</u> * Morning Announcements * SEL Time: Second Step; Mindfulness, Community Circle	<u>Collaboration Wednesday - Staff Collaboration Time</u>
40 Min	<u>Specialist (Fitness, Music, STEM, other)</u> Will be a combination of synchronous and asynchronous	<u>Specialist (Fitness, Music, STEM, other)</u> Will be a combination of synchronous and asynchronous	
15 Min	Recess (Brain Break)	Recess (Brain Break)	
65 Min	<u>ELA</u> Live Instruction: Whole group, small group, partner work, independent ELA (Essential Standards) integrated with social studies or science <u>Teacher-Directed Learning (all resources posted in Schoology)</u> * Videos to support new learning * Assigned readings/videos to build understanding * Zoom * Integrate Arts * Writing prompts * Exit tickets/performance tasks to demonstrate mastery * Reflection/meaning-making * Include movement, breakouts, partner- work, projects	<u>Math</u> Live Instruction: Whole group, small group, partner work, independent Math (Essential Standards using district adopted program(s) integrated with ELA and science <u>Teacher-District Learning (all resources posted in Schoology)</u> * Videos to support new learning * Recorded lessons * Zoom * Breakout groups for practice * Integrate Arts * Exit tickets/performance tasks to demonstrate mastery * Reflection/meaning-making * Include movement, breakouts, partner- work, projects	<u>Student Day Begins 25 Min ELA Instruction</u> ELA (Essential Standards) Integrated with Social Studies * 40 min 1 on 1 Check-in * Checking on both academic and emotional wellness * Provide specific help * Provide progress check
30 Min	Lunch	Lunch	Lunch
65 Min	<u>On Demand Math</u> (Instruction based on Essential Standards using district adopted curriculum/programs) <u>Student-Directed Learning</u> * Problem Solving/Scenarios Menu * Independent/Group/Partner practice * Videos * Math Performance Tasks * iReady Online Instruction * One-on-one time with the teacher	<u>On Demand ELA</u> (Instruction based on Essential Standards using district adopted curriculum/programs) <u>Student-Directed Learning</u> * Choice Board/Learning Pathways * Menu options * Read to Self/Choice Book/Partner reads * Readers/Writers/Workshop * Genius Hour (weekly) for independent research and project-centered learning * iReady Online Instruction * One on one time with the teacher	<u>Student Independent Work</u> Teacher supports: * Independent/Group/Partner Practice * Videos * Performance Tasks * iReady Online Instruction * One-on-one time with teacher * Menu options * Choice boards

(Elementary School Schedule Template Continues on Next Page)

(Elementary School Schedule Template Continued from Prior Page)

TIME	MONDAY/THURSDAY	TUESDAY/FRIDAY	WEDNESDAY
40 Min	<u>STEM/Social Studies</u> <ul style="list-style-type: none"> * Mystery Science * Science Kits * Since Time Immemorial (4th Grade) * Research/Independent Projects * History Alive (5th Grade) 	<u>Integrated Learning</u> <ul style="list-style-type: none"> * Integrated Projects * Community-Based Projects * Research/Independent Projects 	<u>Student Independent Work</u> <p>Teacher supports:</p> <ul style="list-style-type: none"> * Independent/Group/Partner Practice * Videos * Performance Tasks * iReady Online Instruction * One-on-one time with teacher * Menu options * Choice boards
10 Min	Recess (Brain Break)	Recess (Brain Break)	<u>Student Independent Work/ District Job-Alike Collaboration Time</u> <ul style="list-style-type: none"> * Independent/Group/Partner Practice * Videos * Performance Tasks * iReady Online Instruction * Menu options * Choice boards
60 Min	<u>WIN Time: (What I Need)</u> <ul style="list-style-type: none"> * Small group Zoom Intervention as needed * SDI (Specially Designed Instruction) for students on IEPs * Small-Group Zoom: Enrichment as needed * Student independent work * Menu of Enrichment Choice Activities * Review of essential standards and skills practice as needed * One-on-one time with Teacher * iReady 	<u>WIN Time: (What I Need)</u> <ul style="list-style-type: none"> * Small group Zoom Intervention as needed. * SDI (Specially Designed Instruction) for students on IEPs * Small-Group Zoom: Enrichment as needed * Student independent work * Menu of Enrichment Choice Activities * Review of essential standards and skills practice as needed * One-on-one time with Teacher * iReady 	
25 Min 3:30 end	<u>Whole-Class Live End of Day</u> <p>SEL/Review/Reflection</p>	<u>Whole-Class Live End of Day</u> <p>SEL/Review/Reflection</p>	

Day Ends

Middle and High School Schedules Overview

Each course will have a live (synchronous) component using Zoom following the school's daily schedule. Students should follow the schedule as outlined by the teacher in Schoology. Attendance will be taken and reported for each class.

All classes will begin on time according to our daily schedule (Day 1 - Day 5) and all current policies - deadlines, etc. - will be maintained. All classes will be recorded and will be archived through the end of the school year. Students will have access to live Zoom sessions, recorded sessions, and asynchronous tasks via the class Schoology course.

From time to time, some classes may not meet online. Videos with assignment instructions will be shared for those classes via Schoology and are to be completed by students before the next online class meeting. Providing video along with written directions is essential to providing an inclusive and humanizing experience for students.

Teacher-Directed Independent Learning Time - Students are expected to engage in learning activities outside of synchronous learning times defined by the daily schedule. Student activities during Teacher-Directed Independent Learning Time may include, but are not limited to, the following:

- Independent/Group/Partner Practice on Teacher Assigned Work
- Videos Assigned by Teacher(s)
- Performance Tasks
- iReady Online Instruction
- One-on-one Time with Teacher(s)

Office Hours - Teachers will be available to provide direct, in real-time, support to students during office hours. Options for teacher availability during this time may include an open Zoom meeting and/or availability by phone to take calls from students needing direct assistance from teachers.

Targeted Student Support - Targeted Student Support time is allocated specifically for teachers to connect with individual students or small groups on either academic remediation, academic enrichment, or specific social-emotional support.

Examples may include but are not limited to extra support for students who are struggling with specific academic concepts or work completion, students with Individual Education Plans, students who desire regular check-ins with counselors, and high school students who need support in addressing incomplete grades from the spring semester of 2020.

Middle School

Schedule Template

Day Starts

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15 - 9:00	Teacher-Directed Independent Learning Time	Teacher-Directed Independent Learning Time	Collaboration Wednesday - Staff Collaboration Time	Teacher-Directed Independent Learning Time	Teacher-Directed Independent Learning Time
9:00 - 9:40	Flex / SEL & Academic Support	Flex / SEL & Academic Support		Flex / SEL & Academic Support	Flex / SEL & Academic Support
9:40 - 9:50	Break / Passing	Break / Passing		Break / Passing	Break / Passing
9:50 - 9:55	Period 1	Period 4		Period 1	Period 4
9:55 - 10:55			Teacher-Directed Independent Learning Time/ Targeted Student Support		
10:55-11:10	Break / Passing	Break / Passing		Break / Passing	Break / Passing
11:10-12:15	Period 2	Period 5		Period 2	Period 5
12:15-12:30	Lunch			Lunch	Lunch
12:30-12:45			Lunch		
12:45 - 1:00	Teacher-Directed Independent Learning Time/ Office Hours	Teacher-Directed Independent Learning Time/ Office Hours		Teacher-Directed Independent Learning Time/ District Job-Alike Collaboration Time	Teacher-Directed Independent Learning Time/ Office Hours
1:00 - 1:15					
1:15 - 1:30					
1:30 - 1:40	Break / Passing	Break / Passing		Break / Passing	Break / Passing
1:40 - 2:45	Period 3	Period 6		Period 3	Period 6

Day Ends

High School

Schedule Template

Day Starts

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Zero Hour Classes - Check your school for days and times.					
7:30 - 8:40	Teacher-Directed Independent Learning Time	Teacher-Directed Independent Learning Time	Collaboration Wednesday - Staff Collaboration Time	Teacher-Directed Independent Learning Time	Teacher-Directed Independent Learning Time
8:40 - 9:10	Period 1	Period 4	Teacher-Directed Independent Learning Time/ Targeted Student Support	Period 1	Period 4
9:10 - 9:50					
9:50 - 10:05	Break / Passing	Break / Passing		Break / Passing	Break / Passing
10:05- 10:50	Period 2	Period 5	Break / Passing	Period 2	Period 5
10:50- 11:00					
11:00- 11:15					
11:15- 12:00	Teacher-Directed Independent Learning Time/ Office Hours	Teacher-Directed Independent Learning Time/ Office Hours	Homeroom - Social Emotional Learning (SEL) Support	Teacher-Directed Independent Learning Time/ Office Hours	Teacher-Directed Independent Learning Time/ Office Hours
12:00- 12:20					
12:20- 12:40	Lunch	Lunch	Lunch	Lunch	Lunch
12:40- 12:50					
12:50 - 2:00	Period 3	Period 6	Teacher-Directed Independent Learning Time/ District Job-Alike Collaboration Time	Period 3	Period 6

Day Ends

Student Expectations Cont.

Feedback

Just as with in-person learning, students are expected to act on feedback provided by their teacher during remote learning. Feedback is a critical part of improving student work and learning. This feedback may come during student-teacher conferences, individual comments in Google docs or Schoology assignments, or whole class feedback during Zoom or through Schoology. Students engaged in remote learning will also participate in scheduled district and state assessments. Details will vary based on the content and grade level of the course.

In addition, remote learning students are expected to provide feedback to the district and school through regular, short surveys. Systemwide surveys and individual interviews are the two key ways of collecting student voice to guide future improvement efforts.

Grading

All grading policies implemented by the school during in-person learning will continue to take place in remote learning as well. Students will be assessed frequently to determine achievement in their scheduled courses.

Satisfactory performance is based on student participation in online discussions and online threaded discussions, submitted writings, projects, portfolios, quizzes, additional supporting assignments, unit tests, and final exams. Students and parents can view grades and student progress at any time on Schoology or in the Parent Portal.

Attendance

Regular participation in classes is critical to student success. It helps to keep students motivated and keeps them connected with their teachers and peers.

Virtual attendance will be taken each day and students are required to participate daily as they would in an in-person classroom. Attendance will be taken through participation in online class meetings or live instruction as well as through participation in online coursework and assignments housed in Schoology.

Family Flexibility Option

Students unable to attend live learning sessions during school hours may continue to attend their neighborhood PSD school.

1. The state has given districts more latitude on attendance policy to accommodate these situations.
 2. Daily work will need to be done and shared with the teacher in order to be counted as “present” for daily attendance.
 3. Parents are given a guide with suggestions to make learning successful without the live, synchronous connection.
 4. Parents should inform the teacher if their student will not be connecting live.
 5. The student will still be expected to complete assignments and assessments, tracking with the students attending during regular school hours.
 6. The district will continue to build supports for parents to support learning during non-school hours.
 7. Parents should stay in close contact with the teacher for assignments, materials, resources, and student progress.
-

Communication

Teacher-student communication is critical to success in remote learning. Students and teachers must respond to one another in a timely manner for all correspondence and should be checking their email, Schoology, and Remind messages multiple times each school day. Responses should be provided within one school day.

Student Supports

Connectivity

High-speed internet access is critical to success in remote learning. If you do not have high-speed internet for any reason, please contact your school office and they will assist you in requesting support for internet access.

All students taking part in remote learning will be provided a district Chromebook to use at home. Parents may choose to decline this Chromebook but must guarantee an adequate computing device is available for students to use regularly.

Curriculum

All approved PSD curriculum will be used for remote learning. It may be packaged and presented differently than in-person, but students will be expected to learn the same standards at roughly the same pace.

We are planning a year where we could see many changes between in-person and remote learning. Utilizing our already existing curriculum and having our very talented teaching staff develop units and lessons around the curriculum they are already familiar with will be best for our students and allow for the ability to switch between remote and in-person learning more easily. Offline materials such as textbooks, novels, workbooks, packets, and other materials such as science and art equipment will be shipped home or available for pickup.

Any non-consumables will be expected to be returned at the end of the year or on a change from remote learning to in-person.

Remote Learning Environment

The Remote Learning Environment is made up of five primary tools and many other supplemental tools. These primary tools are described on page 19 along with their intended use. While all work will reside in Schoology, other individual tools teachers may choose to use with their students will be communicated via their initial Zoom meetings and email.



Remote Learning Environment

5 Digital Tools for Students

Remote Learning Tools



Schoology

- **Description:** Schoology is our district learning management system and is the one place that all students and families can go to find out about what learning is available and expected.
- **Intended Use:** Schoology is the single launch point for all students K-12 to find their learning materials as well as to submit materials back to the teacher for feedback. All students should be able to find everything they need on a daily basis for instruction by visiting their courses within the Schoology platform.



Zoom

- **Description:** Video conferencing tool to connect people through video or audio.
- **Intended Use:** Class meetings, student-teacher conferences, short instructional videos. All meetings will require authentication to protect student privacy. Single sign-on to Zoom is available through the PSD portal for all students and staff.



Email

- **Description:** Asynchronous messaging tool
- **Intended Use:** Messaging on any topic that can be accessed when the receiver chooses to access the message.



Remind

- **Description:** Direct notification tool to send short messages & attachments to parents and students. It also can be used to allow teachers to make phone calls.
- **Intended Use:** Reminders to students or parents, quick short notifications of specific events, or needs that must be addressed.



Google Drive & Productivity Tools:

- **Description:** Online, cloud-based productivity tools.
- **Intended Use:** Word processing, spreadsheets, presentations, video editing, online storage for student presentation creation, and sharing of teacher instructional materials.

Socialization Opportunities

Students need to feel connected to their peers and their school community whether they are attending school in person or remotely. To help continue this connection to the school community, students will be provided opportunities to participate in virtual clubs, virtual recess, virtual field trips, online assemblies, and other local community activities.

Building-based Schoology pages will be used for general communications, calendar events, and announcements to ensure that all students in a school, whether in-person or remote, will stay connected to the happenings of the school. This consistency will reduce student requirements to check many different systems for school information.



SPECIAL PROGRAMS

Student Services supports a variety of categorical programs and a continuum of services and placement options. Students who are eligible for special services or who participate in a special program often spend the majority of their school-day in the general education environment. Inclusive practices and strategic planning will be utilized to ensure access to grade-level content and essential learning standards as well as supplemental services.

Collaboration between special services staff and general education staff is critical in order to ensure successful outcomes for students. Students and families will work with their general education teacher, case manager, program staff, school counselor, principal, and/or Student Services support staff regarding programming and services within a remote learning environment.

Students with Disabilities

Early Childhood Education (Developmental Preschool)

- Students will be provided with the special education services identified in their Individual Education Plans (IEPs) or IEPs will be amended by the IEP team as needed.
- IEP case managers will collaborate regularly with service providers to plan instruction for students with disabilities, which includes ensuring that appropriate accommodations and modifications are provided.
- Limited in-person IEP services will be provided to students, beginning with those with the most significant disabilities, starting at Stage 2 and as defined by specific criteria at each stage on the dial.

Elementary

- Students will be provided with the special education services identified in their Individual Education Plans (IEPs) or IEPs will be amended by the IEP team as needed.
- Students who receive services in a resource room setting will receive remote instruction from their general education teacher(s) and supplemental IEP services in accordance with their IEP.
- Students who receive services within a district-level program (TRAC, Options) will be included in general education classrooms in accordance with their IEP.
- IEP case managers will collaborate regularly with general education teachers and other service providers to plan instruction for students with disabilities, which includes ensuring that appropriate accommodations and modifications are provided.
- Limited in-person IEP services will be provided to students, beginning with those with the most significant disabilities, starting at Stage 2 and as defined by specific criteria at each stage on the dial.

Secondary

- Students will be provided with the special education services identified in their Individual Education Plans (IEPs) or IEPs will be amended by the IEP team as needed.
 - Students who receive services in a resource room setting will receive remote instruction from their general education teacher(s) and supplemental IEP services in accordance with their IEP.
 - Students who receive services within a district-level program (TRAC, Options, ET&T) will be included in general education classrooms in accordance with their IEP.
 - IEP case managers will collaborate regularly with general education teachers and other service providers to plan instruction for students with disabilities, which includes ensuring that appropriate accommodations and modifications are provided.
 - Limited in-person IEP services will be provided to students, beginning with those with the most significant disabilities, starting at Stage 2 and as defined by specific criteria at each stage on the dial.
-

English Learners

EL Student Identification

- Established district procedures are used to determine which students qualify for EL support. In the case of students who are new to the state and not previously identified, qualification for services will be determined through ELPA21 Screener testing which may be administered by appropriately trained staff on-site at the school if available, or off-site at a centralized testing location.
- To determine continued program eligibility the ELPA21 Annual test will be administered in a secure location at the student's school. Each school will secure space and schedule for students to test during the testing window.
- The families of students who qualify for EL support will be notified through a letter and/or phone call in their primary language.
- Teachers will have access to information about which students in their class qualify for EL support through direct communications with the building's EL staff or EL coordinator.

EL Support in All Classes

- EL students participate fully in core grade-level classes.
 - Within each class, EL students will be provided appropriate supports to assist them in accessing content (eg. visual support, relatable context, repetition) and responding to the content (eg. sentence frames and varied response options), as well as opportunities for oral practice of new language, including academic content language (eg. Synchronous: structured interactions with the teacher and other students, Asynchronous: student-recorded responses that are scaffolded and practiced)
 - Grade level and content teams will collaborate with the school EL Specialist to plan for the implementation of appropriate supports for ELs in classes and co-plan for effective instruction.
 - Classroom activities, assignments, and assessments will be differentiated and accessible for EL students and align with English language development standards that support grade-level content standards.
-

Elementary - Support Provided by EL Staff

- Depending on individual language learning needs, EL students may participate regularly in lessons delivered by the building's classified EL Specialists.
 - Direct support for ELs, in a manner and frequency appropriate for each student and prioritizing those in the earlier stages of English language acquisition, will be provided. EL support classes may occur during a scheduled academic or intervention block designated for select ELs in addition to in-class supports.
 - ELs will have regular weekly check-ins with the EL specialist to support their learning and language development. As state guidance allows and as identified in PSD guidance, we will offer a hybrid model that includes face-to-face instruction with the building EL specialist in small group settings.
-

Secondary - Support Provided by EL Cert Team

- EL support appropriate for a student's individual language learning needs may occur in the form of an EL support period or as an extended intervention class.
- EL teachers will collaborate with content teachers to help differentiate curriculum so it is accessible to EL students.
- ELs will have weekly check-ins with an EL teacher to support their learning and language development. As state guidance allows and as identified in PSD guidance, we will offer a hybrid model that includes face-to-face instruction with the building EL teacher in small group settings.

Highly Capable Students

Elementary

- Kindergarten-Grade 1: Students in Kindergarten and 1st grade will receive differentiation and critical thinking opportunities in their remote classrooms. Teachers are provided additional training opportunities in the unique needs and characteristics of highly capable students in the early grades.
- Multiage PACE setting for 2-5 identified Highly Capable in multiple area students with teachers who have on-going training on best practices will continue in a virtual setting. Above grade-level instruction is delivered to students when appropriate and digital resources to support instruction will be available for teachers and students. PACE focuses on acceleration, enrichment, integrated instruction, and depth of content.
- Clustered groups of HC students will be served in Accelerated in Reading(AIR)/Accelerated in Math(AIM) 2-5 classrooms remotely with access to peers and teachers who have on-going training on best practices in HC services.

The instruction varies based on the student's ability and on the subject matter but the teacher implements strategies and materials for highly capable populations when appropriate including access to digital resources. Differentiation/Curriculum Compacting are examples of data-driven components of Highly Capable services in the clustered classrooms.

Secondary

- Grades 6-8: Highly capable students will have access to traditional pathways through remote options. There is a self-contained HC English Language Arts (ELA)/Social Studies (SS) block class at Kopachuck and Key Peninsula Middle Schools in 6th grade.

Highly capable students will be clustered in English Language Arts (ELA)/Social Studies (SS) at Goodman Middle School and Harbor Ridge Middle School. Highly capable and high achieving students selected for the Advanced ELA program will participate in an accelerated pathway for ELA in grades 7th-9th.

- Math placement for each student is based on multiple data measures. Advanced pathways may be accessed when appropriate.
- Grades 9-12: Students in high school may take advantage of AP, College in the High School, Running Start, and advanced course options at different grade levels in a variety of subjects at the high school through remote services. See high school course catalogs for more information.

Highly Capable Identification

- Highly Capable Identification for the 2021-2022 school year will still take place but the window for testing is still to be determined.
- When more information is available about returning to in-person school and evaluations for identification of Highly Capable students an announcement will be made on the district website.

LAP/Title Services

- Students participate in their general education classroom with supplemental small group sessions/ lessons provided by LAP teacher focused on skill-based interventions and pre-teaching
- Eligibility for LAP or Title Interventions will be based on multiple assessments, including DIBELS, iReady, and teacher collected assessment data
- Priority for reading interventions are grades 1-3, with K services beginning upon return to in-person school
- Grade level and content teams will collaborate with the LAP/Title staff to plan for the implementation of appropriate interventions based on skill deficits
- LAP Teachers have access to a variety of evidence-based interventions that may be used to provide interventions in early literacy.

McKinney-Vento (Students experiencing homelessness)

- Established district procedures are used by the school office to determine which students qualify for McKinney-Vento services. In the case of students who are new to the state and not previously identified, qualification for services will be determined through the district housing survey which is conducted at the beginning of school or upon registration.
- School counselors work with families to determine eligibility for McKinney-Vento services and provide outreach for resources and services needed.

Section 504

- Eligible students will be provided Section 504 accommodations as indicated in their 504 plans during remote learning. If there is a need to discuss specific accommodations related to the remote learning environment, the student's case manager should be contacted.

Teacher Expectations

Academics

PSD's continuing work on developing [Multi-Tiered Systems of Support \(MTSS\)](#) for academics, behavior, and social-emotional learning brings a renewed focus on effective Tier I instruction to help ALL students meet or exceed grade-level standards.

The [Washington State grade-level standards](#) are the basis of instruction in the Peninsula School District. In the spring of 2020, the Department of Learning & Innovation worked in collaboration with teachers to identify Essential Standards for many courses beginning with the 2020-2021 school year. Essential Standards represent the minimum learning expectations for all students. These learning standards should be prioritized but not necessarily represent the only learning for students. In addition, the team outlined a process for teacher teams to identify Essential Standards in other courses.

For more information on the identified Essential Standards for the 2020-2021 school year, visit: <http://sl.psd401.net/essentialstandards>.

Teachers will provide students and families with a syllabus or other centralized documentation showing how the class will run, including:

- Contact information
- Communication methods and expectations
- Schedules, including office hours
- Standards and work expectations
- Grading practices

Student Behavior

Classroom and schoolwide behavior matrices exist in all remote classrooms as they would in an in-person classroom. Common expectations will be collaboratively developed with students having some voice in determining the expectations.

Communication

Research has shown that the students do best when remote teachers reply quickly to student questions and requests. Teachers should respond within one school day to student emails and messages to support their learning. Regular office hours for students and parents to join and get assistance and clarification are built into school schedules.

Regular, two-way communication between teachers and parents/guardians is essential for student success in any educational model. In a remote learning model, the importance of such communication is magnified even further. It is expected that teachers communicate regularly with all parents/guardians of students in their class(es), with more frequent communication occurring with the parents of younger students; students who are struggling with academic concepts, attendance, and/or behavior; and students whose performance shows signs of falling. Teachers may choose a variety of tools (phone, Zoom, email, etc.) to communicate with parents/guardians and are encouraged to develop a system for recording their attempts to contact and interactions with parents/guardians.

Teacher Expectations Cont.

Remote Learning Environment

Consistent with state guidance, Schoology is Peninsula School District's singular online classroom and all student learning and resources will be launched from here. Within Schoology, the calendar should be used extensively to assist students in planning their work and managing time.

All assignments and lessons will exist here so they are easy to find, and discussion boards should be vibrant and effective. Common layouts, organization, and experiences for students will help students navigate their classes and will help parents support their child's learning.

Just as a physical classroom houses teachers and students and their work, with teachers bringing their talents, knowledge, and skills to the physical classroom, the same should be thought of within Schoology. There is a multitude of resources and tools available to include in the remote classroom that may be beneficial to students. Teachers are encouraged to be creative, explore, and add into their Schoology classroom outside resources they feel are effective for their students.

Before adding in outside resources that are not already part of the standard set of PSD approved tools and curriculum, teachers need to be cognizant of the curricular alignment of the tools/resources as well as data privacy and cyber-security safety of the students. All outside digital tools should be first vetted by the Department of Learning & Innovation. Approved tools/resources are constantly being updated and can be viewed in Service Central. Digital tools that teachers would like to be vetted should be submitted through the online forms available on [Service Central](#) before using them with students.

Zoom is the video conferencing tool used for live instruction, class meetings, small group instruction, and any other video conferencing needs between students or parents and teachers.

All instruction and class/group meetings should be recorded, stored in Google Drive (not Zoom's cloud storage), and linked back to Schoology so that students who may not have been able to access them live can watch them at another time. Students whose families have requested they not be photographed should keep their cameras off during recorded sessions.

As the remote learning environment is so heavily digital, Digital Citizenship skills are imperative to be explicitly taught throughout the course and refreshed whenever appropriate. Teachers must not assume that all students have these skills, and they should be interwoven and clearly communicated into all areas of remote learning.



Teacher Expectations Cont.

Attendance

Student attendance will be taken daily in PowerSchool for each class that is scheduled to meet. Students may demonstrate their attendance through being present for scheduled Zoom sessions, through their activity on Schoology, or if the student and instructor have connected and responded back and forth at least once during a different time on the day of the scheduled class. Teachers will check Schoology analytics, participation in discussions and assignments, and attendance at live Zoom sessions before marking a student absent.

Different absence codes will be used to track the above listed different types of attendance. As with in-person learning, students may sometimes be present for school without completing their assigned work. For families with internet access issues, teachers may need to call students to check attendance. Counselors and other staff may be available to help teachers with these phone calls. Over the course of the school year, schools are expected to implement a tiered approach to support student attendance, increase engagement, and reduce absenteeism.

Feedback and Formative Assessment

Formative assessment is an integral part of teaching and learning. Just as with in-person learning, teachers are expected to provide frequent feedback to students aimed at improving student learning. In general, research indicates that feedback is most effective when it is specific, timely, improvement-focused, and separate from scores/grades.

Teachers will provide feedback to guide student learning and check for understanding. Students should always have an opportunity to act on feedback prior to summative evaluations or grades. This feedback should be provided through a combination of student-teacher conferences, individual comments over email, or whole class feedback during Zoom or through Schoology.

Students engaged in remote learning will also participate in scheduled district and state assessments, including surveys and screeners. Details will vary based on the content and grade level of the course.

Grading

All grading policies implemented by the school during in-person learning will continue to take place in remote learning as well. Teachers will assess students frequently to determine progress and achievement in their scheduled courses. Satisfactory performance is based on student participation in online discussions and online threaded discussions, submitted writings, projects, portfolios, quizzes, additional supporting assignments, unit tests, and final exams. Students and parents can view grades and student progress at any time on Schoology or the Parent Portal.



Professional Development

Students are expected to receive effective remote learning starting on September 8. To be successful, the community needs all staff to be proficient in remote learning. While some staff may have already developed these skills, the district has purchased programs and developed training to support teachers in successfully implementing remote learning. Certificated staff can access self-directed days for these training sessions. Clock hours are available where possible.

Based on the results of our spring survey of staff, specially designed professional development courses are being delivered in August for teachers teaching remotely. These resources will include the following:

- **[PSD Professional Learning, Summer 2020 website](#):** A collective list of professional learning opportunities available to PSD staff as they prepare for the 2020-2021 school year.
- **Preparing for Fall 2020! Blended & Online Learning:** Catlin Tucker's course provides teachers with a common set of best practices for successful remote learning. Certificated staff members received an email from Aimee Gordon on August 3, 2020, with coupon code and directions for accessing the course.
- **Inclusive Instruction in Remote Learning:** Developing strategies for effective Tier 1 instructional practice in a remote environment, including multiple means of engagement for students, multiple means of representation for learning content as well as multiple means of action/expression to give students options in how they show their learning.

This course will include resources for teaching social-emotional learning and supporting ongoing equity work. Course design suggestions and tip sheets will be made available through this course as well to help teachers organize and layout their courses.

Ongoing professional development sessions and collaboration will be available throughout the school year to support continued growth.



Family Expectations

Attendance

All PSD attendance and truancy policies will apply to remote students. Please see the [PSD Parent & Student Handbook](#) for more information and a link to applicable board policies. When students are ill or will be missing school for any reason, parents will be expected to contact your child's school to report absences as you have done in prior years.

Communication

Parent-Teacher communication is a vital cornerstone to maintain the relationship between the school and parents. Teachers are the parents' first point of contact for academic questions. For students to succeed in remote learning, parents are expected to maintain responsiveness to email, newsletters, phone, and or video communications with the teachers and the school. Professional, courteous two-way communication is always encouraged.

Learning Environment

- Provide a learning space best suited for your learner's needs for studying and academic work.
- Have a set schedule for the school day, including breaks, lunch, and physical activity.
- Talk to your student daily about what they are learning.
- Let your student know that you support them and want them to be a strong learner. Let them know that you are proud of them because of their work and goals they are accomplishing.
- Help your student assess personal strengths and areas for growth and encourage them not to avoid the subjects they find most difficult.
- Monitor schoolwork and proper computer usage. Students should be making consistent progress in all their classes in order to complete each class by the end of each term.



General

PSD will provide an extensive website where parents can go to find resources on curriculum, expectations, handbooks, processes, checklists, virtual hosted training, and other necessary resources to support their students. Also included will be recorded video tutorials to get started with the tools and systems necessary to support student learning remotely.

Technical Supports

Basic student questions about how to access a course or learning resource will be handled by teachers, but emailing servicecentral@psd401.net will provide parents with more in-depth technical support should their children have problems with devices, connectivity, or access to systems online.

Peer Supports

As Schoology is the primary Learning Management System and its usage is critical to student's success in remote learning, parents are strongly encouraged to set up parent Schoology accounts to interact and view their child's progress in their Schoology courses. Within Schoology, all parents with students enrolled in remote learning will be enrolled in a group with discussion forums for parents to communicate with one another as well as look for general answers from other parents. This forum will also be monitored by the PSD Department of Learning & Innovation staff to ensure that all questions are answered if necessary.

General Office Hours

PSD will staff weekly one hour general office hours sessions outside of teaching sessions where parents can join a Zoom conference to answer bigger questions, find help with strategies to assist their child with organization or motivation and find avenues to encourage student social interaction.



COVID-19 Safety Protocols

The Peninsula School District's COVID-19 Safety Protocols is a living document and will be updated based upon the needs of our students, staff and families and as new information becomes available from the following entities:

- Federal and state government
- Centers for Disease Control and Prevention
- Office of Superintendent of Public Instruction
- Washington State Department of Labor & Industries
- Washington State Department of Health
- Tacoma-Pierce County Health Department
- Washington Schools Risk Management Pool Legal Counsel
- Workers' Compensation Trust (WCT)

Caroline Antholt, Director Human Resources and Sara Hoover, Risk and Compliance Manager, have been appointed as the Peninsula School District's COVID-19 Safety Managers. It is their duty to oversee the work of the COVID-19 Building Site Coordinators for each school building and coordinate with district administration.

Contact Information:

antholtc@psd401.net, 253.530.1041

hoovers@psd401.net, 253.530.1003

Each building is to appoint a COVID-19 Building Site Coordinator. It is the responsibility of the building's COVID-19 Building Site Coordinator to implement the safety plan and provide guidance and education for their building.

See Appendix A on Page 45 for:

- Information on High Risk Employees
- Return to Work Packet Information



COVID-19 Safety Protocols

Health Screening

[Click here to view the Washington State Department of Health health screening guidance.](#)

General requirements for all buildings:

All staff, students, parents/guardians, volunteers, vendors, or guests must provide an attestation and have a temperature check before entering the building.

No one will be allowed on-site if they:

- Are showing symptoms of COVID-19.
- Have been in close contact (within 6 feet for at least 15 minutes) with someone who has confirmed COVID-19 in the last 14 days*.
- Have tested positive for COVID-19 in the past 10 days.

*Health care providers, EMS workers, who wore proper personal protective equipment (PPE) during potential COVID-19 exposure are permitted to be on site.

Attestation Questionnaire:

Staff, students, and visitors will provide an attestation and get a temperature check upon entering any building. Attestation questions are as follows:

"YES or NO: Since your last day of work, or since your last visit to this facility, have you had any of the following:"

- A new fever (100.4°F or higher), or a sense of having a fever?
- A new cough that you cannot attribute to another health condition?
- New shortness of breath that you cannot attribute to another health condition?
- Nausea, vomiting, and/or diarrhea that you cannot attribute to another health condition?
- A new sore throat that you cannot attribute to another health condition?
- New muscle aches (myalgias) that you cannot attribute to another health condition, or that may have been caused by a specific activity (such as physical exercise)?

If an employee or visitor answers YES to any of the screening questions above, the designated screener should consider:

- A review of the screening results;
- Recommendations for possible exclusion of the employee or visitor from the facility; and
- Recommendations for medical follow-up.

If the answer is NO to any of the aforementioned questions, the following is required for entry:

- Wear a face covering or mask.
- Have your temperature taken by the screener with a touchless thermometer. Results are recorded only if temperatures are greater than 100.3° F. If temperatures are 100.4° F or higher, entry will be denied and their temperature will be recorded.
- Visitors will then be asked to complete the COVID-19 Disclosure and Release Form (see Appendix B on page 46).

Please note that the attestation and waiver form does not need to be completed by visiting district employees.

COVID-19 Safety Protocols

Personal Protective Equipment and Face Coverings

Washington State employers are required to ensure workers are wearing face coverings at work in almost all situations. Employers must provide face coverings if workers do not have them; employers are responsible to comply with this order, and the Washington State Department of Labor & Industries (L&I) enforces it.

Specific mandates include:

- All district facilities will require the use of face coverings and/or shields and barriers defined by the Washington State Department of Health and L&I guidance for all building occupants.
- All students age 5 years and older, staff, volunteers, and guests must wear cloth face coverings (or other acceptable alternatives) in K-12 settings unless under the age of 5 or meet the few exceptions allowed. Pre-K students will be encouraged to wear masks.
- Employees with a medical or disability issues who are requesting accommodations must provide the human resources (HR) department with an accommodation statement from their medical professional specifying that a face covering or mask should not be worn due to their present health condition. Employers cannot allow the employee to work in a district facility without a mask with no other mitigations or accommodations.
- All main entrances to buildings for staff, students, and visitors will be clearly marked that face coverings are required before entering.
- Even when cloth face coverings are worn, occupants will continue practicing proper physical distancing.
- All employees shall be provided with 2 cloth masks and any additional required Personal Protective Equipment (PPE) defined by their duties/environment based Washington State Department of Health and L&I guidelines. Employers must provide employees masks free of charge. The employer must immediately replace the mask if requested, or if it becomes contaminated, wet, dirty, damaged, or when recommended by the manufacturer.
- Additional PPE will be defined by duties and assigned as needed.
- Employees should work with their COVID-19 Site Supervisor for specific PPE needs and reordering.

Specifics will be outlined in each building's COVID Safety Protocols. The district will provide two cloth masks to all employees with their Return to Work Information Packet. Included in the Info Packet is the CDC guidance on proper mask care and use. (See Appendix C on page 47.)

On-Location Physical Distancing

General requirements for all areas include:

- Physical distancing - Minimizing close contact (less than 6 feet) with other people.
- Marking the floor to indicate physical distancing protocols where individuals congregate or line up for services.
- Posting signage to state the allowable number of people occupying elevators, meeting spaces, etc.

Hand Hygiene

Building occupants will be reminded about the need for frequent washing with soap and water or using alcohol-based hand gel. The Washington State Department of Health recommends that staff and students should wash their hands upon entering the facility, before and after meals, and whenever they utilize the restroom. If running water and soap is not available, hand sanitizer will be provided.

Other practices include:

- Discouraging handshaking.
- Encouraging the use of other non-contact methods of greeting.
- Providing disposable gloves in areas where needed.
- Providing single use tissues in all occupied areas to minimize contamination from coughing and sneezing.
- Placing age-appropriate posters at all sinks that encourage hand hygiene.

COVID-19 Safety Protocols

Cleaning and Disinfecting

The district facilities supervisor is responsible for developing the district's cleaning and disinfecting plan and for the training of all custodial staff. (See Appendix D on page 48 for a sample cleaning schedule.)

General requirements for all areas include:

- Using disinfectants in a ventilated space. Heavy use of disinfectant products should be done when children are not present, and the facility should air out before children return.
- Using the proper concentration of disinfectant.
- Keeping the disinfectant on the surface for the required wet contact time.
- Following the product label warnings and instructions for Personal Protective Equipment such as gloves, eye protection, and ventilation.
- Keeping all chemicals out of reach of children.
- Staff, student, parents, or visitors should not supply disinfectants and sanitizers and are NOT allowed to bring any cleaning/disinfecting products from home. Custodial staff will supply appropriate cleaners, etc. and maintain the Safety Data Sheets for each.
- Facilities must have a Safety Data Sheet for each chemical used in the facility.
- It is the responsibility of each employee to clean and disinfect their own personal workspace daily with district approved and provided cleaners or sanitizing wipes as necessary. This includes, but is not limited to: desktops, tables, countertops, handles, doorknobs, light switches, desks, and electronics such as tablets, touch screens, keyboards, remote controls, phones, and other frequently touched office machines using the sanitizer provided. Gloves, paper towels, soap and water or sanitizing wipes, and trash bins will be supplied in all occupied spaces and rooms for this purpose.
- Cleaning materials should be discarded after a single use.
- If staff members notice the cleaning supplies are getting low, they are to notify custodial staff as soon as possible.

Exposure Control

The district has developed an Exposure Control Plan that meets or exceeds all state and local authority guidelines. The purpose of this plan is to provide a framework for exposure response at Peninsula School District. The execution of the plan requires the collaborative efforts of Peninsula School District and Tacoma-Pierce County Health Department. By design, the plan must be adaptable and subject to review as information is updated on various types of illnesses and outbreaks and how to best handle them.

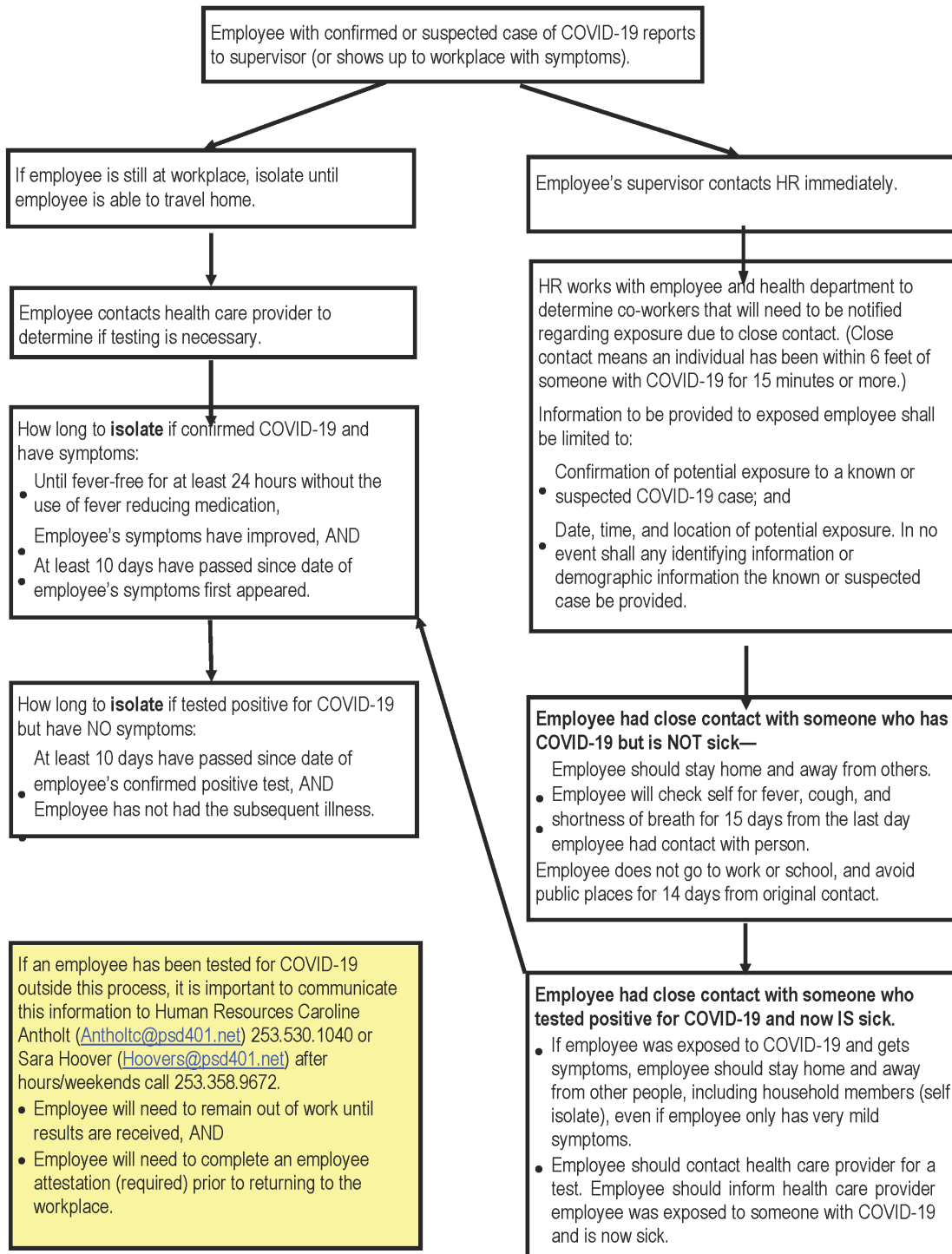
The essential components of the plan are as follows:

Contents

1. Reports of Illness
 - A. Isolating and sending home ill students and staff.
 - B. Reporting illnesses to the Tacoma-Pierce County Health Department.
2. Controls for Spread of Illness
 - A. Exclusion of ill students and staff.
 - B. Closure of rooms, buildings, and schools.
 - C. Determination of cause of illness.
 - D. Site sanitation during an outbreak.
 - E. Lifting exclusions and reopening facilities.
3. Closure of Outbreaks and Summary

PSD EMPLOYEE COVID-19 NOTIFICATION FLOW CHART

PSD EMPLOYEE COVID-19 NOTIFICATIONS FLOWCHART



COVID-19 Safety Protocols

Other Considerations and Protocols:

ATHLETIC FACILITIES (Locker rooms, gyms, etc.)

- If space is being utilized for classroom or office space, follow the guidelines for those areas.

BUSING

- The district will work with its transportation department to meet current guidelines developed by local and state authorities. This section will be developed as additional guidance is released from OSPI and the Washington State Department of Health.

CAFETERIAS

- If space is being utilized for classroom or office space, follow the guidelines for those areas.

CLASSROOMS

- Remove rugs, unnecessary furnishings, and any items that cannot be disinfected easily.
- Place age-appropriate posters at all sinks that encourage hand hygiene to help stop the spread of disease in areas where they are likely to be seen.

COMMON AREAS

- Devise plans to minimize visitors or building occupants congregating. Examples are those with appointments must be done in person and wait outside until called or are brought in to the building by staff.
- Mark the floor to indicate physical distancing protocols where individuals congregate or line up for services.

COPY/WORK ROOMS

- Use of the copy center areas should be limited to avoid multiple people gathering in these areas.
- When using these areas and equipment, it is the responsibility of each employee to clean the items before and after each use and/or wear gloves while touching items in these areas. Cleaning items should be discarded after a single use.
- Gloves, paper towels, soap and water or sanitation wipes, and trash bins will be provided in these areas.

CUSTODIAL ROOMS

- Entry will be limited to custodial staff only except in an emergency.
- Custodial staff will be the only building occupants allowed to mix and distribute cleaning products.
- It is the responsibility of each custodian to clean and disinfect their own personal workspace daily with provided sanitizing wipes upon arrival and before exiting for the day. This includes, but is not limited to worktops, tables, countertops, handles, doorknobs, light switches, desks, and electronics such as tablets, touch screens, keyboards, remote controls, phones, and other frequently touched workspace equipment.
- Used sanitizing wipes should be thrown in the trash immediately after use.

DISTRICT OWNED VEHICLES

- During Washington State Phases 1-2, employees are only allowed one person per vehicle.
- During Washington State Phases 2-3, if employees (landscaping/maintenance) meet at a central location and travel to a job site in district-owned vehicles, employees may only be assigned one truck to one crew and cannot rotate. Crews must remain consistent throughout the phases.
- Whenever possible, employees will drive separately to job sites with only one person per vehicle. If more than one person is in a vehicle at any time, all vehicle occupants must wear cloth face coverings.

DROP OFF/PICK UP

- The district will work with its transportation department and the COVID-19 Building Site Coordinator at each school to develop the most efficient and safe procedures for the drop off and pick up of students at each facility.
- This section will be developed as additional guidance is released from OSPI and the Washington State Department of Health.

ISOLATION

- A space will be designated that can be used to isolate any building occupant that begins to show symptoms of COVID-19 or feels ill.
- The district COVID-19 Safety Manager(s) will work with each building COVID-19 Building Site Coordinator to develop procedures for their facility based on best practices.

MEALS

- The district will work with its food service contractor to develop an onsite and offsite meal program that meets current needs of our students within federal guidelines. This section will be developed as additional guidance is released from OSPI and the Department of Health.

MECHANICAL ROOMS

- Access will be limited to maintenance staff and the building custodian.
- When using these areas and equipment, it is each employee's responsibility to clean touched surfaces before and after each use using disinfecting wipes, cleaning items, and gloves.

MEETING SPACES

- Continue videoconferencing or teleconferencing when possible for work-related meetings or gatherings. When this is not possible, hold meetings in open, well-ventilated spaces and adhere to physical distancing rules.
- Post signage on conference room doors to identify maximum occupancy throughout the "Safe Start" Phases.
- Meetings must be scheduled at least 30 minutes apart so proper cleaning can be conducted between each meeting.
- Plan ahead: All tables, chairs, doorknobs, and any other frequently touched areas must be properly cleaned before and after each meeting by the staff member(s) responsible for organizing the meeting and attendees.
- Gloves, sanitizing wipes, and trash bins will be supplied in all meeting rooms, and cleaning materials should be discarded after single use.
- If staff members notice supplies are getting low, they should notify custodial staff after their meeting.
- Meeting rooms will be cleaned by custodial staff at the end of each business day.

OFFICE SPACES

- Shared offices areas where space is limited shall only be occupied by workers assigned to those office spaces.
- Larger offices with additional tables and chairs must be spaced 6 feet apart, which can be cleaned before and after each use, and can be utilized for one-on-one meetings on a limited basis for short periods of time.
- Smaller enclosed office spaces or cubicles are only to be occupied by workers assigned to those office spaces.
- Cubicle height should be 6 feet (or above the employee's breathing zone if standing or sitting) to allow consideration of the employee working alone and being able to remove their face covering. There should be no public access.
- Employees are discouraged from using other employees' phones, desks, offices, or other work tools and equipment when possible. If necessary, clean and disinfect them before and after use.
- Discourage handshaking; encourage the use of other non-contact methods of greeting.

RESOURCE ROOMS

- When using these areas and equipment, it is each employee's responsibility to clean before and after each use.
- Plan ahead: All counters, desk areas, chairs, keyboards, computer mice, and any other frequently touched areas must be properly cleaned before and after each use by the staff member(s) responsible for utilizing the space.
- Gloves, sanitizing wipes, and trash bins will be supplied in all meeting rooms, and cleaning materials should be discarded after single use.
- If staff members notice supplies are getting low, they should notify custodial staff after using the space.

RESTROOMS

- Bathrooms will be cleaned periodically throughout each business day as needed by custodial staff and again at the end of each business day.
- Visual cues will be placed in all bathroom spaces to remind users to maintain at least 6 feet of social distancing.
- Posters will be placed by all sinks in restrooms that encourage hand hygiene to help stop the spread of disease in areas where they are likely to be seen.

SHARED COMPUTERS/WORKSTATIONS

- When using these areas and equipment, it is each employee's responsibility to clean before and after each use. All counters, desk areas, chairs, keyboards, computer mouses, and any other frequently touched areas must be properly cleaned before and after each use by the staff member(s) responsible for utilizing the space.
- Gloves, sanitizing wipes, and trash bins will be supplied in all meeting rooms, and cleaning materials should be discarded after single use.
- If staff members notice supplies are getting low, they should notify custodial staff after using the space.

SHARED TOOLS and EQUIPMENT

- The district will either minimize or eliminate the use of shared equipment and tools.
- If tools and/or equipment are shared, employees are required to sanitize tools before and after each use according to Washington State Department of Health and CDC guidelines.
- Examples of equipment or tools used include gate handles, hoses, hand tools, control buttons, steering wheels, etc.

STAFF LOUNGES/OFFICE KITCHENS

- Congregating in these areas is prohibited.
- Bring bottled drinks, lunches in coolers, or other food or drink items that limit access to these areas.
- Place posters at all sinks that encourage hand hygiene to help stop the spread of disease in areas where they are likely to be seen.
- If employees choose to use items like a microwave or coffee pots, it is the responsibility of each employee to clean the items before and after usage.
- Gloves, sanitizing wipes, and trash bins will be supplied in all meeting rooms, and cleaning materials should be discarded after single use.

THEATER/AUDITORIUMS

- If space is being utilized for classroom or office space, follow the guidelines for those areas.

WATER FOUNTAINS

- Users are encouraged to use the automatic water fountain stream without touching the actual fountain itself.
- Staff should use the kitchen sink to fill reusable water containers and not use water fountain systems. This is to prevent cross contamination.

APPENDIX A

High Risk Employees

The district will provide staff information from the Human Resources (HR) department regarding high risk employee definition via email, postcards, or other mailings and the inclusion of the applicable CDC infographic in the employee return to work packet at each building.

The district will also provide information for employees who wish to self-identify to contact HR if they believe they are high risk and need an accommodation.

Click below to view links regarding those people considered high-risk:

[Centers for Disease Control](#)

[Centers for Disease Control Infographic](#)

[Governor Jay Inslee](#)

Return to Work Packet

Employees will be given a return to work packet upon their return that includes:

- Handouts from CDC and the Tacoma-Pierce County Health Department;
- Hand sanitizer;
- Stylus;
- Mask clip; and
- 2 cloth face coverings.

Staff are to review all packet items, this Safety Plan, and direct any questions to their COVID-19 Building Site Coordinator.

APPENDIX B

Sample Visitor Release Form



COVID-19 Disclosure and Release Visitors Sign In Form

Visitor Name: _____ Date: _____

Address: _____ Tel: _____

School/Facility: _____

COVID-19 NOTICE FROM PENINSULA SCHOOL DISTRICT ("DISTRICT")

The novel coronavirus ("COVID-19") has been classified by the World Health Organization as a global pandemic and has spread across the state of Washington. COVID-19 is a new disease and the state of scientific and medical knowledge regarding COVID-19 is limited and evolving. There remain unknowns regarding how the disease is spread and contracted and there is currently no known treatment, cure, or vaccine for COVID-19. COVID-19 is reported to be highly contagious and spread easily from person to person. COVID-19 may result in serious illness, debilitating injury, or death. Older adults and people of any age, including children, who have serious underlying medical conditions might be at higher risk for severe illness or death from COVID-19.

The District has put in place measures in an effort to reduce the spread of COVID-19. However, notwithstanding any such efforts, it is simply not possible to guarantee that COVID-19 is not present nor to prevent you or your child from becoming exposed to, contracting, or spreading COVID-19. By entering District premises and/or attending or participating in District activities in-person, you are exposed to the risk of contracting or spreading COVID-19. By attending or participating in certain activities associated with greater rates of disease transmission, you are exposed to a high risk of contracting or spreading COVID-19. Activities that may pose a high risk for COVID-19 include (but are not limited to): singing, choir, exercise, athletics, any activity where people are closer than 6 feet apart, and any large gathering of people indoors.

ASSUMPTION OF RISK, WAIVER OF LIABILITY, HOLD HARMLESS AGREEMENT

Assumption of Risk for COVID-19: I am voluntarily entering District premises and understand that that my presence is voluntary and is not required. By signing below, I acknowledge that I have carefully read the above, understand the risks of COVID-19 associated with entering District premises and/or participating in District activities in-person. I voluntarily assume such risks, including the risk of serious illness, debilitating injury, or death. By signing below, I further acknowledge that I understand that the risk of exposure to, contracting, or spreading COVID-19 may result from the acts, omissions, or negligence of myself and others, including but not limited to the District employees, agents, representatives, volunteers; other students, program participants, and their families; and/or other individuals who may be present in school facilities or in attendance at any school activity. I knowingly assume such risks, including the risk of serious illness, debilitating injury, or death.

Waiver of Liability/Hold Harmless: By signing below, and inconsideration for the opportunity to enter District premises, I voluntarily agree to waive and discharge any and all claims against the District related to or arising out of COVID-19, and voluntarily release the District from liability for any exposure to or illness or injury from COVID-19, including claims for negligent actions of the District or its employees, agents, representatives, and volunteers related to or arising out of COVID-19, to the fullest extent allowed by law. By signing below, and inconsideration for the opportunity to enter District premises, I agree to release, discharge, and hold harmless the District and its employees, agents, volunteers, and representatives from all liability, claims, causes of action, or demands, including attorney fees, fines, fees, or other costs (e.g. medical costs) arising out of any exposure to or illness or injury from COVID-19.

I certify that I have read and understand the foregoing, and accept and agree to be bound by the terms and conditions of the above.

Signature

Date

APPENDIX C

Below are links to guidelines from the following organizations:

Centers for Disease Control:

- <https://www.cdc.gov/coronavirus/2019-ncov/downloads/cloth-face-covering.pdf>

Washington State Department of Labor & Industries:

- <https://www.lni.wa.gov/forms-publications/F414-168-000.pdf>
- <https://www.lni.wa.gov/agency/outreach/coronavirus-covid-19-worker-face-covering-and-mask-requirements-questions>

Washington State Department of Health:

- <https://www.doh.wa.gov/Emergencies/NovelCoronavirusOutbreak2020COVID19/ResourcesandRecommendations/ClothFaceCoveringsandMasks>
- <https://www.doh.wa.gov/Emergencies/NovelCoronavirusOutbreak2020COVID19/ResourcesandRecommendations/ClothFaceCoveringsandMasks/ClothFaceCoveringsandMasksFAQ>

APPENDIX D

Sample Custodial Cleaning Schedule

ALL AREAS - LIFE SAFETY - MONTHLY

- Inspect fire extinguishers and sign tag
- Make sure all exit signs are lit and replace bulbs as needed
- Test all emergency lighting and replace batteries as needed

BUILDING ENTRANCES

Daily Service

- Disinfect all high touch surface of doors
- Vacuum interior and exterior walk off mats
- Wash windows
- Exit routes not blocked by boxes, tables, chairs, etc.

Weekly Service

- Wash painted door surfaces

CLASSROOMS - REGULAR

Daily Service

- All trash must be dumped (potential fire hazard)
- All floor surfaces swept or vacuumed and spot mopped
- Sinks washed and disinfected, dispensers serviced
- Door handles disinfected
- Student desks disinfected (students responsible for cleaning desk surface)
- Windows properly closed and locked (security)
- Furniture straightened
- Lights changed if needed
- Doors locked, lights out

Weekly Service

- Dusting: window ledges, tops of chalkboards, filing cabinets, thermostats, dispensers, etc.
- Trash containers - wash and sanitize if unlined
- Wash door glass washed
- Carpets spot cleaned as needed

CLASSROOMS-INCLUSION/SPECIAL ED

- It is important to keep the inclusion areas for our special needs students (medically fragile) especially clean/sanitized. This may necessitate quick response to cleanup concerns throughout the day, so plan accordingly if you have such areas and make sure supplies and equipment are staged for a quick response.

EXTERIOR

- Every morning, walk exterior to check for vandalism, graffiti, and other problems
- Close and lock gates each night; open in morning
- Close and lock dumpster lids—prevent arson/unauthorized dumping
- Garbage and litter pick up
- Pick up garbage around trash and recycle dumpsters; pressure wash annually
- Wash windows as needed
- Clear/de-ice walkways during snow/icy conditions

HALLWAYS AND CORRIDORS

Daily Service

- Surfaces swept and autoscrubbed
- Trash dumped
- Windows properly closed and locked
- Exit routes not blocked by boxes, tables, chairs, etc.
- Clean and disinfect drinking fountains

Weekly Service

- Ledges, baseboard molding, locker tops, etc. dusted
- Walls spot washed

KITCHENS

- Kitchen cleaning is done by Nutrition Services and not custodians

LIBRARIES/OFFICE

Daily Service

- Trash emptied/pencil sharpeners emptied
- Windows properly closed and locked
- Furniture straightened
- Floors vacuumed
- Sinks/dispensers cleaned and disinfected in workrooms
- Entry door glass cleaned
- Lamps changed as needed

Weekly Service

- Ledges, cabinets dusted
- Table tops, walls adjacent to light switches spot washed
- Trash containers washed and disinfected if unlined

LUNCHROOMS

Daily Service

- Set up tables
- Clean spills during lunches
- Tables cleaned and disinfected after each seating
- Tables put up and stored at the end of lunch
- Floor swept and mopped
- Walls cleaned of any food debris or splatters
- Empty trash; lunchroom trash cans should be cleaned once a week

MULTI-PURPOSE ROOMS/GYMS/THEATERS

Daily Service

- Trash emptied
- Floors swept or dust mopped; spot mopped as needed
- Drinking fountains washed and disinfected
- Sweep off and clean under bleachers after each use
- Clean entry glass

Weekly Service

- Ledges and grilles dusted

COVID-19 Safety Protocols

NURSE'S OFFICE/HEALTH AREAS

Daily Service (basic service same as restrooms)

- Trash emptied, debris removed from floor
- All porcelain surfaces washed and disinfected, including base of toilet bowls and around floor areas
- All working surfaces washed and disinfected, including countertops and clinic beds
- All dispensers (soap, toilet paper, paper towels, feminine hygiene products) serviced
- Mirrors cleaned, walls and partitions spot washed
- Change lamps/lights as needed
- Floor dry mopped and wet mopped

RESTROOMS

Daily Service

- Trash emptied, debris removed from floor
- All porcelain surfaces washed and disinfected
- All dispensers disinfected and serviced (soap, toilet paper, paper towels, feminine hygiene products)
- Mirrors cleaned, walls and partitions spot washed
- Change lamps/lights as needed floor dry mopped and wet mopped
- Unplug sinks and toilets as needed (with major work completed by maintenance staff)

SHOWERS/LOCKER ROOMS (High Schools/Middle Schools)

Daily Service (basic service same as restrooms)

- Trash emptied, debris removed from floor
- All porcelain surfaces washed and disinfected
- All dispensers disinfected and serviced (soap, toilet paper, paper towels, feminine hygiene products)
- Mirrors cleaned, walls and partitions spot washed
- Change lamps/lights as needed
- Floor dry mopped and wet mopped
- Unplug sinks and toilets as needed (with major work completed by maintenance staff)

Additional Daily Service

- Shower floors wet mopped with disinfectant (where showers are in use)
- Clean and disinfect drinking fountains

Weekly Services

- Clean exhaust vents, ledges, and locker tops
- Clean and disinfect shower trees and heads
- Clean out shower drains and disinfect

STOREROOMS, WORKROOMS, MECHANICAL and ELECTRICAL SPACES CLEANED AS NEEDED

Special Areas of Concern

- Art Room: All kilns turned off daily; drains and traps cleaned weekly
- Science Labs: All gas apparatus checked daily, all electrical appliances turned off daily

ADDITIONAL PROTOCOLS IN EVENT OF AN OUTBREAK

- Close affected area for 24 to 72 hours if possible
- Clean each affected area/room with Clorox 360 Machine
- Cloth items that cannot be disinfected will be bagged for the duration of the outbreak or the items will be sprayed with a soft surface sanitizer
- For individual classrooms in outbreak status, carpet will be sanitized with a heating carpet extractor after being sprayed with a soft surface sanitizer

COVID-19 Safety Protocols

Face Coverings and Mask Considerations

The following face covering, masks, and respirator recommendations are based on current guidance from Washington State Department of Labor and Industries, the Tacoma-Pierce County Department of Health, and OSPI:

Negligible Transmission Risk

- Controlled environment and low interaction where at least 6-foot physical distancing is always maintained and only broken in passing once or twice a day.
- Non-health care work environment with staff and students utilizing cloth face coverings.
- **Environments include:**
 - School or central office.
 - Outdoor maintenance.
 - Public areas.

Recommended PPE: Reusable cloth face covering that fully covers mouth and nose for all employees not working alone.

Low Transmission Risk Environment

- An environment that allows for 6-foot physical distancing that is broken intermittently, in passing, several times a day.
- Non-health care work environment with staff and students utilizing cloth face coverings
- **Environments include:**
 - General education classrooms are considered low transmission risk environments. Six foot physical distancing is practiced and is broken intermittently, several times a day in passing. Students are wearing cloth face coverings.
 - Resource Room setting.
 - Specialists.
 - Recess.
 - Public areas.
 - School bus.

Recommended PPE: Reusable cloth face covering that fully covers mouth and nose.

Medium Transmission Risk Environment

- Non-health-care work involving services inside a room where at least 6-foot physical distance is not maintained and job tasks require sustained close-together work.
- Cloth face coverings are being worn by students.
- **Environments include:**
 - Some special education classrooms/programs, therapy rooms (OT/PT, SLP), and special education testing sessions where 6 foot physical distancing is not consistently maintained, but students are wearing cloth face coverings most of the time.
 - School bus.
 - Health screening stations.

Recommended PPE: Non-cloth disposable masks (surgical or medical mask) or KN95 mask.

Additional PPE Considerations: Face shield combined with face mask to lower risk category where work or job task allows.

High Transmission Risk Environment

- High risk environments include cleaning and sanitizing after a confirmed active COVID-19 case; performing services in homes of quarantined confirmed COVID-19 clients; healthcare work involving procedures in close proximity to healthy or asymptomatic people with potential for aerosols generated from saliva or mucous (ex. administering medicines with a nebulizer, or spirometry).
- Environments such as those referenced above with 10 or more people in which 6-foot physical distancing is not sustained (less than 3 feet apart) for 10 or minutes in an hour multiple times/day.
- Cloth face coverings are not consistently worn by students.
- **Environments Include:**
 - School Nurse/LPN related work with aerosolized procedure (ex. suctioning, nebulizer treatments).
 - Some special education, self-contained programs with 10 or more people where 6 foot physical distancing is not maintained between staff and students for 10 minutes or more in an hour/multiple times/day, students are not consistently wearing masks, and some staff (for example an LPN/nurse performing suctioning or a para/teacher exposed to spitting/mucus) may be exposed to saliva, mucous or aerosols.

COVID-19 Safety Protocols

Recommended PPE: N95 respirator OR KN95 combined with additional engineering controls or PPE for employees like barriers or face shields.

Additional PPE Considerations: Minimize number of staff present in high-risk work and consider use of additional PPE - gowns, goggles, face shields, and gloves as needed/appropriate.

Extremely High Transmission Environment

- Caring for a symptomatic/probably or known COVID-19 case (i.e. isolation room).
- Health care work involving face-to-face close proximity (ex. examination of the oral and nasal cavities, swab sampling in mouth or nose).
- **Environments Include:**
 - Isolation room (symptomatic student).

Recommended PPE: N95 respirator OR KN95 combined with additional engineering controls or PPE for employees like barriers or face shields.

Additional PPE Considerations: Limit staff exposed to extremely high risk environments and consider use of additional PPE - gowns, goggles, face shields, and gloves as needed/appropriate.

Face Covering Descriptions

Cloth Face Covering: A cloth mask is designed to cover the user's nose and mouth and is intended to trap droplets that are released when the wearer talks, coughs, or sneezes. Cloth face masks protect others from the user and are reusable and washable.

Surgical Mask: Surgical (or medical) masks are loose-fitting, disposable masks that cover the user's nose and mouth. Surgical masks are designed to protect the user from contact with droplets, splashes, and sprays from others and also protects others from the user. A surgical mask filters out large particles in the air and protects by reducing exposure to the saliva and respiratory secretions of the mask wearer.

KN95 Mask: A KN95 mask is a type of respirator worn primarily by health care workers. The mask is designed to filter out both large and small particles and is rated to capture 95% of small particles. Unlike the N95 mask, the KN95 does not require training and does not need to be fit tested to the individual to confirm a tight seal. Like surgical masks, KN95 masks are designed to be disposable.

N95 Mask: An N95 mask is a respirator and is often worn by health care workers in certain environments/performing certain procedures. The N95 respirator mask filters out both large and small particles. The mask is designed to block 95% of very small particles. Health care providers/users must be trained and pass a fit test to confirm a proper seal before using an N95 respirator. Like surgical masks, N95 masks are designed to be disposed of after use.



2020-2021 School Year Calendar

Peninsula School District 401 2020-2021 Calendar

updated 9/02/20 web <https://psd.tandem.co>



September 2020

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2021

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2021

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

Key Dates

9/8 FIRST DAY OF SCHOOL, Grades 1-12
9/11 FIRST DAY OF SCHOOL, KINDERGARTEN

10/26 - 10/30 ELEMENTARY/MIDDLE CONFERENCES 1/2 DAYS
10/28 NO LATE START WEDNESDAY

11/11 VETERANS DAY - NO SCHOOL
11/25 - 11/27 THANKSGIVING BREAK - NO SCHOOL

12/4 END OF FIRST TRIMESTER - Elementary & Middle
12/21 - 12/25 WINTER BREAK - NO SCHOOL
12/28 - 1/1 WINTER BREAK - NO SCHOOL

1/18 MARTIN LUTHER KING, JR. DAY - NO SCHOOL
1/28 END OF FIRST SEMESTER - HIGH SCHOOL
1/29 SEMESTER BREAK - NO STUDENTS

2/15 - 2/19 MID-WINTER BREAK - NO SCHOOL

3/19 END OF SECOND TRIMESTER - Elementary/Middle
3/25 - 3/26 ELEMENTARY SPRING CONFERENCES

4/12 - 4/16 SPRING BREAK - NO SCHOOL

5/31 MEMORIAL DAY - NO SCHOOL

6/23 LAST DAY OF SCHOOL - HALF DAY

6/23 NO LATE START WEDNESDAY

6/24 - 6/25 EMERGENCY MAKE-UP DAYS - If Needed

March 2021

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2021

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2021

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			