Board Special Meeting  
**OSPI Washington Schools 2020–21 Reopening Progress Report Submission**  
February 25, 2021; 4:00 – 5:30 p.m.

*Meeting to be held remotely*

By SPSTV Broadcast and [YouTube Streaming](https://www.youtube.com/channel/UCbWeZY-zLJlpQG-xsJ1Xy2Q?) (See details below)

By Teleconference: 206-800-4125 (Conference ID: 876 271 115 #)

### Agenda

**Call to Order**  
4:00pm

**Action Items**  
4:00pm


**Adjourn**  
*5:30pm

This meeting will be streamed and broadcast by SPSTV:

- **Online Streaming via SPSTV YouTube page:**  
  [https://www.youtube.com/channel/UCbWeZY-zLJlpQG-xsJ1Xy2Q?](https://www.youtube.com/channel/UCbWeZY-zLJlpQG-xsJ1Xy2Q?)

- **Broadcast in Seattle**
  - Comcast 26 (standard-def) 319 (hi-def)
  - Wave 26 (standard-def) 695 (hi-def)
  - Century Link 8008 (standard-def) 8508 (hi-def)

**IMPORTANT NOTE:** This meeting will be held remotely per the Governor's proclamation allowing public agencies to conduct meetings subject to the Open Public Meetings Act remotely to curtail the spread of COVID-19. The public is being provided remote access through SPSTV (YouTube and Broadcast) and teleconference as noted above. There is a maximum capacity for the teleconference line, and a “waiting room” may be utilized to address capacity. Additional attendees will be admitted from the waiting room as capacity permits.

*Special meetings of the Board, including work sessions and retreats, may contain discussion and/or action related to the items listed on the agenda. Executive sessions are closed to the public per RCW 42.30. *Times given are estimated.*
1. **TITLE**

Approval of Resolution No. 2020/21-4.2, again restating and amending the reopening plan and remote learning model previously adopted for the 2020-2021 school year, and approval of the Washington Schools 2020–21 Reopening Progress Report Submission

2. **PURPOSE**

This Board Action Report to approve Resolution No. 2020/21-4.2, approves the Seattle Public Schools’ (SPS) responses for the OSPI Washington Schools 2020–21 Reopening Progress Report to enable SPS to begin receiving federal ESSER II funds. The Resolution also restates and amends the reopening resolution, reopening plan, and remote learning model previously adopted for the 2020-21 School Year.

3. **RECOMMENDED MOTION**

The following original motion or alternative motion should be offered depending on whether the Board intends to approve the Washington Schools 2020–21 Reopening Progress Report as attached to this Board Action Report or amends that document during the course of the February 25 Board Special Meeting:

- **Original Motion:** I move that the School Board approve Resolution No. 2020/21-4.2 as attached to this Board Action Report, superseding the previously adopted Resolution No. 2020/21-4.1 and amending the previously adopted Resolution No. 2020/21-4, and approving the Washington Schools 2020–21 Reopening Progress Report as also attached to the Board Action Report. Immediate action is in the best interest of the district.

- **Alternative Motion:** I move that the School Board approve Resolution No. 2020/21-4.2 as attached to this Board Action Report, superseding the previously adopted Resolution No. 2020/21-4.1 and amending the previously adopted Resolution No. 2020/21-4, and approving the Washington Schools 2020–21 Reopening Progress Report as amended during the course of the February 25 Board Special Meeting. Immediate action is in the best interest of the district.

4. **BACKGROUND INFORMATION**

a. **Background**
On February 19, 2021, Governor Inslee signed HB 1368 into law, which, among other things, releases the federal Elementary and Secondary School Emergency Relief (ESSER) II funds to the Office of the Superintendent of Public Instruction (OSPI) for distribution to school districts in Washington state. The law requires that districts submit a progress report to OSPI on returning to in-person learning. In order for Seattle Public Schools (SPS) to begin receiving the $41 million of federal funds allocated for SPS, the district must complete and submit the Washington Schools 2020–21 Reopening Progress Report Template by March 1, 2021. OSPI provided the online template on February 11, 2021. The template includes attestations of compliance with health and safety regulations, dates for intended return to in-person learning by grade level, strategies for communicating with families, the need and/or agreement of a Memorandum of Understanding with labor partners, and strategies for addressing student learning and social emotional needs. The template is for progress updates and planning for the remainder of the 2020-21 school year. A later template will be made available for the 2021-22 school year.

The Seattle School Board approved Resolution No. 2020/21-4 on August 12, 2020 approve the district reopening plan and remote learning model. On December 17, 2020, the Board approved Resolution No. 2020/21-4.1 restating and amending the reopening plan and remote learning model previously adopted in August. The December amendment to the reopening plan and revised resolution stated the district’s intent to return PreK-1st grade students and students receiving intensive pathways special education services to in-person learning beginning or by March 1, 2021, respectively.

The attached Resolution No. 2020-21-4.2 further amends Resolution No. 2020/21-4 to approve the submission of the district response to the Washington Schools 2020–21 Reopening Progress Report Template; update the target date for return to in-person learning for students in PreK-1 and receiving intensive pathway services in the 2020-21 school year; include phasing in of grades 2-5 to in-person learning depending on capacity and health and safety guidelines; identification of students in grades 6-12 for in-person supports; extend the timeframe for the community and outdoor education task force; and declare special education services for students Prek-12 as essential work, among other changes.

b. Alternatives

As an alternative to adopting both the attached Resolution No. 2020-21-4.2 and the attached Washington Schools 2020–21 Reopening Progress Report, the Board could move forward with approval of just the Washington Schools 2020–21 Reopening Progress Report while continuing work to develop an updated reopening resolution, if desired. The state is not requiring an updated Board resolution. However, the district must submit the Washington Schools 2020–21 Reopening Progress Report by March 1, 2021 in order to begin receiving its allocation of federal ESSER II funds. These funds are critical for district efforts to support students in remote and in-person learning environments.

c. Research

In addition to the extensive research done to create the original reopening resolution and subsequent updates from those same sources staff and Board have utilized multiple layers of District, County, Community, State and Federal sources of quantitative and qualitative data, guidance and experiences to guide the development of the original resolution and its subsequent
updates included the attached. All considered we believe centering students with highest needs in structuring and implementing in-person services is the most appropriate response to the pandemic and its evolving impact on education services. Such centering is intended to be reflected in this resolution inclusive of flexibility, accountability and phased opportunities to provide education while maximizing health and mitigating risk.

Some of the specific resources used to develop the attached resolution and responses to the Washington Schools 2020–21 Reopening Progress Template include:

- OSPI Washington Schools 2020–21 Reopening Progress Template
- OSPI BULLETIN NO. 005-21 Allocation and Requirements of Federal ESSER II Emergency Relief Funds
- House Bill 1368
- Washington Department of Health K-12 Schools 2020-2021 Guidance
- Centers for Disease Control issued new guidance regarding return to school: Operational Strategy for K-12 Schools Through Phased Mitigation.

5. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will be an estimated $41,387,377, which is the federal Elementary and Secondary Emergency Relief Fund grant allocation.

Reopening costs continue to be incurred, and while exact costs are indeterminate, we do not expect them to exceed the amount of the federal grant.

Expenditure: ☐ One-time ☐ Annual ☒ Multi-Year ☐ N/A

Revenue: ☒ One-time ☐ Annual ☐ Multi-Year ☐ N/A

6. COMMUNITY ENGAGEMENT

With guidance from the District’s Community Engagement tool, this action was determined to merit the following tier of community engagement:

☐ Not applicable

☐ Tier 1: Inform

☒ Tier 2: Consult/Involve

☐ Tier 3: Collaborate

This is informed by ongoing relationships with families, regular community meetings on behalf of and by Board members, labor partners, staff, community based organizations, family and community advocacy, elected officials and last but not least, federal and state law and guideline. The dialogue and engagement on in-person schooling during the pandemic requires daily
engagement and communication that is in place but will need to be advanced to collaborate as we move to deeper planning for 2021-22.

7. **EQUITY ANALYSIS**

A racial equity analysis lens was used to determine the current recommendation of PreK through First Grade in-person instruction, as well as our ongoing equity-focused priority of 3-12 Special Education in-person services determined by IEP teams and PreK through 12th Grade Special Education Intensive Pathways as in-person.

8. **STUDENT BENEFIT**

This action will benefit students by providing the district with the resources and strategies necessary to support students and educators in remote learning and in a return to in-person learning environments. The federal funds will be used to provide health and safety resources, social emotional supports, and resources to address academic needs, among other strategies to ensure a safe and successful, phased in return to in-person learning. The Remote Learning Task force updates specifically speak to the student outcomes focused directive(s) intended to allow adjustments to both the remote and prospective hybrid models as the situation and services evolve. Centering highest needs students and serving them first, whether in person OR remotely, further supports a student outcomes focused approach.

9. **WHY BOARD ACTION IS NECESSARY**

☐ Amount of contract initial value or contract amendment exceeds $250,000 (Policy No. 6220)

☐ Amount of grant exceeds $250,000 in a single fiscal year (Policy No. 6114)

☐ Adopting, amending, or repealing a Board policy

☐ Formally accepting the completion of a public works project and closing out the contract

☐ Legal requirement for the School Board to take action on this matter

☐ Board Policy No. [____], [TITLE], provides the Board shall approve this item

☒ Other: Adoption of a Board Resolution requires Board approval.

10. **POLICY IMPLICATION**

The policy waivers approved by the Board in August 2020 in the Board Action Report for Resolution No. 2020/21-4 remain in effect.

11. **BOARD COMMITTEE RECOMMENDATION**

This motion was not discussed during a committee meeting due to the short timeline between the announcement of the required plan update and submission deadline. OSPI provided the
Washington Schools 2020-21 Reopening Progress Report Template to districts on February 11 with a submission deadline of March 1.

12. **TIMELINE FOR IMPLEMENTATION**

Upon approval of this motion, the district will submit the Washington Schools 2020-21 Reopening Progress Report Template to OSPI by March 1, 2021 and work to implement the template and attached resolution.

13. **ATTACHMENTS**

- Resolution No. 2020/21-4.2 (For Approval)
- Washington Schools 2020-21 Reopening Progress Report Template (For Approval)
- Washington State Department of Health K-12 Schools 2020-2021 Guidance, January 25, 2021 (For Reference)
- Resolution No. 2020/21-4.1 (For Reference)
- Resolution No. 2020/21-4 (For Reference)
Seattle School District #1
Board Resolution

Resolution No. 2020/21-4.2

A RESOLUTION of the Board of Directors of Seattle School District No. 1, King County, Seattle, Washington again restating and amending the reopening plan and remote learning model previously adopted for the 2020-2021 school year.

WHEREAS, on August 12, 2020, the Board of Directors of Seattle School District No. 1, King County, Seattle, Washington (the Board) adopted Resolution No. 2020/21-4, adopting a reopening plan and remote learning model for the 2020-2021 school year; and

WHEREAS, on December 5, 2020, the Board discussed a phased reopening in spring 2021 of in-person services for certain student populations; and

WHEREAS, on December 15, 2020, Governor Inslee announced updated COVID-19 guidance for in-person instruction, and urged school districts in the State of Washington to begin reopening schools; and

WHEREAS, on December 16, 2020, the Board of Directors Seattle School District No. 1, King County, Seattle, Washington (the Board) revised Resolution No. 2020/21-4 with 2020/21-4.1; and

WHEREAS, on February 19, 2021 Governor Jay Inslee signed Bill No.1368 into law, requiring school districts to submit the attached progress report by March 1 on return to in person learning in order to receive federal ESSR II funds, for which the template -was subsequently released by OSPI on February 11, 2021; and

WHEREAS, on February 12, 2021 the Centers for Disease Control issued new guidance regarding return to school: Operational Strategy for K-12 Schools Through Phased Mitigation; and

WHEREAS, on February 12, 2021 the Department of Education issued new guidance in the form of a Handbook Volume 1: Strategies for Safely Reopening Elementary and Secondary Schools, a supplement to CDC’s Operational Strategy for K-12 Schools through Phased Mitigation; and

WHEREAS, on January 25, 2021 the Washington Department of Health issued new guidance known as the Learn to Return Playbook.

NOW, THEREFORE BE IT RESOLVED, that the Board restates all provisions of Resolution No. 2020/21-4, and 4.1 with the exception of the following changes:

The following clauses in Resolution No. 2020/21-4:
NOW, THEREFORE BE IT RESOLVED, that Board of Directors of Seattle School District No. 1 (the Board) has reviewed and hereby adopts its reopening plan for the 2020-2021 school year, which addresses the mandatory health requirements, statutory education requirements, and additional expectations, as identified by the Office of Superintendent of Public Instruction’s June 11, 2020 official guidance for reopening Washington schools.

BE IT FURTHER RESOLVED that the Board has reviewed and hereby adopts Superintendent Juneau’s recommendation that Seattle Public Schools start the 2020-2021 school year remotely, with exceptions for students receiving special education services in alignment with Individualized Education Programs and 504 plans if it is determined on an individual basis that services can be provided safely in-person and services cannot be accessed successfully through remote learning, and has recommended that Seattle Public Schools continue this model until the risk of significant transmission of COVID-19 cases has decreased enough to resume in-person instruction.

BE IT FURTHER RESOLVED that in the implementation of remote learning in the 2020-2021 school year, online instructional spaces should not be limited to geographic school catchment or building enrollment but rather open to reimagination and reconfiguration as determined through direct family and community engagement. With specific foci on students furthest from educational justice Seattle Public Schools should seek to support family and community hubs, whether geographic or virtual. In alignment with the Strategic Plan, Seattle Public Schools shall strive to foster virtual affinity school(s) environments where black, brown and students furthest from educational justice may opt in to learn with peers and educators who share the same identity.

BE IT FURTHER RESOLVED that the Board directs the Superintendent to convene a Task Force comprised of students, family members, educators and other Seattle Public Schools staff, and community members to monitor progress, implementation and efficacy of the reopening plan and remote learning model, and to advise the Board and Superintendent throughout the 2020-2021 school year on possible revisions and continuous improvements. The Board directs the Superintendent to present a Board Action Report creating this Task Force for introduction no later than September 2020.

BE IT FURTHER RESOLVED that the Board directs the formation of a separate Board Task Force, comprised of students, family members, educators (including outdoor education providers), Seattle Public Schools staff, community-based organizations, labor partners, and educational foundations to study with urgency the feasibility of, and make recommendations related to, the implementation of community schools and outdoor education in Seattle Public Schools. The work of the Task Force will be centered in the Seattle Public Schools Strategic Plan and in the principles of being an anti-racist organization, and will specifically focus on the interests of students furthest from educational justice. The Board resolves to prepare for introduction a Board Action Report creating this Task Force.
BE IT FURTHER RESOLVED that the Superintendent is directed to begin a process of collaboration with state and local government agencies to explore development of curricula focused on outdoor-based activities, on applicable health and safety measures, and on the ability of Seattle Public Schools to use public outdoor spaces for educational purposes.

BE IT FURTHER RESOLVED that Seattle Public Schools will use its best efforts to make all historically Community Alignment Initiative spaces available for full-day childcare, with consideration for expansion as student need warrants and alternative spaces are unavailable.

BE IT FURTHER RESOLVED that Seattle Public Schools will support, with necessary health and safety protocols, beginning of the year pilot programs for blended outdoor and/or community schools or class models, with priority for K-2 and rising years (6th, 9th, and 12th grades), determined in collaboration with community, building leadership and educators.

BE IT FURTHER RESOLVED that the Superintendent is directed to continue to pursue a revised JUA with SPR, subject to Board approval, that will includes appropriate clauses related to student and staff safety in shared facilities, is consistent with the Seattle Public Schools Strategic Plan, and provides flexibility and maximized opportunity to expand safe spaces so that Seattle Public Schools students and families can access outdoor education and physical and mental well-being.

are replaced with the following:

BE IT FURTHER RESOLVED that the Board has reviewed and hereby adopts the attached Washington Schools 2020-21 School Reopening Progress Report, which addresses the mandatory health requirements, statutory education requirements, and additional expectations, as identified by the Office of Superintendent of Public Instruction.

BE IT FURTHER RESOLVED that the Board hereby readopts, clarifies and amends the recommended phased reopening of in-person services in schools, and directs the Superintendent to immediately begin taking action on all necessary steps to implement this phased reopening, including engaging in any required bargaining with the district’s labor partners, in the following order of precedence: 1) Students in the following Special Education Intensive Service Pathways: Focus, Moderate/Intensive, Social Emotional Learning, Distinct, Medically Fragile, Bridges, Preschool (Developmental/Seattle Pre-School Program) to return in-person for up to five days a week as expeditiously as possible, and the Board deems the work of providing said services as essential per the Memorandum of Understanding approved August 12, 2020; 2) Students who have had an IEP Team determine the necessity of in-person services for Resource and Access service pathways, who will continue to receive services in person as needed; 3) Students in PreK through First Grade, to return in a hybrid model by March 8,
2021, consistent with a capacity framework that allows phase in of grades 2 through 5 at a later date; 4) Students receiving English Learner, McKinney Vento, and Foster Services, who will be prioritized first for phase-in for grades 2-5; and 5) Students in grades 6 through 12 who are struggling to engage with learning remotely, as evidenced by ability to attend and participate in classes and complete course work, to be identified immediately and provided in-person support in small groups in order to provide access to remote instruction. (See Remote Learning Addendum, for collection of supporting data attached.) The district will continue the remote learning model for all students, including those listed above.

**BE IT FURTHER RESOLVED** that the Board hereby readopts, clarifies and amends the recommended phased reopening of in-person services in schools to 1) Students in the following Special Education Intensive Service Pathways: Focus, Moderate/Intensive, Social Emotional Learning, Distinct, Medically Fragile, Bridges, Preschool (Developmental/Seattle Pre-School Program) to return in-person for up to five days a week as expeditiously as possible and deems the work of providing said services as essential per the Memorandum of Understanding approved August 12, 2020; 2) continue services for individual students who have had an IEP Team determine the necessity of in-person services for Resource and Access service pathways as stated below; 3) Students in PreK through First Grade to return in a hybrid model, by no later than March 8, 2021 and phase in grades 2-5 at a later date, consistent with capacity; 4) prioritize Students receiving English Learner, McKinney Vento, and Foster Services first for phase-in for grades 2-5; and 5) immediately identify students in grades 6-12 who are struggling to engage with learning remotely, as evidenced by ability to attend and participate in classes and complete course work, and provide in-person support in small groups in order to provide access to remote instruction (see attached Remote Learning Addendum, for collection of supporting data). The district will continue the remote learning model for all students, including those listed above, and directs the Superintendent to immediately begin taking action on all necessary steps to implement this phased reopening, including engaging in any required bargaining with the district’s labor partners.

**BE IT FURTHER RESOLVED** that the Board directs the Superintendent to continue strengthening remote services (see Remote Learning Task Force Charter) for PreK-12 for 2020-2021 school year to ensure continued support for students unable or unwilling to return in person. Students receiving special education services in alignment with Individualized Education Programs and 504 Plans, if it is determined on an individual basis that services can be provided safely in person and service cannot be accessed successfully through remote learning, will be provided in person.

**BE IT FURTHER RESOLVED** that the Board directs the Superintendent report monthly as to the recommendations and concerns and status of the Remote Learning Task Force (see Remote Learning Task Force Charter) for as long as the district remains in a substantially remote learning modality, thereafter, reporting back quarterly.
BE IT FURTHER RESOLVED that the Superintendent continue to staff and support the Board Task Force on Community and Outdoor education consistent with the charter of the Task Force through December 2021.

BE IT FURTHER RESOLVED that the Superintendent is directed to expand collaboration with state and local government agencies and private owners to support outdoor and community-based learning sites and opportunities; advocate for consistent applicable health and safety measures, inclusive of access to testing and vaccinations, across childcare and education; and maximize Seattle Public Schools’ use of public outdoor and community spaces for educational purposes.

BE IT FURTHER RESOLVED that as Seattle Public Schools moves back into spaces currently occupied by childcare providers and in its expansion of in-person service models, the district is committed to working with childcare providers and families to develop the best solutions to meet student and family needs and maintain continuity for families needing care. Seattle Public Schools will demonstrate consistent building and district-wide health and safety measures and reporting across both educational and childcare spaces consistent with Labor and Industry standards.

BE IT FURTHER RESOLVED that Seattle Public Schools will increase support for, with necessary health and safety protocols and DOH and OSPI guidelines, pilot programs for blended outdoor and/or community schools or hubs, with priority for programs, schools and students furthest from educational justice, qualified for receipt of services under McKinney Vento, English Learners, students in Foster Care, Title VI Native Education, and Seniors, determined in collaboration with community, building leadership and educators.

BE IT FURTHER RESOLVED that Seattle Public Schools, in compliance with necessary health and safety protocols and DOH and OSPI guidelines, supports planning for in-person opportunities for graduation activities for Seniors, as determined in collaboration with community and building leadership.

BE IT FURTHER RESOLVED that the Superintendent is once again directed to revise Joint Use Agreement with Seattle Parks and Recreation, subject to Board approval, that will includes appropriate clauses related to student and staff safety in shared facilities, is consistent with the Seattle Public Schools Strategic Plan, and provides flexibility and maximized opportunity to expand safe spaces so that Seattle Public Schools students and families can access outdoor education, community learning and physical and mental well-being.

BE IT FURTHER RESOLVED Seattle Public Schools will continue to monitor COVID-19 transmission rates with reference to the Washington State Department of Health toolkit, the availability and efficacy of COVID-19 vaccine(s), and evolving health
and safety guidelines from the federal, state and county governments. With those factors in mind, Seattle Public Schools will plan for multi-phased reintroduction of all in-person services for other students as soon as feasible. Seattle Public Schools will also plan for a primarily in-person Summer School program supported by a remote option. Seattle Public Schools will consult with the Board and community regarding those plans, will engage in necessary bargaining with its labor partners, and will seek Board approval at the earliest appropriate opportunity.

ADOPTED this 25th day of February 2021.

___________________________________  _________________________________
Chandra N. Hampson, President  Brandon K. Hersey, Vice President

___________________________________  __________________________________
Lisa Rivera-Smith, Member-at-Large  Zachary DeWolf

___________________________________  __________________________________
Leslie Harris  Liza Rankin

ATTEST:  _________________________
Denise Juneau, Superintendent
Secretary, Board of Directors
Seattle School District No. 1
King County, WA
Resolution No. 2020-21-4.2

ADDENDUM: Secondary students

In June 2020, engagement teams comprised of stakeholders from community groups, families, educators, administrators, students, and school board directors produced a set of common values and principles for the 2020-2021 school year that identified the following groups as priority for face-to-face in-person instruction:

- K-3
- Students Furthest from Educational Justice (African American Males, Special Education/504, experiencing homelessness (MKV), English Language Learners, historically underserved students/communities including students in foster care)
- ELL, Special Education, and MKV
- Transition grades (6th, 9th, and seniors)

The work of these engagement teams also stated the importance of some in-person for as many students as possible with health, safety, and capacity limitations acknowledged and noted.

In September 2020, the Board approved the formation of the Superintendent’s Remote Learning Task Force as directed in Substitute Resolution No. 2020/21-4, “to monitor progress, implementation and efficacy of the reopening plan and remote learning model.” In order to do this, the Task Force identified the need to use new and existing data points, action-based research, metrics, and performance indicators, to evaluate student outcomes, student/family engagement and satisfaction in order to make recommendations for mid-year course corrections, possible revisions and other continuous improvement ideas to the Superintendent and the Board.

Having already identified priority groups for in-person opportunities and having already identified metrics by which to measure successful engagement in the current remote learning model, immediately, and prior to a roll-up of hybrid or fully in-person instruction for students in grades 6-12, the district will identify secondary students most in need of in-person support in small groups at school, either all day or in shorter sessions, depending on student need and staffing capacity. Using the KPIs from the RLTF and feedback from teachers, selected students shall be offered space in a small group cohort for, for example, seniors at risk of not completing course work in order to graduate, students with multiple incompletes struggling to gain the skills and understanding needed to be prepared for the next course in a sequence, students having extraordinary difficulty connecting to and benefitting from remote instruction, including but not limited to those already identified as needing in person support by an IEP team. Students in small groups will continue to participate in remote instruction, but with the additional support of EL or Special Education IAs, tutors, other support staff as determined by student need. Direction to schools from the district should also provide guidance on staffing and space capacity to determine the number of students that can be served in small groups on site, and maintain cohort groupings to limit contact.
As required by the Legislature in House Bill 1368, each Washington public school district, state-tribal education compact school, and charter school must review and update school reopening plans submitted for the 2020–21 school year and provide the updated plans to the Office of Superintendent of Public Instruction (OSPI) no later than March 1, 2021.

This progress report is intended to provide an update for the 2020–21 school year. Districts will not begin receiving their federal ESSER II relief funds until their plan has been submitted to, and approved by, OSPI.

School districts must use the Reopening Progress Report Template to file their plan with OSPI no later than March 1, 2021. Plans submitted via email or methods outside of the survey link will not be accepted.

Districts will receive a copy of their responses to the email they include in the plan. Please double-check to confirm you’ve submitted the correct email address.

Please submit questions about the Reopening Progress Report Template to the OSPI Student Information Office at student.information@k12.wa.us.
Part I: District Information

Please enter your school district:
Seattle Public Schools

Please enter your email address if you would like to receive a copy of your responses:
skkokx@seattleschools.org

Part II: Health and Safety Planning & Training

All school districts must follow the health and safety requirements and guidance set by the Department of Health (DOH) and the Department of Labor & Industries (L&I). Districts should maintain consistent communication with their local health authorities as reopening plans evolve.

Please affirm the following practices related to the DOH health mandates.

1) Our district is following and enforcing the health and safety guidance set by the Department of Health (DOH) and the Department of Labor & Industries (L&I) (e.g. physical distancing, face covering, health screening, hand hygiene and cleaning and disinfecting).
   □ Yes

2) We regularly review health and safety guidance from the Washington State Department of Health, the U.S. Centers for Disease Control, the Washington State Department of Labor & Industries, and our Local Health Jurisdiction and adjust our plans for training, communication and education delivery as guidance evolves.
   □ Yes

3) A COVID-19 Safety Plan has been established by the District and used for each school and other worksite.
   □ Yes

4) An adequately trained site-specific COVID-19 Site Supervisor is identified at each school and other worksite to monitor the health and safety of employees, model safety guidelines and enforce the COVID-19 Safety Plan.
   □ Yes

5) Each worksite has a Safety Committee that works with the COVID-19 Site Supervisor to engage staff in following the health and safety guidelines, including employee training on proper protocols and use of personal protective equipment (PPE), hand hygiene, cleaning, and other strategies for preventing transmission of COVID-19.
   □ Yes
6) All employees and volunteers who are working on-site are trained in the language they best understand about preventing the transmission of COVID-19 on or before their first day of reporting in-person and as necessary depending on need.
   ☑ Yes

7) All students are trained in a developmentally appropriate way and in the language they best understand about preventing the transmission of COVID-19 on or before the first day of in-person learning and as necessary depending on need.
   ☑ Yes

8) There is a clear process for reporting concerns and safety protocol violations to the Safety Committee and/or COVID Site Supervisor, and this process has been communicated to all employees.
   ☑ Yes

Part III: Communication Protocols

9) How do you routinely and predictably communicate with health and safety related updates to staff, students, and families? (Select all that apply):
   ☑ A specific day of the week and/or time of day for regular communication
   ☑ There are designated staff who send communication on specific topics
   ☑ Deadlines for responses are clear and follow-up is planned and provided quickly
   ☑ Staff, students, and families are provided materials in the language they know best
   ☑ Other – Write-in: Communications, including translated health and safety information is also provided to key community partners and credible messengers to distribute. This includes written communication and videos. At least once a month, the Superintendent hosts a Public Town Hall via Facebook. This town hall is broadcast via YouTube and SPS TV. Guest speakers have including King County-Seattle Public Health experts and SPS Coordinated Health staff. In addition, the SPS COVID-19 Health and Safety protocols are posted publicly and have been provided to school leaders to share directly with families. All COVID-19 related communications is provided in at least six languages.

10) Please select topics where you have sought feedback from families. (Select all that apply):
    ☑ Instructional
    ☑ Transportation
    ☑ Nutritional needs
    ☑ Safety protocols
    ☑ Other – Write-in: Community forums for families with students receiving special education services
11) How does your district provide follow-up with families who do not or cannot respond to requests for feedback? (Select all that apply):

- Second communication through the same medium
- Second communication through a different medium
- Individualized plan for non-responses
- We do not provide follow-up communication
- Other – Write-in: ____________________

12) Has your district developed a public COVID-19 website or dashboard to communicate with your community regarding COVID-19 data and response activities among your schools?

- Yes
- No (While we have implemented a COVID-19 webpage that includes protocols for a positive case, a data dashboard that provides daily/weekly cases in the district is in development and will be accessible through the In-Person Learning Plan once more students return to our buildings)

  ➢ If Yes: Please provide the link to your dashboard: ____________

Part IV: Data Collection Participation & Implementation

13) Please affirm your district will provide data to OSPI to support information needs related to school reopening and the pandemic. These data collections include the mandatory OSPI weekly survey related to in-person learning opportunities for students, CEDARS data, and additional data from your district’s student information system. (Failure to submit data updates may result in a loss of state or federal funds to a district.)

- Yes

14) **For each grade level:** Please provide information about when your district offered or plans to offer in-person instruction for all students in that grade level. It could be full-time in-person instruction or a hybrid model where students are learning partially in-person and partially remotely. Indicate a date or planned date for the start of hybrid or full-time in-person instruction.

These questions refer to regular, predictable in-person instruction for all students in the grade.

Is regular in-person instruction available for all students in that grade level (or a date is planned)? [Note: Responding “No” means that instruction is 100% remote or only in small groups. Responding “Yes” means the all students in the grade level have access to regular scheduled in-person instruction or a date is planned for all students to have access to in-person instruction.]

- Yes
- No
[For each “Yes” in #1 above, a prompt appears with two columns]

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Start date for hybrid model where all students were offered in-person instruction on a regular basis (but not full-time)</th>
<th>Start date for full-time in-person instruction.</th>
</tr>
</thead>
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<td>12th grade</td>
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Comments: Students who receive special education services in an intensive service pathway are prioritized to begin in-person instruction 4 day/week on March 8, 2021.

15) Have you secured an MOU or local labor agreement for the 2020–21 school year to begin or expand in-person learning for your students?
  - [ ] Yes
  - [ ] No
  - [ ] An MOU or local labor agreement is/was not needed to return to in-person learning

**Part V: Student Learning & Well-Being**

16) How has your district identified students who have experienced the greatest impact on learning throughout the pandemic? (Select all that apply):
  - [ ] Family/student/teacher conferences (IEP Team meeting/review of progress)
  - [ ] Grade level school or district common assessments
  - [X] Examining data on student grades
Reviewing data on course progression and graduation requirements for high school students
Reviewing data on student progress on Individualized Education Program (IEP) goals
Reviewing data on student progress in the English Language Learner (ELL) program
Reviewing data on students experiencing homelessness (McKinney-Vento)
Reviewing data on students in foster care
Surveying students and families about their learning experiences
Other – Write-in: We have developed and communicated assessment frameworks in ELA and Math to inform the use of classroom assessments K-12 to measure student progress in ELA and Math.

17) Please briefly describe how your district is planning to provide opportunities for students who need learning recovery and acceleration support, including for students who are failing or receiving incompletes. (Examples may include, but are not limited to: retakes during the next term, individualized learning plans, changing grading practices, bringing in students for in-person learning supports, etc.): We had family conferences at the beginning of the year and in November. We have issued Elementary Progress Reports to families on student progress for priority standards for Trimester 1 in December and will soon issue these same reports for Trimester 2. These reports include student-specific comments so that families have helpful information on the progress their students are making. At the secondary level, for the 1,672 students who received one or more of the 3,220 “Incompletes” for first semester of 2020-21, SPS educators were asked to develop an individual learning plan and students have second semester to complete the work outlined in that plan to receive a credit-bearing grade. The SPS Central team is also developing options for supporting educators and students in completing these individual learning plans, including providing extra support (e.g., tutoring) during second semester.

18) Since submitting your reopening plan in summer 2020, has your district made substantive changes, or are you planning changes, to your grading system established for the 2020–21 school year?

☐ Yes
☐ No
➢ If Yes: Please describe the changes you made (or are planning to make) by grade band. If you did not make changes to a grade band, please leave it blank.
  - Elementary: We have issued Elementary Progress Reports to families on student progress for priority standards for Trimester 1 and 2. We are building capacity for the online reporting systems to better inform educators and families on student progress.
Middle: We developed and continued to refine detailed grading guidelines to accompany the Board-approved grading policy for 2020-21 that was passed as part of the reopening plan.

High: We developed and continued to refine detailed grading guidelines to accompany the Board-approved grading policy for 2020-21 that was passed as part of the reopening plan.

19) Please identify the key components of your district’s planning for in-person transitions related to social-emotional supports, as well as health and safety. (Select all that apply):

- Predictable routines communicated and practiced by students and families
- Safety procedures established and practiced for transitions (e.g., restrooms, transportation, nutrition services, dismissal procedures)
- Activities that build relationships between students, staff, and families
- Transitional family/teacher conferences focusing on social and emotional needs of students
- “Back to School” events for families to learn about new routines and procedures
- Childcare needs of staff and families
- Other – Write-in: Phased-in approach over multiple days that accommodates students’ developmental needs for learning new routines, building relationships and securing emotional safety.

20) Please identify the key components of your district’s planning for in-person transitions related to student learning. (Select all that apply):

- New master scheduling that allows for family choice over learning modality
- Grade-level team and intervention times for students needing additional academic support
- Reassessment of essential content standards related to assessment of student learning
- Use of grade-level common assessments at the school- or district-level to understand student learning needs
- Communication with families through individual family/teacher conferences about educational progress of students
- New routines and practices for asynchronous learning (hybrid schedule)
- Other – Write-in: Per IEP planning team – modify master schedule with asynchronous and synchronous services throughout the day.
- Other – Write-in: Per Board Policy, we are meeting with our SEA-SPS Joint Assessment Steering Committee to determine what common assessments we may offer in the Spring.
21) Please affirm your district will participate in any statewide assessments that meet the ESSA requirements, including any modifications, sampling methodologies, or locally determined assessments as a result of an OSPI initiated waiver of existing federal testing and accountability requirements.

☐ Yes

Due to our remote status, we are currently not able to participate in SBA summative including any modifications of this assessment. However, if students in PK-1 go back during the English Language Proficiency Assessment (ELPA) window, they will be administered the ELPA if their home language is a language other than English and/or are receiving English Learners services. This will count as a screener for students who have not taken the screener (Ks or students brand new to SPS).

Special Education: IEP evaluations continue per IDEA and OSPI guidance through in-person and remote evaluations on a case-by-case basis.
K-12 Schools 2020-2021 Guidance

Summary of January 25, 2021 changes:

- Requirements guiding K-12 performing arts activities have been added.
- Quarantine language has been updated to include recommendations for people who have recently been in countries where the new variant of the SARS-CoV-2 virus, 501Y.V, has been identified.
- An additional screening question has been added to the Health Screening at Entry section of this document to align with the DOH Employer Screening guidance.

Introduction

Schools are fundamental to child and adolescent development and well-being. They provide our children and adolescents with academic instruction, social and emotional skills, safety, reliable nutrition, physical/speech and mental health therapy, and opportunities for physical activity. This guidance provides feasible actions schools can take to reduce risks to student and staff from COVID-19 and allow schools to resume in-person instruction.

This guidance is specific to public or private schools serving kindergarten through 12th grade (K-12). Schools can use this guidance regardless of the county or phase they are in of Governor Inslee’s Healthy Washington – Roadmap to Recovery plan. Use this guidance to inform how to resume school in person. Use the accompanying document, K-12 Metrics and Toolkit, for decisions about if/when to resume school in person. This tool provides metrics to guide local decisions, based on the COVID-19 disease activity in the community surrounding the school. Make all decisions in coordination with the local school board and the local health department.

This guidance is based on existing science, expert public health opinion, current policies, and stakeholder input. This guidance uses information from the CDC Interim Guidance for Administrators of US K-12 Schools and Child Care Programs--Plan, Prepare, and Respond to Coronavirus Disease 2019 (COVID-19), K-12 Schools and Child Care Programs and the CDC COVID-19 Considerations for Schools guidance. These resources assist schools in complying with the Governor’s and Office of Superintendent of Public Instruction’s (OSPI) requirements to help ensure employee and student safety during the COVID-19 pandemic.

Using these guidelines successfully relies on communication between schools and local public health authorities. Some of this communication may include private information that falls under the Family Educational Rights and Privacy Act. FERPA allows schools to share personally identifiable information with local public health without consent when responding to a health emergency. Read more about FERPA.
If the school buildings have been closed, please follow CDC’s Reopening Buildings after Shutdown guidance to safely reopen.

This guidance applies to all K-12 schools, public and private.

School-based health centers may operate in any phase of Healthy Washington or COVID-19 activity level and should take appropriate clinical infection prevention measures.

School-related sports should follow the Healthy Washington Sporting Activities Requirements and any additional recommendations or requirements of the Washington Interscholastic Activities Association (WIAA).

Guidance regarding the arts is included near the end of this document.

DOH recognizes the need to plan ahead while the science of COVID-19 evolves. Further, the trajectory of disease in our state and nation may require changes to our state’s response. DOH will update this guidance and the K-12 Metrics and Toolkit periodically and work with OSPI to ensure districts, schools, and families are aware of updates.

Key Principles for Reducing Potential Exposures

The main ways of reducing exposure to the coronavirus and other respiratory pathogens involve:

- **Keeping ill persons out of school.** Educate students, families and staff to stay home when sick, and use screening methods.
- **Using cohorts.** Conduct all activities in small groups that remain together over time with minimal mixing of groups.
- **Physical distancing.** Minimize close contact (less than six feet) with other people.
- **Hand hygiene.** Frequently wash with soap and water or use alcohol-based hand gel.
- **Protective equipment.** Use face coverings or shields and other barriers between people. For employees, follow all Labor and Industries (L&I) and Employer Health & Safety Requirements for School Scenarios guidance.
- **Environmental cleaning and disinfection.** Prioritize the cleaning of high-touch surfaces.
- **Improve indoor ventilation.** Open windows when possible.
- **Isolation.** Isolate sick people and exclude exposed people.
- **Low risk spaces.** Outdoor spaces are safer than indoor spaces. Consider moving activities outdoors when possible.

Based on these principles, increased interaction, close contact, and longer activities between people increases the risk of spreading COVID-19.

In general, the risk of spread in schools increases across the continuum of virtual/online, hybrid, to full-time in-person learning with the risk moderated for hybrid and in-person learning based upon the range and layering of mitigation strategies put in place and the extent they are correctly and consistently followed.

This stratification from Operating schools during COVID-19: CDC’s Considerations attempts to characterize the general risks of spread among students, teachers, and staff across this
continuum of learning modalities and adherence to health and safety guidance. Of note, this health and safety guidance includes all 5 recommended CDC mitigation measures. The CDC stratification is general, and not intended to inform the appropriate level of Personal Protective Equipment (PPE) an employee needs, which should be made based on the tasks and situation. For employees, follow all Labor and Industries (L&I) and Employer Health & Safety Requirements for School Scenarios guidance.

General Guidance

Do not allow students, staff, vendors, parents, guardians, or guests on-site if they:
1. Are showing symptoms of COVID-19.
2. Have been in close contact (within 6 feet for 15 cumulative minutes over a 24-hour period) with someone who has confirmed COVID-19 in the last 14 days.
3. Have tested positive for COVID-19 in the past 10 days, or are awaiting results of a COVID-19 test.
4. Have been told by a public health or medical professional to self-monitor, self-isolate, or self-quarantine because of concerns about COVID-19 infection.

Please refer to DOH guidance on screening for more information.

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

Ensure staff are trained in health and safety protocols for your site. This includes:
- How to screen for symptoms.
- How to maintain physical distance.
- The use of appropriate personal protective equipment (PPE).
- Understanding and practicing frequent cleaning and handwashing.
- How to handle situations when someone develops signs of COVID-19.

Communicate regularly with students, families and staff. Emphasize the importance of staying home when sick, maintaining six feet of physical distance, and hand hygiene. Communication should be provided using multiple methods, such as posters, written letters, email, text message, phone, video conferencing. Make sure communication is in the language that parents best understand.

All students age 5 years and older, staff, volunteers, and guests must wear cloth face coverings or acceptable alternatives in K-12 settings. See the Reducing Transmission section for more information about cloth face coverings. Schools have a general obligation to provide employees a safe and healthy work site in accordance with state and federal law and safety and health rules, including addressing hazards associated with COVID-19. Refer to the Department of Labor and Industries COVID-19 Workplace Safety and Health Requirements for more information.
Monitor student and employee attendance and absences, have flexible locally-determined leave policies and practices, and have access to trained substitutes to support employee absences.

**People at High Risk for Serious Health Problems from COVID-19**

Those at [high risk](#) for health problems from COVID-19 should consult with their health care provider when considering whether to provide or participate in K-12 activities. Protections for employees at high risk for health problems remain in place under [Proclamation 20-46](#). Families with a member who is at high risk from COVID-19 should carefully consider risks and benefits of sending their student to school in person.

**Drop-Off and Pick-Up**

Develop a system for dropping off and picking up students that keeps families at least six feet from each other and reduces their need to enter the school. This may include staggering drop-off and pick-up times for various groups, one-way traffic flows, greeting students at their vehicle, or placing distancing markers on walkways.

**Health Screening at Entry**

Screen students and staff before arrival to school or early in the school day to reduce risk for transmission of COVID-19. Students and staff with any illness must stay home or return home.

Schools have flexibility in how to enact daily health screening, whether by assessment at home by parents/guardians, on the school site screening, a combination of these, or other method.

Three potential example health screening methods appear below. Schools may use these methods, adaptations of these methods, or other methods they determine appropriate in consultation with their local public health jurisdiction. Whatever method a school chooses, educate staff and parents/caregivers to be on the alert for signs of illness in their children and to stay home or keep their children home if they are sick.

For screening that happens at the school, there are several methods that facilities can use to protect students and staff while conducting temperature and symptom screenings, and schools have flexibility in how they do this. The most protective methods incorporate physical distancing (maintaining a distance of six feet from others) or physical barriers to eliminate or minimize exposures due to close contact. For more information on screening, see the [CDC guidance](#) and the [DOH guidance on screening](#).

**Screening questions**

Every day, ask staff, parents, guardians, and older students to review the following questions. This review can happen at home or at school.

1. Do you have any of the following [symptoms within the last day](#) that are not caused by another condition?
   - Fever (100.4°F) or chills.
   - Cough
   - Shortness of breath or difficulty breathing
• Fatigue
• Muscle or body aches
• Headache
• Recent loss of taste or smell
• Sore throat
• Congestion or runny nose
• Nausea or vomiting
• Diarrhea

2. Have you been in close contact with anyone with confirmed COVID-19?
3. Have you had a positive COVID-19 test for active virus in the past 10 days, or are you awaiting results of a COVID-19 test?
4. Within the past 14 days, has a public health or medical professional told you to self-monitor, self-isolate, or self-quarantine because of concerns about COVID-19 infection?

Staff or students who answer ‘yes’ to any questions should stay home or be sent home.

**Home Health Screen Method**

- Have the parents/caregivers review these questions daily before sending children to school. The school can provide families paper or electronic forms, use online applications, or provide tickets or tokens that parents/caregivers send to the school with the child to signal the screening has been complete and the answer to all questions is ‘no.’

- If a student forgets their form (paper or electronic), ticket, or token, the school should screen the student onsite. Staff and students who answer yes to any questions should stay home or be sent home.

**On-Site Health Screen Method**

- Have staff ask all students and staff all four screening questions above. To help expedite screening schools can post a sign listing the symptoms and questions or use a check list that staff who conduct screening of students and staff can read.
- Take staff and students temperatures.
- Students or staff with symptoms should be isolated until they can go home.
- The school must ensure that physical distancing can be maintained as students and staff wait to be screened.
- The school staff screening should use personal protective equipment when screening students and staff. Refer to [Employer Health & Safety Requirements for School Scenarios](#) for additional details.

**Combination Health Screen Method**

- Have parents/caregivers sign a form at some frequency (by quarter, month or week) that affirms they will check their children daily for all symptoms of COVID-19 and agree not to send their child to school if the child has any symptoms, is a close contact of someone with COVID-19, has tested positive for COVID-19, or has been told to self-monitor, isolate, or quarantine.
AND

- Conduct a brief screen of students and staff at the school to check they do not have fever, shortness of breath or cough.
- Make a visual inspection of the child for signs of illness which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness.
- Students or staff with symptoms should be isolated until they can go home.
- The school must ensure that physical distancing can be maintained as students and staff wait to be screened.
- The school staff screening should use personal protective equipment when screening students and staff. Refer to Employer Health & Safety Requirements for School Scenarios for additional details.

Regardless of method used, students or staff who stay home or are sent home due to symptoms should refer to “Returning to school after suspected COVID-19 symptoms” below.

Reducing Transmission

Grouping Students

Create cohorts or groups of students with dedicated staff who remain together throughout the day, at recess and lunch time. These groups should remain consistent from day to day and should not be combined or mixed. Staying in small groups limits the amount of contact between individuals. Reducing the mixing of students, teachers and staff through groups:

- Decreases the opportunities for exposure or transmission of COVID at school.
- Makes contact tracing easier in the event of a positive case.
- Simplifies the testing, quarantine and isolation to a single cohort.

Consider block schedules to minimize mixing among students. Assign seating in classrooms for all students so those in close contact with COVID-19 cases can be quickly identified. Multiple groups of students may use the same facility as long as they are in limited contact with and physically distanced from other groups. When needed, divide large spaces like full-size gyms, playgrounds, or sports fields into separate areas for different cohorts or small groups. Create a barrier with equipment such as cones, chairs, or tables to maintain separation between groups.

Physical Distancing

Practice physical distancing of six feet or more between groups or classrooms as much as possible. Create space between students and reduce the amount of time they are close with each other. Your ability to do this will depend on students’ ages and developmental and physical abilities. Select strategies to increase physical distancing that will work for your school and the space available. Maintaining six feet of distance is most important when students or staff will be engaged in something for more than a few minutes, like during class, reading or quiet time, or eating lunch. There may be brief moments, such as passing by others in the
hallway or during play at recess when students are less than six feet apart from each other. Not all strategies will be feasible for all schools. Think creatively about all opportunities to increase physical space between students during all scheduled activities and limit interactions in large group settings.

Schools may consider the following physical distancing strategies:

- **Increase the space between desks and assign seating in all classes.** Rearrange student desks or workstations to provide six feet of distance between students. Turn desks to face in the same direction (rather than facing each other) to reduce transmission caused from virus-containing droplets (e.g., from talking, coughing, sneezing).
- **Reduce the number of students at tables, lab benches, or other workstations to increase physical distance.**
- **Reduce the number of students in the halls and restrooms at one time.** Stagger the release of classes, restroom breaks, recess, and other common travel times. Consider allowing students to bring belongings to the classroom and store them in a personal cubby or container to reduce the use of lockers.
- **Cancel activities where multiple classrooms interact.**
- **Reduce congestion in the health office.** For example, use the health office for children with flu-like symptoms and a satellite location for first aid or medication distribution.
- **Mark traffic flow and designate entrances and exits to minimize face to face contact.**
- **Stagger arrival and/or dismissal times.** These approaches can limit the amount of close contact between students in high-traffic situations.
- **Place tape, spots, cones, paint or other markers to signal six feet distance in areas where students may be waiting in line.** This could include symptom screening points, restrooms, water fountains, hand washing or sanitizing stations, the main classroom door, and the cafeteria.
- **Limit the presence of volunteers** for classroom activities, reading, cafeteria support, and other activities.
- **Modify classes where students are likely to be in very close contact.** Physical Education should be held outside whenever possible. PE activities that focus on individual skills or activities that can be done while maintaining 6 feet of distance and wearing a face covering are generally the lowest risk. Schools may also phase in PE activities as that are described in or similar to those described in the Sporting Activities guidance and in accordance with the region’s phase. Refer to Employer Health & Safety Requirements for School Scenarios for additional details on PPE use among PE staff.
- **Limit the use of locker rooms to handwashing and restroom use only.** Showers should **not be used** due to potential spread of aerosolized droplets. Consider eliminating requirements to change clothes for PE. If use of locker rooms for changing is necessary, maximize ventilation and use tape, spots, or cones to signal 6 feet of distance for students who need to change. Stagger entry to the changing area and use these facilities as appropriate with members of the same group/cohort. Make sure to limit occupancy of the locker rooms to avoid crowding.
- **Take extra precautions for activities considered high risk.** These activities include choir, playing of instruments involving breath, contact sports (other than as allowed under
Sporting Activities Guidance), or other activities that require students to remove face coverings and/or be in close contact with one another. These activities may contribute to transmission of COVID-19.

- **Cancel large gatherings.** Cancel in-person activities and events such as field trips, student assemblies, STEAM fairs, school-wide parent meetings, or spirit nights.
- **Limit cross-school transfer for special programs.** For example, if students arrive from multiple schools for special programs (e.g., music, robotics, and academic clubs), consider using distance learning to deliver the instruction or temporarily offer duplicate programs in the participating schools.
- **Teach staff, students, and their families to maintain distance from each other in the school.** Educate staff, students, and their families at the same time and explain why this is important.
- **Keep students outside more, as weather and space permit.** Outdoor spaces decrease the transmission risk of COVID-19.

**Meals**

Limit gatherings and mixing of students in the cafeteria or other communal spaces. Consider having students eat their meals in the classroom or outside. You may accomplish this through meal delivery to classes or through grab-and-go services.

If students use the cafeteria, keep cohorts together. Ensure physical distance between students in a cohort and between other groups. Stagger meal times in the lunchroom or dining hall to avoid crowding. Arrange and direct the flow of students for handwashing sinks, food vending areas, and other areas where students may congregate. Space students as far apart as you can at tables. Make sure tables are at least six feet apart.

Individually plate food for each student. The staff should handle utensils and serve food to reduce spread of germs.

Clean and sanitize tables before and after each group eats. Use a washable plastic tablecloth for wooden tables.

**Hygiene Practices**

Children and adults should clean their hands in the following situations:

- Arriving at school
- Before meals or snacks
- After outside activities
- After going to the bathroom
- After sneezing or blowing their nose
- Before leaving school

Help young children to make sure they wash their hands correctly. The best option is to wash hands with soap and water for at least 20 seconds. If soap and water are not readily available,
people should use an alcohol-based hand gel with at least 60 percent alcohol. Supervise the use of alcohol-based hand gel by young children.

Teach children and adults not to touch their eyes, nose, and mouth with unwashed hands. Cover coughs or sneezes with a tissue, throw the tissue in the trash, and clean hands with soap and water or hand gel.

**Cloth Face Coverings**

Wearing cloth face coverings may help prevent the spread of COVID-19 and is required for staff and students in all indoor public spaces. There are specific exceptions based on age, development, or disability. See the [Washington State Department of Health Guidance on Cloth Face Coverings](https://www.doh.wa.gov) and [CDC Recommendation Regarding the Use of Cloth Face Coverings](https://www.cdc.gov) for more information. All students, volunteers, or guests must wear cloth face coverings or an acceptable alternative at school when indoors. Schools should provide face coverings for staff and students who don’t have them.

For staff, cloth facial coverings must be worn by every individual (except as described below) not working alone at the location. Certain situations may require a higher level of protection under L&I safety and health rules and guidance. Refer to [Employer Health & Safety Requirements for School Scenarios](https://www.lshsafetywa.org) and [Coronavirus Facial Covering and Mask Requirements](https://www.cdc.gov) for additional details.

1. Cloth face coverings should not be worn by:
   - Those under 2 years of age.
   - Those with a disability that prevents them from comfortably wearing or removing a face covering.
   - Those with certain respiratory conditions or trouble breathing.
   - Those who are deaf or hard of hearing, and those who provide instruction to such people, and use facial and mouth movements as part of communication.
   - Those advised by a medical, legal, or behavioral health professional that wearing a face covering may pose a risk to that person.
2. In rare circumstances when a cloth face covering cannot be worn, students and staff may use a clear face covering or a face shield with a drape or wrap as an alternative to a cloth face covering. If used, face shields should extend below the chin, to the ears, and have no gap at the forehead.
3. Younger students must be supervised when wearing a face covering or face shield. These students may need help with their masks and getting used to wearing them.
4. Continue practicing physical distancing while wearing cloth face coverings.
5. Students may remove face coverings to eat and drink and when they can be physically distanced outside. If students need a “mask break” take them outside or to a large, well ventilated room where there is sufficient space to ensure more than six feet of physical distance between people.
6. The school is responsible for providing appropriate PPE for all staff, including those who provide assistance to students who have special needs. Refer to [Employer Health & Safety Requirements for School Scenarios](https://www.lshsafetywa.org).
Bus Transportation

There are several guidelines to prevent COVID during school transportation.

- Keep riders as far apart as possible on the bus. Consider how to reduce occupancy and increase space on the bus through scheduling and using additional busses.
- Require assigned seating.
- If possible, seat students with household members or members of their school group/cohorts.
- Maximize outside air flow and keep windows open as much as possible.
- Encourage walking or biking where safe.
- Have caregivers drive students to school, if possible.
- Riders and staff members must wear a cloth face coverings or acceptable alternatives.
- Encourage students to wash or sanitize hands when they leave their home or classroom immediately before boarding the bus.
- Clean and disinfect frequently touched surfaces, including the tops and backs of seats. Use an EPA registered product and follow the manufacturer’s instructions for use.

Cleaning and Disinfecting Procedures

Schools should have infection control plans updated to reflect what is known about COVID-19. A good resource for infection control and school cleaning is Cleaning for Healthier Schools – Infection Control Handbook 2010.

These are basic cleaning definitions:

- Cleaning removes germs, dirt, food, body fluids, and other material. Cleaning increases the benefit of sanitizing or disinfecting.
- Sanitizing reduces germs on surfaces to safe levels.
- Disinfecting kills germs on surfaces of a clean object.
- The U.S. Environmental Protection Agency (EPA) regulates sanitizer and disinfectant chemicals. If you sanitize or disinfect without cleaning first, it will reduce how well these chemicals work and may leave more germs on the surface.

Current CDC guidance for cleaning and disinfection for COVID-19 states that disinfectants should be registered by the EPA for use against the COVID-19. Find the current list here: List N: Disinfectants for Use Against SARS-CoV-2 (COVID-19). Disinfectants based on hydrogen peroxide or alcohol are safer than harsher chemicals. The University of Washington has a handout with options for safer cleaning and disinfecting products that work well against COVID-19.

If you use a bleach and water mixture for disinfection, mix it at a concentration of four teaspoons of 6 percent bleach per quart of cool water or five tablespoons of 6 percent bleach (one-third cup) per gallon of cool water (1,000 parts per million). Thoroughly clean surfaces with soap and water and remove the soap with water before applying the bleach solution. Keep the surface wet for at least one minute. An emergency eye wash station is required at the location where bleach is mixed from concentrate.
Find more information about cleaning, disinfecting, and choosing safer cleaning products on the [DOH COVID-19 website](https://www.health.ny.gov/doh/covid-19). Clean and sanitize toys, equipment, and surfaces in the program space. Clean and disinfect high-touch surfaces like doorknobs, faucet handles, check-in counters, and restrooms. Use alcohol wipes or 70% isopropyl alcohol to clean keyboards and electronics. Outdoor areas generally require normal routine cleaning and do not require disinfection. Wash hands after you clean.

If groups of students are moving from one area to another in shifts, finish cleaning and disinfecting before the new group enters the area. Clean and disinfect high touch surfaces each night after students leave.

Always follow the disinfectant instructions on the label:

- **Use disinfectants in a ventilated space.** *Heavy use of disinfectant products should be done when children are not present. The facility should have enough time to air out before children return.*
- Use the proper concentration of disinfectant.
- Keep the disinfectant on the surface for the required amount of wet contact time.
- Follow the product label warnings and instructions for PPE such as gloves, eye protection, and ventilation.
- Keep all chemicals out of reach of children.
- Facilities must have a Safety Data Sheet (SDS) for each chemical used in the facility.
- Parents, teachers, and staff should not supply disinfectants and sanitizers.

**Carpets**

If possible, vacuum carpets every day. Vacuum when children are not present in the space. Use a vacuum with a HEPA (high efficiency particulate air) filter—or use HEPA vacuum bags. Having both is even better.

**Outdoor Areas**

Outdoor areas, like playgrounds in schools and parks, require routine cleaning, but do not require disinfection.

- Do not spray disinfectant on outdoor playgrounds—it is not an efficient use of supplies and is not proven to reduce risk of COVID-19 to the public.
- High-touch surfaces made of plastic or metal, such as grab bars and railings, should be cleaned routinely.
- Cleaning and disinfection of wooden surfaces such as play structures, benches, or tables, is not recommended.
- Cleaning and disinfection of groundcover such as mulch or sand is not recommended.

**Ventilation**

Ventilation is important to have good indoor air quality. Offer more outside time, open windows often, and adjust the HVAC system to allow the maximum amount of outside air
to enter the program space. Use of fans for cooling is acceptable. They should blow away from people. There is no special cleaning or disinfection for heating, ventilation, and air conditioning (HVAC) systems. For more information and options related to ventilation, see DOH’s recommendations for Ventilation and Air Quality for Reducing Transmission of COVID-19 or CDC’s guidance for improving ventilation and increasing filtration in schools as well as the Association for Heating, Ventilating and Air-Conditioning Engineers (ASHRAE) guidance on ventilation during COVID-19.

Shared Hands-On Teaching Materials

Clean and disinfect hands-on materials often and after each use. Limit shared teaching materials, including PE equipment, to those you can easily clean and disinfect. Discourage sharing of items that are difficult to clean or disinfect. Children’s books and other paper-based materials are not high risk for spreading the virus.

Ensure adequate supplies to minimize the sharing of high touch materials as much as possible. An example includes assigning each student their own art supplies or limiting the use for one group of children at a time. Clean and disinfect shared items between use. Keep each student’s belongings separate and in individually labeled containers, cubbies, or areas.

What to do if someone develops signs of COVID-19

To prepare for the potential of student or staff showing symptoms while at school, schools should have a response and communication plan in place that includes communication with staff, families, and their local health jurisdiction. Schools should prepare for instructing students who are excluded from school due to illness or quarantine.

Every school should have an identified space for isolating ill persons until they can be sent home. This space would ideally have several rooms with doors that can close and windows that vent to the outside to improve ventilation. Alternatively, use a room with several cots spaced at least six feet apart with privacy curtains between cots. Ideally, the isolation unit would have a private bathroom for use only by persons being evaluated for COVID. If a private bathroom for ill persons is not available, the ill person should wear a face mask when traveling to and from the communal bathroom. Clean all high touch areas between the patient room and bathroom as well as in the bathroom. Thoroughly clean and disinfect the communal bathroom immediately after use. Increase ventilation in the bathroom by keeping a window open and/or turning on a fan that vents to the outside.

If a student or staff member develops signs of COVID-19 (see the list of symptoms under health screenings on page 3), separate the person and supervise them from a safe distance until the sick person can leave. Staff caring for ill persons should use appropriate medical grade PPE. While waiting to leave school, the individual with symptoms should wear a cloth face covering or mask if tolerated. Air out, clean and disinfect the area after the ill person leaves.
Returning to school after having suspected signs of COVID-19

For ill persons **without known exposure** to a confirmed COVID-19 case, follow [DOH guidance for what to do if you have symptoms for COVID-19 but have not been around anyone diagnosed with COVID-19](https://www.doh.wa.gov) and the symptom evaluation and management flow chart.

People who are ill **and had known exposure** to COVID-19 should be encouraged to be tested for COVID-19 and follow [DOH guidance for what to do if you have confirmed or suspected COVID-19](https://www.doh.wa.gov) infection. They should stay out of school until at least 10 days after symptom onset, and at least 24 hours after their fever has resolved and symptoms have improved. People with severe disease or who are immunocompromised may need to be isolated at home for longer.

Ask staff and caregivers to inform the school right away if the ill person is diagnosed with COVID-19. For more information, review DOH’s symptom evaluation and management flow chart which outlines recommendations following a positive COVID-19 symptom screen.

If a student or staff member tests positive for COVID-19, it is possible that many of the student’s classmates and teachers will be considered close contacts and need to quarantine, especially if they have not adhered to social distancing and mask use.

Quarantine should last for 14 days after the last close contact. **This is the safest option.** Monitor for symptoms during this time, and if any COVID-19 symptoms develop during the 14 days, get tested. Certain high-risk settings or groups **should** use the 14-day quarantine option:

- **People who have recently been in** countries where the new variant of the SARS-CoV-2 virus, 501Y.V, has been identified.
- **People who work or stay in an acute or long-term healthcare setting.**
- **People who work or stay in a correctional facility.**
- **People who work or stay in a shelter or transitional housing.**
- **People who live in communal housing such as dormitories, fraternities or sororities.**
- **People who work in crowded work situations where physical distancing is impossible due to the nature of the work such as in a warehouse or factory.**
- **People who work on fishing or seafood processing vessels.**

If 14 days is not possible, quarantine can last for 10 days after the last close contact, without additional testing. However, if any COVID-19 symptoms develop during the 10 days, remain in quarantine the full 14 days and get tested. **Continue monitoring for symptoms until day 14.**

Under special circumstances, it may be possible to end quarantine after 7 full days beginning after the last close contact **if** you have been without symptoms **and** after receiving a negative result from a test (get tested no sooner than 48 hours before ending quarantine). **This will depend on availability of testing resources. Continue monitoring for symptoms until day 14.**

Consult with your local health jurisdiction to determine the best option for your individual circumstances.
If somebody does not have a doctor or health care provider, many locations have free or low-cost testing, regardless of immigration status. See the Department of Health’s Testing FAQ or call the WA State COVID-19 Assistance Hotline.

Refer affected classmates and teachers to DOH guidance for what to do if you were potentially exposed to someone with COVID-19.

Returning to school after testing positive for COVID-19

A staff member or student who had confirmed COVID-19 can return to the program after at least 24 hours have passed since recovery. A person is recovered when they have no fever without the use of medications and improvement in respiratory signs like cough and shortness of breath. Additionally, at least:

- 10 days since symptom onset, AND
- 24 hours after fever resolves without use of fever-reducing medications, AND
- Symptoms have improved

For more information, review DOH’s symptom evaluation management flow chart which outlines recommendations following a positive COVID-19 symptom screen. Also refer to DOH guidance for what to do if you have confirmed or suspected COVID-19 infection.

Returning to school after being in close contact to someone with COVID-19

If a person believes they have had close contact to someone with COVID-19, but they are not sick, they should still quarantine and monitor their health for COVID-19 symptoms. They should not go to work, childcare, school, or public places while in quarantine. Refer to DOH guidance for what to do if you were potentially exposed to someone with COVID-19 for more information.

Stay in quarantine for 14 days after your last close contact. This is the safest option. Monitor your symptoms during this time, and if you have any COVID-19 symptoms during the 14 days, get tested. Certain high-risk settings or groups should use the 14-day quarantine option:

- People who have recently been in countries where the new variant of the SARS-CoV-2 virus, 501Y.V, has been identified.
- People who work or stay in an acute or long-term healthcare setting.
- People who work or stay in a correctional facility.
- People who work or stay in a shelter or transitional housing.
- People who live in communal housing such as dormitories, fraternities or sororities.
- People who work in crowded work situations where physical distancing is impossible due to the nature of the work such as in a warehouse or factory.
- People who work on fishing or seafood processing vessels.

If 14 days is not possible, stay in quarantine for 10 days after your last close contact, without additional testing. If you have any COVID-19 symptoms during the 10 days, stay in quarantine the full 14 days and get tested. Keep watching for symptoms until day 14.
Under special circumstances it may be possible to end quarantine after 7 full days beginning after your last contact if you have been without symptoms and after receiving a negative result from a test (get tested no sooner than 48 hours before ending quarantine.) This will depend on availability of testing resources. Keep watching for symptoms until day 14.

Consult with your local health jurisdiction to determine the best option for your individual circumstances.

If somebody does not have a doctor or health care provider, many locations have free or low-cost testing, regardless of immigration status. See the Department of Health’s Testing FAQ or call the WA State COVID-19 Assistance Hotline.

Environmental cleaning after a suspected or confirmed case is identified

When a school sends a person with COVID-19 symptoms home, or learns a confirmed case of COVID-19 has been on the premises, clean and disinfect the areas where the ill person spent time.

- Close off areas visited by the ill persons. Open outside doors and windows and use ventilating fans to increase air circulation in the area. Wait 24 hours, or as long as practical, before beginning cleaning and disinfection.
- Cleaning staff should clean and disinfect all areas such as offices, bathrooms, common areas, shared electronic equipment (like tablets, touch screens, keyboards, remote controls) used by the ill persons, focusing especially on frequently touched surfaces.
- If it has been more than 7 days since the person with suspected/confirmed COVID-19 visited or used the facility, additional cleaning and disinfection is not necessary.

Contact investigation, contact tracing, and quarantine of close contacts of confirmed COVID-19 cases

Schools can play an important role to identify close contacts and communicate with parents and guardians. When a school learns of a confirmed case of COVID-19 on the school premises, they should:

- Immediately notify the local health jurisdiction of the case.
- Identify and provide school-based close contacts of the case to the local health jurisdiction. This includes contacts around the case from 2 days before symptoms started (or date of positive test if asymptomatic) until the time the case was no longer in school. Close contacts are defined as persons who were within 6 feet of the confirmed positive case for at least 15 cumulative minutes over a 24-hour period, and would include siblings at the same school, those in the same cohort, and those sitting close to the student on the bus.
- Public health will advise close contacts, but the school should communicate to close contacts and advise them to self-monitor for COVID-19 symptoms and quarantine for up to 14 days (see page 13 for recommendations) from the last exposure. Schools may use the following DOH guidance: What to do if you were potentially exposed to someone
COVID-19 outbreaks in school

A COVID-19 outbreak is considered when the following have been met:

- There are two or more laboratory-positive (PCR or antigen) COVID-19 cases among students or staff.
- The cases have a symptom onset within a 14-day period of each other.
- The cases are epidemiologically linked.
- The cases do not share a household.
- The cases are not identified as close contacts of each other in another setting during the investigation.

If the school is grouping or cohorting students:

Dismiss the entire classroom for home quarantine for 14 days (see page 13 for recommendations) if two or more laboratory positive (PCR or antigen) COVID-19 cases occur within the group or cohort within a 14-day period.

Close a school and switch to remote learning for 14 days when:

- 2 or more classrooms are dismissed due to outbreaks in schools with 10 or fewer classrooms.
- 10% or more of classrooms are dismissed due to outbreaks in schools with greater than 10 classrooms.
- School cannot function due to insufficient teaching or support staff.

If the school is not grouping or cohorting students:

Quarantine close contacts and notify families if two or more laboratory positive (PCR or antigen) COVID-19 cases are reported in a 14-day period. Evaluate to determine if transmission is occurring in the school.

Consider the following to determine the need to close a school and switch to remote learning for 14 days when:

- The school experiences a rapid increase in cases.
- There is a prolonged chain of transmission (2 or more generations) occurring in the school.
- School cannot function due to insufficient teaching or support staff.
## Appendix A: Health and Safety Checklist

### Can the school(s) implement recommended COVID-19 health and safety measures?

**School Administrators and Staff**

The risk of COVID-19 spreading in schools depends on the ability of the school to implement DOH’s K-12 health and safety measures and **LNI employer safety requirements**.

**Does the school have the plans, staff, space, and supplies to do the following?**

- ✓ Protect staff and students at higher risk for severe COVID-19 while ensuring access to learning.
- ✓ Transport or facilitate drop-off and pick-up of students.
- ✓ Group students (required in elementary, recommended for middle and high school).
- ✓ Practice physical distancing of ≥6 feet among students and staff.
- ✓ Promote frequent hand washing or sanitizing.
- ✓ Promote and ensure face covering use among students and staff.
- ✓ Increase cleaning and disinfection.
- ✓ Improve ventilation.

**Are all staff trained on health and safety practices?**

### Is the school and health system ready to monitor for and respond to suspected and confirmed cases of COVID-19?

**Schools and Local Public Health**

COVID-19 cases in the school should be expected. The risk of COVID-19 spreading in schools depends on the ability to quickly identify and respond to suspected and confirmed cases and the level of community transmission.

- ✓ Can the school ensure monitoring of symptoms and history of exposure among students and staff? (attestation acceptable)
- ✓ Is the school prepared to manage students and/or staff who get sick onsite?
- ✓ Does the school have letters drafted to inform families and staff about confirmed cases or outbreaks? For other languages?
- ✓ Is there adequate access to testing in the community health system for ill students and staff?
- ✓ Is there capacity in your local health department to investigate confirmed COVID-19 cases, quarantine their close contacts and assess whether transmission is occurring in the school?
- ✓ Can local public health monitor the level of community spread to determine when a change in education modality is needed?

**Begin Learning Model and Monitor**
Performing Arts Guidance

This section provides the required health and safety guidance related to co-curricular performing arts activities in K-12 schools. The recommendations here should be implemented while following all requirements outlined above and considering the K-12 School Metrics and Toolkit recommendations for providing in-person learning. Implementation of all health and safety requirements are a condition of providing in-person learning during the COVID-19 pandemic following Governor Inslee’s emergency proclamation 20-09.3 “Phased Reopening of K-12 Schools.” This health and safety guidance is based on existing science, expert public health opinion, current policies, and stakeholder input.

General Performing Arts Recommendations

The following subsections outline activity-specific requirements that apply to K-12 performing arts activities including band/orchestra/instrumental; choir/singing; dance/movement; theatre/drama; speech/debate; and other substantially similar activities. Requirements outlined previously in this document concerning masks and face coverings, physical distancing, grouping students and staff, ventilation, cleaning and disinfection, and hygiene practices still apply to performing arts activities. Additional requirements that apply to all K-12 performing arts activities:

- Limit duration of activity to 30 minutes. Allow time for a minimum of 1 air exchange rate (ACH) between different groups using a space, 3 ACH is preferred.¹
- Physical distancing of a minimum of 9 feet between and in front of students; and between students and instructor, conductor, or accompanist.
- Groups must not exceed 15 students.
- Live performances, assemblies, and other large gatherings of students and staff are prohibited at this time.

Activity-specific Recommendations

Band/orchestra/instrumental

Considerations:

- Follow all general performing arts recommendations listed above.
- Modified face coverings should be worn by students while playing instruments. A surgical-style mask with an opening or slit cut for the instrument mouthpiece should be used. Other styles of face coverings can have tightly woven, stretchy overlapping fabric that allows access for the instrument mouthpiece and recloses over the outside of the mouthpiece. Students should switch to regular, unmodified face coverings without openings as soon as they are done rehearsing.
- Instruments should have specially designed bell covers (brass and woodwind instruments) or bags with hand openings (woodwind instruments) to limit the spread of droplets and aerosols.
Brass and woodwind instrument bell covers should be multiple layers of tightly woven fabric, ideally with the middle layer being MERV-13 filter material, which securely covers the entire bell of the instrument.

Flutes and recorders should use a tightly woven cloth material over the end of the barrel.

Bags with hand openings are another option for woodwind instruments.

- Instruments and equipment should be cleaned according to manufacturer recommendation. COVID-19 Instrument Cleaning Guidelines may be referenced as well. Avoid shared music, instruments, or other supplies; and perform safe storage options for equipment.
- Instrumentalists must control spit valve releases in a manner that prevents spread, and wash hands immediately after.

**Choir/singing**
Considerations:

- Follow all general performing arts recommendations listed above.
- A 3-layer surgical style, well-fitting mask is required while singing.

**Theatre/drama**
Considerations:

- Follow all general performing arts recommendations listed above.
- If singing, shouting, or cheering, 3-layer surgical style, well-fitting mask is required.

**Dance/movement**
Considerations:

- Follow all general performing arts recommendations listed above.
- No contact allowed between students.

**Speech/debate**
Considerations:

- Follow all general performing arts recommendations listed above.

**Reference**


**More COVID-19 Information and Resources**

Stay up-to-date on the current COVID-19 situation in Washington, Governor Inslee’s proclamations, symptoms, how it spreads, and how and when people should get tested. See our Frequently Asked Questions for more information.
COVID-19 guidance and resources for schools can also be found on the Washington Office of Superintendent of Public Instruction (OSPI) website.

A person’s race/ethnicity or nationality does not, itself, put them at greater risk of COVID-19. However, data are revealing that communities of color are being disproportionately impacted by COVID-19- this is due to the effects of racism, and in particular, structural racism, that leaves some groups with fewer opportunities to protect themselves and their communities. Stigma will not help to fight the illness. Share accurate information with others to keep rumors and misinformation from spreading.

- WA State Department of Health 2019 Novel Coronavirus Outbreak (COVID-19)
- WA State Coronavirus Response (COVID-19)
- Find Your Local Health Department or District
- WA State Department of Labor and Industries Employer Health & Safety Requirements for School Scenarios guidance
- Safe Start Sporting Activities Guidance
- DOH’s symptom evaluation management flow chart
- CDC Coronavirus (COVID-19)
- Stigma Reduction Resources

Have more questions about COVID-19? Call our hotline: 1-800-525-0127, Monday – Friday, 6 a.m. to 10 p.m., Weekends: 8 a.m. to 6 p.m. For interpretative services, press # when they answer and say your language. For questions about your own health, COVID-19 testing, or testing results, please contact a health care provider.

To request this document in another format, call 1-800-525-0127. Deaf or hard of hearing customers, please call 711 (Washington Relay) or email civil.rights@doh.wa.gov.
A RESOLUTION of the Board of Directors of Seattle School District No. 1, King County, Seattle, Washington adopting a reopening plan and remote learning model for the 2020-2021 school year.

WHEREAS, Chapter 28A.320 RCW authorizes local school boards to govern their respective districts, including the promotion of effective, efficient, and safe district operations, and RCW 28A.330.100 authorizes local school boards with additional powers, and RCW 28A.150.230 assigns local school boards the responsibility for ensuring quality in the content and extent of its educational program;

WHEREAS, on February 29, 2020, Washington Governor Jay Inslee declared a state of emergency in all counties of our state under Chapters 38.08, 38.52, and 43.06 RCW, and directed the implementation of the plans and procedures of the state’s Comprehensive Emergency Management Plan in response to the novel coronavirus (COVID-19) and on March 13, 2020, Governor Inslee ordered the closure of all public and private K-12 schools in Washington State until April 24, 2020, to contain the spread of COVID-19, and on April 6, 2020, directed that school buildings remain closed from providing traditional, in-person instruction throughout the remainder of the 2019-2020 school year;

WHEREAS, RCW 28A.150.290 authorizes the State Superintendent of Public Instruction to make rules and regulations as necessary to carry out the proper administration of its statutory duties in unforeseen conditions and on June 11, 2020, the Office of the Superintendent of Public Instruction issued official guidance for reopening Washington schools for the 2020-2021 school year, which included sections on health and safety from the Department of Health and the Department of Labor and Industries, specifying employee and student safety requirements for reopening schools during the COVID-19 pandemic and requiring school boards to adopt and submit reopening plans for the 2020-2021 school year;

WHEREAS, Superintendent Juneau and Seattle Public Schools staff have continued to monitor the increasing number of COVID-19 cases in our community; have been in close communication with King County Public Health, OSPI, and the Governor’s office; have reviewed new research from around the world on school safety experiences; have reviewed updated health guidelines from national and state agencies; and have heard and considered the concerns of educators and families;

WHEREAS, having considered the foregoing information, Superintendent Juneau and Seattle Public Schools staff have concluded that it is not possible to open schools without risking significant transmission of COVID-19 cases among Seattle Public Schools students, families, staff and community;
WHEREAS, Superintendent Juneau has recommended that Seattle Public Schools start the
2020-2021 school year remotely, with exceptions for students receiving special education
services in alignment with Individualized Education Programs and 504 plans if it is determined
on an individual basis that services can be provided safely in-person and services cannot be
accessed successfully through remote learning, and has recommended that Seattle Public Schools
continue this model until the risk of significant transmission of COVID-19 cases has decreased
enough to support in-person instruction;

WHEREAS, Seattle Public Schools is focused on centering students furthest from educational
justice;

WHEREAS, curricular foci in the 2020-2021 school year will include existing Since Time
Immemorial Curriculum, Black Studies and additional Ethnic Studies programming;

WHEREAS, Seattle Public Schools recognizes that “[o]ur nation’s students of color and their
families find themselves enduring a pandemic that disproportionately impacts their health and
safety, mired in an economic crisis that disproportionately affects their financial well-being, and
living in a country that too often still struggles to recognize their humanity”;2

WHEREAS, the COVID-19 pandemic, and the ongoing health and safety constraints associated
with public school opening and operations, present our country and public education systems
with an unprecedented challenge, creating an opportunity to reimagine education and re-center
education on students, particularly on students furthest from educational justice;

WHEREAS, Seattle Public Schools aspires to respond to the most difficult education challenge
of our time not through fear and status-quo thinking, but with courage and creativity, engaging
with families, community and nature in co-designed solutions based in hope and connection,
drawing on the strengths of our communities and families;

WHEREAS, Seattle Public Schools has the opportunity to lead the way and demonstrate that
real partnerships can quickly evolve to stand up innovative education models in support of
students’ social-emotional and academic needs, with care and safety, affording parents the ability
to keep their employment and family lives stable and, hopefully, thriving;

WHEREAS, during the closure of schools in the spring of 2020, Seattle Public Schools
conducted engagement with teams of students, families, community-based organizations, labor
partners and school leaders, and from that process emerged common values that should be
associated with any prospective adaptive educational model in Seattle Public Schools: an anti-

1 https://www.seattleschools.org/district/district_quick_facts/strategic_plan
2 John B. King, President and CEO of The Education Trust, June 22, 2020 testimony to United States House
Committee on Education and Labor, “Inequities Exposed: How COVID-19 Widened Racial Inequities in Education,
Health and the Workforce” (https://edtrust.org/press-release/john-b-king-jr-testimony-before-house-committee-on-
education-and-labor-concerning-racial-inequity-during-covid-19/).
racist³ focus prioritizing delivery that is flexible and supports family and community partnerships, while optimizing student safety and well-being;⁴

WHEREAS, today’s students inhabit a planet dangerously at risk not just because of COVID-19 and civil unrest, but also because of climate change. They face environmental impacts that disproportionately impact low-income black, indigenous and people of color.⁵ They enter educational environments where, survey results show, parents of color are worried their students will be subject to racism from other students, staff and unjust police actions;⁶

WHEREAS, an education model for the 2020-2021 school year that addresses the health and safety concerns impacting families and educators should be community-delivered and place based,⁷ delivered through some combination of (1) remote/distance learning, (2) community schools, (3) in-person provision of some special education services, (4) innovative school models, and (5) outdoor education;

WHEREAS, a disproportionate number of families of color are concerned about the safety of sending their students back to school given current health and safety concerns, including the impacts of systemic racism, both in Seattle and nationwide;⁸

WHEREAS, remote learning is a new education delivery mechanism in our nation’s schools that presents equity concerns,⁹ and access to high-speed internet remains problematic for thousands of SPS students;¹⁰

WHEREAS, COMMUNITY SCHOOLS are public schools that partner with families and community organizations to provide well-rounded educational opportunities and supports for students’ school success,¹¹ and a framework for addressing inequities, providing opportunities, and helping students navigate barriers to boost their academic performance and increase their motivation and engagement in learning;¹²

WHEREAS, community schools can provide critical supports our students by serving as a place, a hub and a set of partnerships between the school and community resources in which an integrated focus on academics, health and social services, youth and community development

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⁴ https://www.seattleschools.org/UserFiles/Servers/Server_543/File/District/Departments/School%20Board/19-20%20Agendas/June%202020%200630_Agenda_Packet_Updated%2020200630.pdf
⁷ https://en.wikipedia.org/wiki/Place-based_education
⁸ https://www.seattleschools.org/UserFiles/Servers/Server_543/File/District/Departments/School%20Board/19-20%20Agendas/June%202020%200630_Agenda_Packet_Updated%2020200630.pdf
⁹ https://www.edweek.org/ew/articles/2020/03/23/how-effective-is-online-learning-what-the.html?r=1893536019
¹¹ https://communityschools.futureforlearning.org/
¹² http://www.communityschools.org/assets/1/AssetManager/CS%20Equity%20Framework%20-%20Final%20Working%20Draft.pdf
and community engagement may lead to improved student learning, stronger families and healthier communities;\(^{13}\)

**WHEREAS,** schools provide the most equitable access point for youth physical activity and active play;\(^{14}\)

**WHEREAS,** community-based environmental and outdoor education programs exist locally and nationally, and can help to address dire needs and discrepancies through innovative partnerships and educational investments and policies;

**WHEREAS,** a study published by the University of California, Berkeley, and supported by the National Science Foundation, found that to “increase the capacity of schools to educate learners in-person while safely following local government-mandated social distancing guidelines, outdoor science and environmental educators can, in partnership with school districts, engage more learners in outdoor learning, thus expanding the space limits of school classrooms;\(^{15}\)

**WHEREAS,** OUTDOOR LEARNING, or outdoor education, refers to a broad set of activities that include discovery, experimentation, learning about and connecting to the natural world, and engaging in environmental and recreational activities in an outdoor setting;\(^{16}\)

**WHEREAS,** Washington law supports the development of curricula that “links student learning with engagement in seasonal or nonseasonal outdoor-based activities,”\(^{17}\) and supports the expansion and inclusion of outdoor education and environmental education as a mandatory area of study;\(^{18}\)

**WHEREAS,** on June 25, 2020, the American Academy of Pediatrics (AAP) stated that it “strongly advocates that all policy considerations for the coming school year should start with a goal of having students physically present,” and to “utilize outdoor spaces when possible” as a high-priority for all age groups and necessary for activities, since “outdoor transmission of virus is known to be much lower than indoor transmission”;\(^{19}\)

**WHEREAS,** on July 10, 2020, the AAP issued a follow-up statement, advocating that decisions about reopening schools should be based on “evidence, not politics” and that “[w]e should leave it to health experts to tell us when the time is best to open up school buildings, and listen to educators and administrators to shape how we do it,” while continuing to recognize that “children learn best when physically present in the classroom”\(^{20}\) and the August 4, 2020

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\(^{13}\) [http://www.communityschools.org/aboutschools/what_is_a_community_school.aspx](http://www.communityschools.org/aboutschools/what_is_a_community_school.aspx)

\(^{14}\) King County Play Equity Coalition ([https://kcplayequity.org/](https://kcplayequity.org/))

\(^{15}\) [https://lawrencehallofscience.org/sites/default/files/EE_A_Field_at_Risk_Policy_Brief.pdf](https://lawrencehallofscience.org/sites/default/files/EE_A_Field_at_Risk_Policy_Brief.pdf)

\(^{16}\) [https://naace.org/ecpro/research/eworks/student-outcomes](https://naace.org/ecpro/research/eworks/student-outcomes)

\(^{17}\) [https://www.k12.wa.us/student-success/resources-subject-area/environment-sustainability](https://www.k12.wa.us/student-success/resources-subject-area/environment-sustainability)


guidance from the Washington State Department of Health\(^{21}\) states that “outdoor activities are safer than indoor activities” and that schools consider distancing strategies that includes, “Keep students outside more, as weather and space permit”;

\[\text{WHEREAS,}\] outdoor education is demonstrated to have substantial benefits for student well-being, and a systematic review of published research of regular compulsory school- and curriculum-based outdoor education programs found that they promote students’ social, academic, physical and psychological development;\(^{22}\)

\[\text{WHEREAS,}\] inclusive education models benefit children with and without disabilities, and accessibility and inclusion champion organizations and Seattle and King County parks can be local resources and partners for developing best practices for inclusive outdoor education; and

\[\text{WHEREAS,}\] physical activity and play are conduits for community centered healing and learning; the benefits of movement for youth are well-studied and can be deeply healing, promote resiliency and mitigate the effects of trauma; and physical activity can enhance students’ readiness to learn, attention, and behavior, and serve as a protective mechanism against illness and infection.\(^{23}\)

\[\text{WHEREAS,}\] the Joint Use of Facilities Agreement (JUA) between Seattle Public Schools and the City of Seattle Department of Parks and Recreation (SPR) provides benefits including giving first priority between SPS and SPR in reciprocal scheduling of each other’s facilities, encouraging school principals and community center coordinators to work together, and providing opportunities for joint planning, problem solving and information sharing;

\[\text{WHEREAS,}\] the JUA’s purpose is to maximize use of Seattle Public Schools and SPR facilities for mutual and offsetting benefit, with the understanding the approximate cost of use of the facilities offset each other’s use and provides our students priority use of Parks facilities, expanding resources and opportunities for participation;

\[\text{NOW, THEREFORE BE IT RESOLVED,}\] that Board of Directors of Seattle School District No. 1 (the Board) has reviewed and hereby adopts its reopening plan for the 2020-2021 school year, which addresses the mandatory health requirements, statutory education requirements, and additional expectations, as identified by the Office of Superintendent of Public Instruction’s June 11, 2020 official guidance for reopening Washington schools.

\[\text{BE IT FURTHER RESOLVED}\] that the Board has reviewed and hereby adopts Superintendent Juneau’s recommendation that Seattle Public Schools start the 2020-2021 school year remotely, with exceptions for students receiving special education services in alignment with Individualized Education Programs and 504 plans if it is determined on an individual basis that services can be provided safely in-person and services cannot be accessed successfully through remote learning, and has recommended that Seattle Public Schools continue this model until the


\(^{22}\) [https://naace.org/cepro/resources/ecguidance-reopening-schools](https://naace.org/cepro/resources/ecguidance-reopening-schools)

\(^{23}\) [King County Play Equity Coalition, COVID-19 Coalition Response (https://kcplayequity.org/covid19/)](https://kcplayequity.org/covid19/)
risk of significant transmission of COVID-19 cases has decreased enough to resume in-person instruction.

**BE IT FURTHER RESOLVED** that in the implementation of remote learning in the 2020-2021 school year, online instructional spaces should not be limited to geographic school catchment or building enrollment but rather open to reimagining and reconfiguration as determined through direct family and community engagement. With specific foci on students furthest from educational justice Seattle Public Schools should seek to support family and community hubs, whether geographic or virtual. In alignment with the Strategic Plan, Seattle Public Schools shall strive to foster virtual affinity school(s) environments where black, brown and students furthest from educational justice may opt in to learn with peers and educators who share the same identity.

**BE IT FURTHER RESOLVED** that the Board directs the Superintendent to convene a Task Force comprised of students, family members, educators and other Seattle Public Schools staff, and community members to monitor progress, implementation and efficacy of the reopening plan and remote learning model, and to advise the Board and Superintendent throughout the 2020-2021 school year on possible revisions and continuous improvements. The Board directs the Superintendent to present a Board Action Report creating this Task Force for introduction no later than September 2020.  

**BE IT FURTHER RESOLVED** that the Superintendent is directed to begin a process of collaboration with state and local government agencies to explore development of curricula focused on outdoor-based activities, on applicable health and safety measures, and on the ability of Seattle Public Schools to use public outdoor spaces for educational purposes.  

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24 ![Google Maps Link](https://www.google.com/maps/d/viewer?mid=1SkhM0-xWQGJjgM-E0LPX_TvR7uZpA&sll=47.61497811608162%2C-122.3360884000001&z=11)
BE IT FURTHER RESOLVED that Seattle Public Schools will use its best efforts to make all historically Community Alignment Initiative spaces available for full-day childcare, with consideration for expansion as student need warrants and alternative spaces are unavailable.

BE IT FURTHER RESOLVED that Seattle Public Schools will support, with necessary health and safety protocols, beginning of the year pilot programs for blended outdoor and/or community schools or class models, with priority for K-2 and rising years (6th, 9th, and 12th grades), determined in collaboration with community, building leadership and educators.

BE IT FURTHER RESOLVED that the Superintendent is directed to continue to pursue a revised JUA with SPR, subject to Board approval, that will includes appropriate clauses related to student and staff safety in shared facilities, is consistent with the Seattle Public Schools Strategic Plan, and provides flexibility and maximized opportunity to expand safe spaces so that Seattle Public Schools students and families can access outdoor education and physical and mental well-being.

BE IT FURTHER RESOLVED that execution of this Resolution is conclusive evidence of the Board’s approval of this action and of the authority granted herein. The Board warrants that it has, and at the time of this action had, full power and lawful authority to adopt this instrument. This resolution pertains exclusively to the 2020-2021 school year and sunsets no later than that time.

ADOPTED this 12th day of August, 2020

Zachary DeWol-W, President

Leslie Harris, Member-at-Large

Eden Mack

Lisa Rivera-Smith

Chandra N. Sampson, Vice President

Brandon K. Hersey

Liza Rankin

ATTEST:

Denise Juneau, Superintendent

Secretary, Board of Directors

Seattle School District No. 1

King County, WA
A RESOLUTION of the Board of Directors of Seattle School District No. 1, King County, Seattle, Washington restating and amending the reopening plan and remote learning model previously adopted for the 2020-2021 school year.

WHEREAS, on August 12, 2020, the Board of Directors of Seattle School District No. 1, King County, Seattle, Washington (the Board) adopted Resolution No. 2020/21-4, adopting a reopening plan and remote learning model for the 2020-2021 school year; and

WHEREAS, on December 5, 2020, the Board discussed a phased reopening in spring 2021 of in-person services for certain student populations; and

WHEREAS, on December 16, 2020, Governor Inslee announced updated COVID-19 guidance for in-person instruction, and urged school districts in the State of Washington to begin reopening some schools;

NOW, THEREFORE BE IT RESOLVED, that the Board restates all provisions of Resolution No. 2020/21-4, with the exception of the following changes:

The following clauses in Resolution No. 2020/21-4:

NOW, THEREFORE BE IT RESOLVED, that Board of Directors of Seattle School District No. 1 (the Board) has reviewed and hereby adopts its reopening plan for the 2020-2021 school year, which addresses the mandatory health requirements, statutory education requirements, and additional expectations, as identified by the Office of Superintendent of Public Instruction’s June 11, 2020 official guidance for reopening Washington schools.

BE IT FURTHER RESOLVED that the Board has reviewed and hereby adopts Superintendent Juneau’s recommendation that Seattle Public Schools start the 2020-2021 school year remotely, with exceptions for students receiving special education services in alignment with Individualized Education Programs and 504 plans if it is determined on an individual basis that services can be provided safely in-person and services cannot be accessed successfully through remote learning, and has recommended that Seattle Public Schools continue this model until the risk of significant transmission of COVID-19 cases has decreased enough to resume in-person instruction.

BE IT FURTHER RESOLVED that in the implementation of remote learning in the 2020-2021 school year, online instructional spaces should not be limited to geographic school catchment or building enrollment but rather open to reimagination and reconfiguration as determined through direct family and community engagement. With
specific foci on students furthest from educational justice Seattle Public Schools should seek to support family and community hubs, whether geographic or virtual. In alignment with the Strategic Plan, Seattle Public Schools shall strive to foster virtual affinity school(s) environments where black, brown and students furthest from educational justice may opt in to learn with peers and educators who share the same identity.

BE IT FURTHER RESOLVED that the Board directs the Superintendent to convene a Task Force comprised of students, family members, educators and other Seattle Public Schools staff, and community members to monitor progress, implementation and efficacy of the reopening plan and remote learning model, and to advise the Board and Superintendent throughout the 2020-2021 school year on possible revisions and continuous improvements. The Board directs the Superintendent to present a Board Action Report creating this Task Force for introduction no later than September 2020.

BE IT FURTHER RESOLVED that the Board directs the formation of a separate Board Task Force, comprised of students, family members, educators (including outdoor education providers), Seattle Public Schools staff, community-based organizations, labor partners, and educational foundations to study with urgency the feasibility of, and make recommendations related to, the implementation of community schools and outdoor education in Seattle Public Schools. The work of the Task Force will be centered in the Seattle Public Schools Strategic Plan and in the principles of being an anti-racist organization, and will specifically focus on the interests of students furthest from educational justice. The Board resolves to prepare for introduction a Board Action Report creating this Task Force.

BE IT FURTHER RESOLVED that the Superintendent is directed to begin a process of collaboration with state and local government agencies to explore development of curricula focused on outdoor-based activities, on applicable health and safety measures, and on the ability of Seattle Public Schools to use public outdoor spaces for educational purposes.

BE IT FURTHER RESOLVED that Seattle Public Schools will use its best efforts to make all historically Community Alignment Initiative spaces available for full-day childcare, with consideration for expansion as student need warrants and alternative spaces are unavailable.

BE IT FURTHER RESOLVED that Seattle Public Schools will support, with necessary health and safety protocols, beginning of the year pilot programs for blended outdoor and/or community schools or class models, with priority for K-2 and rising years (6th, 9th, and 12th grades), determined in collaboration with community, building leadership and educators.

BE IT FURTHER RESOLVED that the Superintendent is directed to continue to pursue a revised JUA with SPR, subject to Board approval, that will includes appropriate clauses related to student and staff safety in shared facilities, is consistent with the Seattle Public Schools Strategic Plan, and provides flexibility and maximized opportunity to
expand safe spaces so that Seattle Public Schools students and families can access outdoor education and physical and mental well-being.

are replaced with the following:

BE IT FURTHER RESOLVED, that the Board has reviewed and hereby adopts the amended reopening plan for the 2020-2021 school year that is attached to this Resolution, which addresses the mandatory health requirements, statutory education requirements, and additional expectations, as identified by the Office of Superintendent of Public Instruction’s June 11, 2020 official guidance for reopening Washington schools.

BE IT FURTHER RESOLVED that the Board has reviewed and hereby adopts a phased reopening of in-person services in schools for PreK through First Grade up to five days per week starting on March 1, 2021 as well for the following Special Education service pathways beginning at the start of the second semester as possible and no later than March 1, 2021: Focus, Moderate/Intensive, Social Emotional Learning, Distinct, Medically Fragile, Bridges, Preschool (Developmental/Seattle Pre-School Program), and to continue serving individual students who have had an IEP Team determine in-person services for Resource and Access service pathways, while continuing the remote learning model for all students, including those listed above, and directs the Superintendent to immediately begin taking action on all necessary steps to implement this phased reopening, including engaging in any required bargaining with the district’s labor partners.

BE IT FURTHER RESOLVED that the Board directs the Superintendent to continue strengthening remote services for PreK-12 for 2020-2021 school year, and has recommended that SPS continue this model until the risk of significant transmission of COVID-19 cases has decreased enough to resume in-person instruction. Students receiving special education services in alignment with Individualized Education Programs and 504 Plans, if it is determined on an individual basis that services can be provided safely in person and service cannot be accessed successfully through remote learning will be provided in person.

BE IT FURTHER RESOLVED that in the implementation of all learning modalities in the 2020-2021 school year, online instructional spaces should not be limited to geographic school catchment or building enrollment but rather open to reimagination and reconfiguration as determined through direct family and community engagement. With specific foci on students furthest from educational justice, Seattle Public Schools should seek to support family and community hubs, whether geographic or virtual. In alignment with the Strategic Plan, Seattle Public Schools shall strive to foster virtual affinity school(s) environments where black, brown and students furthest from educational justice may opt in to learn with peers and educators who share the same identity.
BE IT FURTHER RESOLVED that the Board directs the Superintendent report monthly as to the recommendations and concerns and status of the Remote Learning Task Force for as long as we remain in a remote learning primary modality, thereafter, reporting back quarterly.

BE IT FURTHER RESOLVED that the Superintendent continue to staff and support the Board Task Force on Community and Outdoor education consistent with the charter of the Task Force.

BE IT FURTHER RESOLVED that the Superintendent is directed to expand collaboration with state and local government agencies, private owners to support outdoor and community based learning sites and opportunities, advocating for consistent applicable health and safety measures, inclusive of access to testing, across childcare and education, and maximize Seattle Public Schools use of public outdoor and community spaces for educational purposes.

BE IT FURTHER RESOLVED that Seattle Public Schools will use its best efforts to maintain, clarify and integrate Community Alignment Initiative spaces available for full-day and part-day childcare, with consideration for expansion or retraction as student need warrants and alternative spaces are unavailable. Seattle Public Schools will, demonstrate consistent, building and district-wide health and safety measures and reporting across both educational and childcare spaces consistent with Labor and Industry standards

BE IT FURTHER RESOLVED that Seattle Public Schools will increase support for, with necessary health and safety protocols and DOH guidelines, pilot programs for blended outdoor and/or community schools or hubs, with priority for students furthest from educational justice, qualified for receipt of services under McKinney Vento, English Learners, students in Foster Care, Title VI Native Education, seniors, determined in collaboration with community, building leadership and educators.

BE IT FURTHER RESOLVED that the Superintendent is again directed to revise JUA with SPR, subject to Board approval, that will includes appropriate clauses related to student and staff safety in shared facilities, is consistent with the Seattle Public Schools Strategic Plan, and provides flexibility and maximized opportunity to expand safe spaces so that Seattle Public Schools students and families can access outdoor education, community learning and physical and mental well-being.

BE IT FURTHER RESOLVED SPS will continue to monitor COVID-19 transmission rates with reference to the Washington State Department of Health toolkit (“Tools to Prepare for Provision of In-Person Learning among K-12 Students at Public and Private Schools during the COVID-19 Pandemic”), the availability and efficacy of COVID-19 vaccine(s), and evolving health and safety guidelines from the federal, state and county governments. With all of those factors in mind, SPS will continue to plan for multi-
phased reintroduction of in-person services for other students. SPS will consult with the Board and community regarding those plans, will engage in necessary bargaining with SPS’s labor partners, and will seek Board approval at the earliest appropriate opportunity.

ADOPTED this 17th day of December 2020.

___________________________________  _________________________________
Chandra N. Hampson, President        Brandon K. Hersey, Vice President
___________________________________  __________________________________
Lisa Rivera-Smith, Member-at-Large     Zachary DeWolf
___________________________________  __________________________________
Leslie Harris                          Eden Mack
___________________________________  _________________________
Liza Rankin                            ATTEST:

Denise Juneau, Superintendent
Secretary, Board of Directors
Seattle School District No. 1
King County, WA

APPROVED DURING THE DECEMBER 17, 2020 BOARD SPECIAL MEETING - SIGNED COPY TO BE POSTED ONCE SIGNATURES ARE FINALIZED