



Board Special Meeting Reopening Resolution, Reopening Plan, and Remote Learning Model

December 17, 2020, 4:00-6:00 p.m.

Meeting to be held remotely

By SPSTV Broadcast and [YouTube Streaming](#) (See details below)

By Teleconference: +1 206-800-4125 (Conference ID: 620 181 187#)

Agenda

Call to Order 4:00pm

Action Item 4:00pm

- Board Action Report: Approving Resolution No. 2020/21-4.1, Restating and ~~Conditionally~~ Amending the Reopening Resolution, Reopening Plan, and Remote Learning Model Previously Adopted for the 2020-21 School Year.

Adjourn 6:00pm*

This meeting will be streamed and broadcast by SPSTV:

- **Online Streaming via SPSTV YouTube page:**
<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 without an in-person location per the Governor's proclamation prohibiting public agencies from conducting meetings subject to the Open Public Meetings Act in-person 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.*



SCHOOL BOARD ACTION REPORT

DATE: December 11, 2020
FROM: Denise Juneau, Superintendent
LEAD STAFF: Sherri Kokx, Chief of Staff; Diane DeBacker, Chief Academic Officer; Concie Pedroza, Chief of Student Support Services; Wyeth Jessee, Chief of Schools & Continuous Improvement; Fred Podesta, Chief Operations Officer; JoLynn Berge, Chief Financial Officer; Clover Codd, Chief of Human Resources; Keisha Scarlett, Chief of Equity, Partnerships, and Engagement; Greg Narver, Chief Legal Counsel

For Introduction: December 16, 2020
For Action: December ~~6~~17, 2020

1. TITLE

Approving Resolution No. 2020/21-4.1, Restating and ~~Conditionally~~ Amending the Reopening Resolution, Reopening Plan, and Remote Learning Model Previously Adopted for the 2020-21 School Year.

2. PURPOSE

Approval of Resolution No. 2020/21-4.1, restating and ~~conditionally~~ adopting the reopening resolution adopted by the Board on August 12, 2020, ~~conditionally~~ amending the Seattle Public Schools 2020-21 Reopening Plan, and ~~conditionally~~ approving the phased reopening plan recommended by Superintendent Juneau for spring 2021.

3. RECOMMENDED MOTION

I move that the School Board approve Resolution No. 2020/21-4.1, restating and ~~conditionally~~ amending the reopening plan and remote learning model previously adopted for the 2020-2021 school year.

~~Immediate action is in the best interest of the district.~~

4. BACKGROUND INFORMATION

a. Background:

On August 12, 2020, the School Board adopted Resolution No. 2020/21-4.1, adopting a reopening plan and remote learning model for the 2020-2021 school year.

On December 5, 2020, Superintendent Juneau recommended to the Board a phased reopening in spring 2021 of in-person services in schools for PreK through Second Grade five days per week, as well for the following Special Education service pathways: 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. After feedback from Board

directors during the retreat on December 5, 2020, Superintendent Juneau has modified that recommendation to be limited to PreK through First Grade students, instead of Second Grade students. The plan to begin the return to in-person schooling for PreK through First Grade students and the Special Education pathways listed above is an appropriate prioritization. Throughout the winter and spring, SPS will continue to monitor COVID-19 transmission rates with reference to the ~~DOH Decision Tree~~ 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”)¹, 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.

The Board has identified other students for whom in-person services in spring 2021 should be prioritized as conditions allow, and/or through partnerships with Community Based Organizations, through outdoor education programs, and through summer programming, be prioritized. These include students with 504s, English Learner newcomers and the students attending Bilingual Orientation Centers.

b. Alternatives:

Reject Superintendent Juneau’s recommendation for a phased reopening in spring 2021. This would leave all provisions of Resolution No. 2020/21-4 in place, including the reopening plan and remote learning model for the 2020-21 school year approved in that resolution.

c. Research:

PreK through First Grade are critical development and learning years for children. Students in these grade bands learn through inquiry and social connections supported by responsive educator-student interactions. It is difficult for virtual learning to replicate the academic and social environment of a classroom for young students. The American Pediatrics Association states excessive technology time for young children has shown a decrease in their critical-thinking skills, imagination, and attention span. Seattle Public Schools (SPS) has a laser focus on high-quality instruction and learning experiences that accelerate growth for Students of Color who are most impacted by racist systems. All families, but especially the historically marginalized and economically vulnerable, count on the partnership of schools to provide safe, nurturing learning spaces outside the home. Returning to in-person school supports students furthest from educational justice accessing the high-quality instruction they deserve to thrive and learn.

~~The Washington State Department of Health has prepared a document titled Decision Tree for Provision of In Person Learning among K-12 Students at Public and Private Schools during the COVID-19 Pandemic (“Decision Tree”).² The Decision Tree defines COVID-19 transmission~~

¹ <https://www.doh.wa.gov/Portals/1/Documents/1600/coronavirus/DecisionTree-K12schools.pdf>

² <https://www.doh.wa.gov/Portals/1/Documents/1600/coronavirus/DecisionTree-K12schools.pdf> (last updated October 16, 2020).

~~levels as either “low,” “moderate,” or “high,” depending on the trend in COVID-19 cases and the number of hospitalizations, and provides a recommended educational modality for each level. The phased reopening recommended by the Superintendent would be implemented only if, on February 22, 2021, COVID-19 transmission levels in King County are within the moderate or low ranges on the latest version of the Decision Tree at that time.~~

The Washington State Department of Health (DOH) has prepared a new toolkit to assist school districts in deciding whether to resume, expand, or reduce in-person instruction. This toolkit includes the DOH Health and Safety Measures and Labor & Industries requirements, as well as a matrix that summarizes the provisions for in-person learning based on community metrics. In following the new guidance, Superintendent Juneau’s recommendation is to return PreK through First Grade students and students in the moderate and intensive service pathways to in-person instruction regardless of the COVID-19 activity on March 1, 2021.

5. FISCAL IMPACT/REVENUE SOURCE

Fiscal costs associated with reopening include:

- \$3,500,000 for transportation costs for transporting Prek-1 students and special education students. This cost results from the difference between expected revenue versus the expenditures. Because of social distancing rules, far fewer students can ride on a bus. The funding formula is based on ridership. While our costs increase to cover the number of routes needed, the revenue from the state transportation funding formula is less. This cost is in addition to costs estimated previously for transportation of \$11,600,000 because we had estimated a higher number of students returning, and a return date of January rather than March. If the state approves a change to the transportation funding formula for this school year, these costs would likely be covered by state revenue. We will know this sometime in the 2021 legislative session.
- \$1,000,000 in health and safety supplies like cleaners, hand sanitizer and gloves.
- \$2,000,000 for additional cleaning and sanitizing costs (80 staff x 4 months).

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 spring, Seattle Public Schools launched four engagement teams that included parents, educators, school leaders, community partners, students, and central office staff. Just under 100 representatives and support staff participated in the fall planning kick-off meeting. External participants on the engagement teams were selected by community organizations that have relationships with families, the Seattle Council PTSA, and school leaders.

This work was overseen by a highly qualified Racial Equity Consultant who specializes in digital education. Additionally, a strong group of equity focused facilitators led multiple processes with community that were anchored in racial equity. Teams analyzed three scenarios and their recommendations were guided by these principles:

- The physical, intellectual, and emotional health and safety of our staff, students, and families;
- Predictable and consistent services and supports for students, families, and staff with special attention to reducing anxiety and stress for students and acknowledging the needs of families returning to work;
- Approaches and practices that mitigate, monitor, and minimize spread of COVID-19;
- Prioritize anti-racist practices, including identity safety, culturally responsive teaching practices, and equity-focused resource allocation; and
- Provide high-quality, culturally responsive, and developmentally appropriate social emotional and academic learning.

One of the recommendations from all the engagement teams was the need for Face-to-Face (in-person) instruction, prioritizing in-person instruction for K-3 students. The teams utilized a Racial Equity Impact Analysis Process to determine their recommendations.

Also, we have had ongoing engagement with childcare providers who are providing in-person services to 1000s of students across the city. These experts support SPS's recommendation for the earliest learners to return to in-person instruction.

The School Board held a public session on this topic at the December 5, 2020 School Board Retreat.

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.

As part of ongoing engagement, the School and Community Partnership Team held a meeting/focus group on December 9th with district staff and childcare leaders from YMCA, Launch, Boys and Girls Club and Kid Company to discuss the recommendations shared at the December 5 School Board Retreat. These childcare leaders shared their experiences in leadership and advocated on behalf of the staff, families and students they serve and are accountable. Leaders shared support for the focus in-person education for early learners due to numerous developmental, education and logistical factors occurring in the childcare setting.

These feedback regarding what is happening with young learners range from technical/logistical issues (i.e. technology access, space, etc.), navigating myriad schedules across numerous schools. These feedback additionally also include the academic and developmental needs of students. Here are a few narrative data:

- “They never know their passwords, tablets are not charged, shorter attention span”
- “They’ve got kids on different schedules doing different things – lots of stimulation happening around them, which makes it harder to keep them engaged; that is also really challenging for students with special needs”
- “With K-2 group, it’s almost a 1:1 endeavor to create any level of learning engagement – childcares don’t have the staffing capacity to do that”
- “PreK-1 kids should ideally just be doing developmentally appropriate in person activities”
- “Parent expectations of what can be accomplished in a childcare can be a bit unrealistic (for some)”
- “Also struggling around students who speak English as a second language – they are reporting that their parents can’t help them at home. What does this mean for kids who aren’t in childcare?”
- “They feel like there are kids who if school had been in person they would have already been assessed, and they aren’t sure how to close that gap with the district”

Our childcare leaders and staff hold tremendous insight across PreK through Fifth Grade and shared numerous other insights regarding educating grades 2-5 and ways to leverage the partnership through transition planning and Multi-Tiered System of Supports (MTSS). The group held concern about the equity impact for specific groups of students in PreK through First Grade, especially English Learners and ongoing supports for students with special needs.

8. STUDENT BENEFIT

OSPI’s Reopening Plan Template covers a variety of student health and academic needs that must be addressed in order to reopen school in Fall 2020, including but not limited to: health screening plans, physical distancing, meals to students, a cleaning regimen, school calendar that meets instructional hours requirements, grading policy, technology, family engagement process, professional learning for educators, and insuring instructional time and professional learning are tied to the reopening plan.

The phased reopening plan recommended by Superintendent Juneau balances the need to mitigate the spread of COVID-19 transmission rates with the social emotional and academic health of our youngest and most vulnerable students.

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: Approval of Board resolution

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 at a committee meeting. The School Board held a public session on this topic at the December 5, 2020 Board retreat.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, the district will begin taking action on all necessary steps to implement the phased reopening plan approved in the resolution, including engaging in any required bargaining with the district’s labor partners. In addition, if the district does implement the phased reopening plan for PreK through First Grade, the district will submit the resolution and the district’s amended reopening plan to OSPI and the State Department of Education.

13. ATTACHMENTS

- Resolution No. 2020/21-4.1 (for approval)
- Modified Washington Schools 2020 Reopening Plan Template (for approval) – Modifications are to Question 14(i) only; Attachment updated 12/15/20 with grammatical edits.
- Modified In-Person Presentation from December 5, 2020 Board Retreat (for reference)
- [Tools to Prepare for Provisions of In-Person Learning among K-12 Student at Public and Private Schools during the COVID-19 Pandemic \(for reference\)](#)
- [K-12 Schools 2020-2021 Guidance \(for reference\)](#)

**Seattle School District #1
Board Resolution**



Resolution No. 2020/21-4.1

A **RESOLUTION** of the Board of Directors of Seattle School District No. 1, King County, Seattle, Washington restating and ~~conditionally~~ 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, Superintendent Juneau recommended to the Board a phased reopening in spring 2021 of in-person services in schools for PreK through Second Grade five days per week and after feedback from Board directors during the retreat on December 5, 2020, Superintendent Juneau has modified that recommendation to be limited to PreK through First Grade students, as well for the following Special Education service pathways: 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 other students; SPS staff will continue to monitor COVID-19 transmission rates with reference to the DOH Decision Tree, the availability and efficacy of COVID-19 vaccine(s), and evolving health and safety guidelines from the federal, state and county governments; and SPS staff will continue to plan for multi-phased reintroduction of in-person services for other students. 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 include 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 ~~conditionally~~ 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 ~~conditionally adopts Superintendent Juneau's recommendation for~~ **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: 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 ~~on or around February 22, 2021,~~ the Board directs the Superintendent ~~will determine, with reference to the document published by the Washington Department of Health titled Decision Tree~~ continue strengthening remote services for Provision of In Person Learning among K-12 Students at Public for 2020-2021 school year, with exceptions for students receiving special education services in alignment with

Individualized Education Programs and Private Schools during the COVID-19 Pandemic⁺ whether COVID-19 transmission levels in King County are within the “moderate” or “low” ranges. If transmission levels remain in the “high” range, the changes to the reopening plan⁵⁰⁴ 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 for 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 all learning modalities in the 2020-2021 school year ~~conditionally approved in this Resolution,~~ 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 not take effect, and all provisions of Resolution No. 2020/21-4,~~ 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 remain in effect,~~ 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

⁺ https://www.doh.wa.gov/Portals/1/Documents/1600/coronavirus/DecisionTree_K12schools.pdf. (The latest version of the Decision Tree will be used.)

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.

ADOPTED this ~~16th~~17th day of December 2020.

Chandra N. ~~Hampton~~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

Washington Schools 2020 Reopening Plan Template

Each school district, charter school, and state-tribal education compact school (“local education agency” or “LEA”) must adopt a reopening plan for the 2020–21 school year through local board resolution. The Office of Superintendent of Public Instruction (OSPI) developed this Washington School 2020 Reopening Plan Template in consultation with the State Board of Education (SBE).

[LEAs must use the 2020 Reopening Plan Template and file their plan with OSPI and the SBE within two weeks of the LEA’s fall starting date by completing the online survey.](#)

The LEA’s reopening plan must be approved by its governing body and posted on the LEA’s publicly available website prior to the opening of school. There are three major sections of the template with attestations or descriptions required for the components of each major section. Please fill out the template completely.

Each LEA should continue to monitor its reopening plan throughout the year and update as needed. We strongly urge you to continue your work engaging your parents, families, students, employees, and community partners while developing your reopening plan.



Washington Office of Superintendent of
PUBLIC INSTRUCTION

2020 SCHOOL REOPENING PLAN:

Seattle Public Schools

Planned school reopening date: September 02, 2020

Planned last day of the 2020–21 school year date: June 15, 2021

Part I - MANDATORY Health Requirements

The local educational agency (LEA) must use the [Department of Health \(DOH\) and Labor and Industries \(L&I\) guidance](#) to create reopening plans aligned to health and safety requirements. All LEAs should maintain consistent communication with their local health authorities as reopening plans evolve.

Please attest (and describe where appropriate) to the health mandates below.

1) Our district has identified our primary **local health officer(s)**.

Yes

Please list the name(s) of your primary local health officer(s): Sara Rigel, Jeff Duchin, and Patty Hayes

2) Our district has identified a primary **district-level point of contact** for our reopening effort.

Yes

Please list the name and contact information for your primary district-level point of contact: Sherri Kokx, skkokx@seattleschools.org

3) We have reviewed the U.S. Centers for Disease Control and Prevention (CDC) definition of **high-risk employees** and we have clearly communicated with staff their opportunity to identify themselves as high-risk.

Yes

a. We are engaging self-identified high-risk employees to address accommodations consistent with L&I requirements and the Governor's proclamation about high-risk employees.

Yes

4) We have reviewed our **drop-off and pick-up plans** to provide proper physical distancing and minimal opportunities for parents and other adults, who are not staff, to enter our buildings.

Yes Health Services will provide guidance to schools on social distancing and guidance on building entry to be applied by School Leaders in developing an operational plan in their Covid-19 plan to be submitted.

5) We have a **daily health screening plan** in place for students and staff.

Yes

a. Please identify which health screening protocol best fits your school district planning.

o Our plan will rely primarily on a screening process conducted at school or on buses.

Our plan is to rely on attestations, but to screen staff who do not provide an attestation that a screen was done at home before school and students who do not provide an attestation that a screening was conducted by a parent, guardian, or caregiver before school.

6) We have altered our indoor classroom and common spaces and reconfigured our processes to ensure **six feet of physical distance** between all persons in our school facilities as a planning framework.

Yes

a. We are using additional common spaces to ensure six feet of physical distance between all persons in our school facilities as a planning framework.

Yes

No

b. We are using additional community-based spaces outside of our school facilities to ensure six feet of physical distance between all persons in our school facilities as a planning framework.

Yes

No

c. We understand that this is a planning framework and there will be limited times when students and/or staff may need to be within six feet for short periods of time.

Yes

d. We understand there are limited exceptions to the six-foot rule, but we will accommodate students with disabilities or others who meet the exceptions in order to deliver equitable services, which may include providing additional personal protective equipment (PPE) to staff and/or the student.

Yes

7) We have altered physical spaces, reconfigured schedules, and adopted necessary plans to provide **meals to students** that ensures six feet of physical distance between all persons as a planning framework.

Yes

8) We have established clear expectations and procedures to ensure **frequent hand washing** in all of our facilities for students and staff.

Yes

9) We have established clear expectations with students, staff, and families that all persons in our facilities will be wearing **face coverings** consistent with DOH and L&I requirements, including any of the narrow exceptions identified by DOH and L&I in guidance.

Yes

- a. We have an adequate supply of face coverings on our premises to accommodate students who arrive at school without a facecovering.
 Yes
 No
- b. We will provide adequate face coverings and other PPE requirements to protect all staff in each building and/or worksite consistent with the law and L&I guidance.
 Yes

10) We have developed busing plans to maximize **physical distancing** on our buses as much as possible on a given bus route.

Yes

- a. We recognize that busing is an exception to the six-foot rule, as long as we exercise proper cleaning, maximum ventilation when reasonable, face coverings on students and adults, and proper PPE for our drivers.

Yes

11) We have developed a **cleaning regimen** in our facilities and buses consistent with DOH guidance and the Infection Control Handbook 2010.

Yes

12) We have clearly established procedures, in coordination with our local health authority, to **report any suspected or known cases of COVID-19**.

Yes

- a. We understand that contact tracing and any other procedures to identify additional COVID-19 cases are to be conducted and led by the local health authority, the Washington State Department of Health, or a designee at the direction of the public health authority.

Yes

Part II – Statutory Education Requirements

13) We have established a school calendar to accommodate **180 instructional days and the required instructional hours** assuming all of the guided learning planned by and under the direction of the certificated teacher counts (in-person face-to-face, distance learning on screen with a teacher, independent learning assigned and evaluated by a teacher, and any other directed learning) subject to the State Board of Education requirements outlined in [WAC 180-16-200](#).

Yes

┘ No

- a. We have created a flexible calendar with additional days that may be needed to address short-term school closure in the event that our facilities are not accessible as directed by a public health authority or the Governor, and for which we were not able to make an immediate transition to Continuous Learning 2.0.

Yes

┘ No

- b. Please upload a copy of your school calendar. Attached is a copy of the school calendar approved by the School Board in January 2020. The district is currently in negotiations with our labor partners. If there are any changes to the calendar as a result of the negotiations, an amended calendar will be sent.

14) In order to accommodate the instructional hours requirements, please describe your typical **weekly schedule** for students and professional collaboration. Include any reasonable options to maximize **cohorts** of students to reduce the risk of possible virus transmissions.

- i. For elementary, please describe: Seattle Public Schools has developed student schedules to support a generally remote model for K through 12th grade and an in-person option for preK – 1st . The typical weekly preK-1st schedule is in-person each instructional day and K-5 remote schedules include both live instruction and independent learning opportunities. The schedules support high quality, standards aligned instruction including ELA, Math, Social Studies, Science, Music, Art, Physical Education, and Library. The schedules also include a combination of dedicated block instruction and flexible small group instruction. In addition, scheduling guidance includes dedicated time for Social Emotional Learning for remote and in-person services. At the elementary level we have developed schedules for prek-1st, 2-3 and 4-5 that take developmental stages into consideration. In order to promote family engagement, remote K-5 schedules include time to connect with families to monitor social, emotional, and academic growth. The expectation is for our educators to collaborate with Special Education Educators and English Learner Educators. It is also the expectation that the components of SEL instruction be embedded inside of each instructional opportunity.
- ii. For middle school, please describe: Seattle Public Schools has developed student schedules to support a generally remote model. The typical weekly middle school schedule includes both live instruction and independent learning opportunities. The schedules support high quality, standards aligned instruction including ELA, Math, Social Studies, Science, Music, Art, Physical Education, Career and Technical Education, World Languages, and Library. The schedules also include a combination of live instruction, offline work, and office hours so that educators have opportunities to engage students individually and in small groups, as well as in whole classes. In addition, the schedule has time for advisory, office hours, and other activities on Wednesdays so that students have time for academic supports, social and emotional learning, and high school and beyond planning. The expectation is for our educators to have time to collaborate with Special Education Educators and English Learner Educators. It is also the expectation that the components of SEL instruction be embedded inside of each instructional opportunity.

- iii. For high school, please describe: Seattle Public Schools has developed student schedules to support a generally remote model. The typical weekly high school schedule includes both live instruction and independent learning opportunities. The schedules support high quality, standards aligned instruction including ELA, Math, Social Studies, Science, Music, Art, Physical Education, Career and Technical Education, World Languages, and Library. The schedules also include a combination of live instruction, offline work, and office hours so that educators have opportunities to engage students individually and in small groups, as well as in whole classes. In addition, the schedule has time for advisory, office hours, and other activities on Wednesdays so that students have time for academic supports, social and emotional learning, and high school and beyond planning. The expectation is for our educators to have time to collaborate with Special Education Educators and English Learner Educators. It is also the expectation that the components of SEL instruction be embedded inside of each instructional opportunity.

15) We have a plan to take **daily attendance** for all students, regardless of our teaching modality, as well as a tiered approach to supporting students not participating and aligned to the OSPI attendance rules.

Yes

- a. We have a clear plan for ongoing communication with students and families, and we have provided a means by which all students will be required to check in daily even on days when the student is not physically present at school.

Yes

16) We have identified **learning standards** across grade levels and/or content areas to ensure instructional time and professional learning are effectively tied to our reopening plan.

Yes

No

17) We have determined our 2020–21 **grading policies**.

Yes

No

- a. If yes: We have reviewed our grading practices, learned from decision-making this spring, and established the following grading system:

- a. For elementary, please describe: SPS plans to utilize grade level student progress reports that include traditional standards marking using power standards with robust comments. Marking the standard and providing comments will allow families to better understand their student’s progress toward the grade-level standard.

- b. For middle school, please describe: A-D or Incomplete are the proposed grading options. This model allows teachers to communicate student progress towards standards while supporting all students, especially students of color furthest from educational justice, to graduate on-time and career and college ready during the modified school re-opening.
- c. For high school, please describe: A-C or Incomplete are the proposed grading options. This model allows teachers to communicate student progress towards standards while supporting all students, especially students of color furthest from educational justice, to graduate on-time and career and college ready during the modified school re-opening.

Part III – Additional Expectations

18) Our district has a specific plan to support students who received **“incompletes”** in the spring of 2020.

Yes
No

- a. If yes: Please briefly describe that plan: SPS developed detailed grading guidelines in the spring for how to support students who receive “Incompletes” for any of their second semester courses. First, these guidelines stipulated that before entering a final “Incomplete” grade for a student, the teacher would need to develop and share with the student and their family a specific individual learning plan to help the student receive an “A” instead of an “Incomplete.” The guidelines also included a list of options for teachers to consider in developing these plans for students to address “Incompletes,” including summer school, competency-based courses, or online courses. Educators and relevant building teams were also asked to work with the student and family to help implement a student’s individual learning plan to help the student receive an “A” instead of an “Incomplete.” These plans needed to articulate what the adults (teacher, principal, district) must do and when, as well as what the student must do. For students with IEPs and 504 Plans, case managers and 504 coordinators were asked to coordinate efforts to help students complete their plans to address “Incompletes.”

19) Our district developed summer learning and services opportunities for **students who needed additional support** to be ready for success this fall.

Yes
No

- a. If yes: What percentage of your students did you provide services to? 30%
- b. If yes: Please briefly describe the learning and service opportunities you provided, including any programs or targeted supports: Families that were registered by their building for the Tier 2 services were contacted by a learning coach to ensure that they had a device and could connect to the internet. If families reported a need for a device or connectivity, our team worked to get them what they needed so they could fully participate in this virtual program. Additional staffing (lower staff to student ratios) and small group and 1:1 check-ins were provided for the students getting Tier 2 services.
- c. If yes: Please briefly describe your process for prioritizing your students furthest from educational justice: We worked directly with school staff to identify students for small group and individual experiences. Where possible, paired them with adults they knew. We are also partnering for the month of August with School-based Health Care providers to utilize their school-based clinics. Our focus for service was African American students as well as those furthest from educational justice. Additional outreach and services, including devices and hotspots were provided to African American boys and teens as part of our summer learning program.

20) We have a plan to perform a **universal screening of each student when they return to school to better understand their strengths, learning needs, and social-emotional needs.**

- Yes
- No

- a. If no: Please briefly describe the efforts you are engaging in with respect to screening students when they return to school in the fall:

21. Our district has developed a **family and community engagement process that includes strategies to reach non-English speaking families to inform our reopening plan.**

- Yes

- a. Please briefly describe your engagement strategy and the organizations or individuals who took part in your planning effort: An initial brainstorm session was co-hosted by the SPS Department of English Learners, Department of Community Partnerships, and Department of Public Affairs & Communications to improve outreach to ELL families. Approximately 35 organizations were invited to attend. The participants included: Denise Louie Education Center; Seattle Housing Authority; Families of Color; Team Read; REWA; El Centro de la Raza; Consejo; East African Community Services; Somali Family Safety Task Force; Kandelina; and One America. In addition, the English Learners Department

consulted with the Migrant Parent Advisory Committee to discuss engagement strategies for Migrant students.

The Public Affairs Division, including Communications, are in the process of implementing a two-way communication tool which includes human translation for text messaging to reach families, in addition to our current use of School Messenger (one-way). Family communications are sent in top five home languages, and include email, robocall, text message, and audio recording. Home language webpages with resources for families have been created, and instructional videos in home language have been and will be created to demonstrate how to use SPS technology tools, how to plan a school day schedule, health tips, and other operational guidance. A workflow to disseminate talking points and timely information to CBOs is in development, so partners with relationships with families will have access to the information families receive.

22) Our district has invested in additional accessible **technology, hardware, or connectivity** for students and educators as we have prepared for fall reopening.

Yes
 No

- a. Please identify the percentage of students that you believe have adequate technology and connectivity to learn remotely during the 2020–21 school year.
- 0 – 30%
 - 31 – 40%
 - 41 – 50%
 - 51 – 60%
 - 61 – 70%
 - 71 – 80%
 - 81 – 90%
 - 91 – 100%
- b. Please briefly describe your strategy to accommodate students during the 2020–21 school year who do not have adequate technology or connectivity to effectively learn remotely: We entered the pandemic in the middle of phasing in 1:1 devices at our high schools. During the 19-20 school year, we accelerated and deployed devices to all high school students requesting a device, and we expanded this to also include middle school students. In particular, we focused outreach (devices, hotspots, internet connectivity) to our students furthest from educational justice, black male students and students experiencing homelessness. For school year 20-21 we will have in place a 1:1 device program for all students. A Bring Your Own Device option will also be available for

students. District devices are on order and due to be received in August. We will operate “tech events” the two weeks prior to school, again focusing on students furthest from educational justice, black male students and students experiencing homelessness. These events will focus on making sure students have their tech needs met to start the school year. In addition, we will be asking all schools to have a “tech check” to make sure all students are participating in online learning. “Pop up” resource centers will be staffed the first few weeks of school for those families and students wanting to come in person and ask technology questions. Staff and students will have access to help lines for tech support as well.

23) Our district has provided **professional learning** for our educators to prepare them for effective instruction during the 2020–21 school year.



Yes



No

a. If yes: Please briefly describe the professional learning provided or facilitated by the district: Seattle Public Schools has provided professional learning to educators on how to teach in a remote setting since the beginning of school closure in March 2020. Over 1,400 educators participated in Schoology training; over 400 educators participated in training on how to record videos for student use in remote learning; over 300 educators took the culturally responsive online training; over 200 educators took a course on using assistive technology; and nearly 200 educators took a course on student emails and digital citizenship. Seattle Public Schools’ Digital Learning Team developed and taught these courses. All courses are housed in Schoology and available for educators on demand. The District has planned professional development for educators prior to the start of school. The topics include: racial equity, culturally responsive teaching, remote instruction, and professional development on technology platforms. We will continue to develop additional courses in the coming year.

b. If no: Please briefly describe the professional learning the district will provide or facilitate prepare staff for effective instruction during the 2020–21 school year.

24) Our district has selected a primary **learning management system** for consistent use with students across the district during the 2020–21 school year.



Yes

No

a. If yes: Please select or write-in the primary learning management system the district is using with students:

- i. Google Classroom
- Microsoft Teams
- Schoology
- ii. Canvas
- iii. Seesaw
- iv. Moodle
- v. Other (write-in):

PreK-1 In-Person Daily

2-12 Special Education
Resource/Access services for
in person determined by IEP
teams

PreK-12 Special Education
Intensive Service Pathways
are in person



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Strengths:

- Allows for parents to work (equity)
- K-1 most in need of in-person support and learning
- Supports our value of relationship and connection
- Flexible expansion/contraction response to COVID-19 without closing schools
- Enough staff to implement this option
- Aligned with June engagement teams' recs
- Requires full preparation of 75 schools

Challenges:

- Not all students who need in-person services will get it
- Different expectations for teachers (remote/onsite)
- Teacher coverage of cohorts (re-assign staff and students)
- Mid-year disruption to student schedules – continuity
- Impact on childcare providers without dedicated space

Assumptions: The health and safety of our staff and students is a top priority and includes social emotional health, academic health and physical health. We will ensure the Department of Health's health and safety measures are implemented at each site to mitigate and manage the transmission of COVID, while supporting the social emotional and academic health of our students.



Enrollment Data:

- PreK-approx. 1100 students in PowerSchool (PS)
- K approx. 4000 students in PS
- 1st 4400 students

Special Education Intensive Service Pathways:

- Focus-(formerly SM2) Elementary - 332 students
- Moderate/Intensive (formerly SM2) Secondary - 425 students
- Social Emotional Learning (SEL) - 339 students
- Distinct - 370 students
- Medically Fragile - 25 students
- Bridges - 161 students
- Preschool (Developmental/Seattle Pre-School Program) - 375 students

Other Student Service/Programs

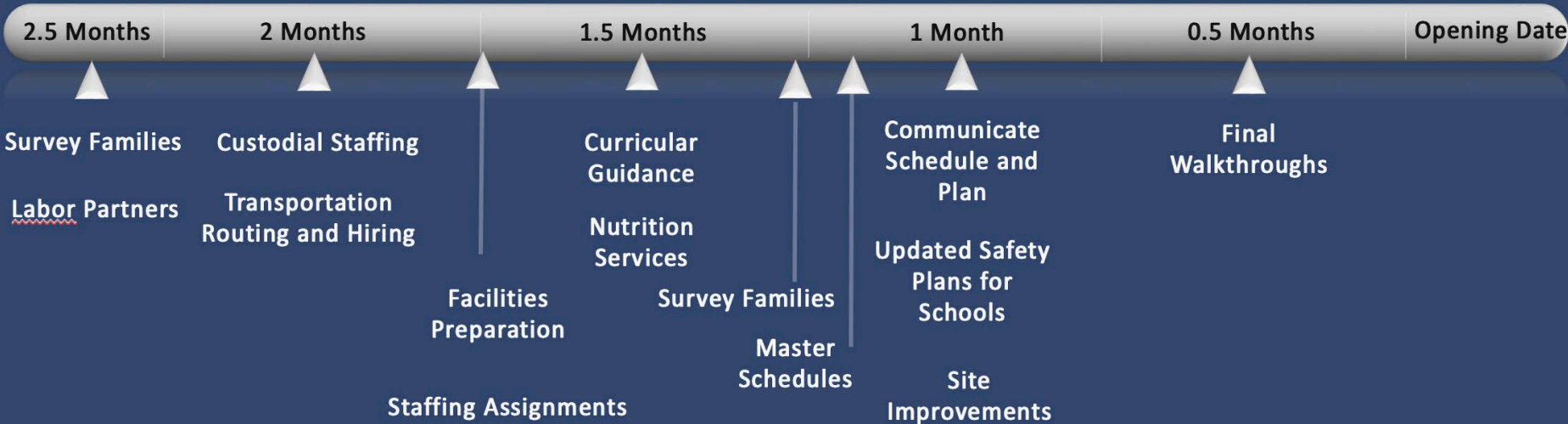
- EL – Bilingual

Steps from Decision to Implementation



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Timeline for Operational Requirements



Mitigating Factors



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- Requires strong School Board support
- Uncertainty of the virus causing schools/classes to open and close-unpredictability for families, staff and students
- Budget for additional needs like PPE, staff, etc.
- Work with labor partners
- Transportation-routes and hiring drivers
- Prepare 75 facilities for PreK-1 students, plus space in every building for intensive services classrooms
- Adherence of safety protocols by all humans in a school
- Many families may opt to remain in remote learning
- Staff with health concerns

This is not a comprehensive list.



Approving Resolution No. 2020/21-4.1, Restating and Conditionally Amending the Reopening Resolution, Reopening Plan, and Remote Learning Model Previously Adopted for the 2020-21 School Year.

Attachments to the Board Action Report

Seattle Public Schools is committed to making its online information accessible and usable to all people, regardless of ability or technology. Meeting web accessibility guidelines and standards is an ongoing process that we are consistently working to improve.

While Seattle Public Schools endeavors to only post documents optimized for accessibility, due to the nature and complexity of some documents, an accessible version of the document may not be available. In these limited circumstances, the District will provide equally effective alternate access.

For questions and more information about this document, please contact the following:

School Board Office
boardoffice@seattleschools.org

The following documents—Tools to Prepare for Provisions of In-Person Learning among K-12 Student at Public and Private Schools during the COVID-19 Pandemic and the K-12 Schools 2020-2021 Guidance—are included as attachments to the Board Action Report.

Tools to Prepare for Provision of In-Person Learning among K-12 Students at Public and Private Schools during the COVID-19 Pandemic

Summary of December 16 changes:

- The Department of Health (DOH) revised the metrics to inform local decisions around the provision of in-person learning and the risk of transmission of COVID-19 in school environments. These revisions were based on emerging research and data gathered by state and national officials.
- These changes include revisions to the COVID-19 incidence rates to consider when making decisions about who to prioritize in-person learning for and further clarification that local leaders should consider test positivity and trends in cases and hospitalizations to inform decisions around in person learning.
- DOH defined a maximum ‘small group’ size of 15 for learning when disease activity is high and defined our ‘youngest learners’.
- DOH moved away from a ‘decision tree.’ This toolkit now includes two checklists that ensure readiness to implement all required [DOH Health and Safety Measures](#) and [LNI requirements](#), and a matrix that summarizes our recommendations for the provision of in-person learning based on the community’s metrics. The introduction and background sections were updated to reflect the rationale for the changes.

Introduction

This framework can assist local health officers in guiding and school administrators in deciding whether to resume, expand, or reduce in-person instruction for public and private K-12 schools during the COVID-19 pandemic. This tool is added to the Department of Health’s (DOHs) [K-12 Fall Health and Safety Guidance](#). Both will continue to be updated as the COVID-19 pandemic evolves and additional scientific information is available.

School administrators face challenging decisions about how to operate their schools during a pandemic, and they should consult with their local health officer, local elected leaders, teachers, school staff, families, and other stakeholders. DOH recommends that school administrators weigh the risks and benefits to students, families, staff, and their communities when deciding which mode of education to use. They should consider rates and trends in COVID-19 cases and hospitalizations and test positivity in their community along with other health and education risks and benefits to children and their families. In making these difficult decisions, school administrators should also engage staff and families of students at risk for severe COVID-19, families of students with disabilities, English language learners, students living in poverty, students of color, and families of young students to determine how to best meet the health and education needs of these students and the community.

While DOH encourages local health officers and school administrators to work together to evaluate the public health considerations regarding in-person learning during the COVID-19 pandemic, school

administrators are ultimately responsible for establishing appropriate education services. The local health officer should advise the school administrator and the school community on the level of COVID-19 activity, the community's access to testing, and the health department's capacity to respond to cases or outbreaks in schools with timely investigations and contact tracing.

Local health officers are responsible for controlling the spread of communicable disease like COVID-19 in the community. County-level COVID-19 activity is measured by key health indicators including the number of cases per 100,000 people over a 14-day period, the percentage of positive tests, trends in cases or hospitalizations, and other measures, such as outbreaks and age-specific impacts. The local health officer should ensure information on key indicators is available to inform school administrators and the public. You can also find county and statewide indicators on [Washington's Risk Assessment Dashboard](#) (cases per 100K over 14 days and percentage of positive tests) and [Department of Health's COVID-19 Dashboard](#) (epidemiologic curves for cases and hospitalizations). The local health jurisdiction may further disaggregate these indicators, or use other data to guide recommendations for in-person learning.

School administrators must cooperate with investigations, directives, and orders made by the local health officer ([WAC 246-101-420](#)). If a local health officer determines that the opening of a school or the continuation of in-person learning poses an imminent public health threat to the community, they have the legal power and duty to direct or order an interruption of in-person learning ([WAC 246-110-020](#)).

Background

To inform the first version of this guidance published this summer, DOH reviewed the experiences of countries that resumed some degree of in-person instruction this spring. These countries generally had low and decreasing community rates of COVID-19 cases. The incidence rates in several countries that successfully resumed in-person instruction were below 50 cases per 100,000 population per 2 weeks.¹

In addition to having lower and decreasing community rates of disease, these countries took a very cautious approach to resuming in-person instruction. Most countries first resumed in-person instruction for a portion of their students, and many implemented health and safety measures like physical distancing, frequent hand washing, use of face coverings, and frequent environmental cleaning to reduce the spread of COVID-19 in the schools.²

Based on these data, DOH previously recommended cautiously phasing in in-person learning when county incidence rates fell below around 75 cases per 100,000 population per 2 week period. With rates above this threshold, schools could consider bringing back students with special needs and the youngest learners. In all cases, schools must implement the COVID-19 safety and prevention measures recommended by DOH.

Early experience and learning from the United States

This fall, most schools across the country and some schools in Washington resumed some degree of in-person learning. While no national entity is rigorously studying data from across the country, a team of

¹ Kaiser Family Foundation "What Do We Know About Children and Coronavirus Transmission?" website accessed on August 2, 2020 at: <https://www.kff.org/coronavirus-covid-19/issue-brief/what-do-we-know-about-children-and-coronavirus-transmission/>

² Summary of School Re-Opening Models and Implementation Approaches During the COVID 19 Pandemic. July 6, 2020. Available at: <https://globalhealth.washington.edu/sites/default/files/COVID-19%20Schools%20Summary%20%28updated%29.pdf>

researchers and students at Brown, MIT, Harvard, Massachusetts General and other institutions have enrolled over 5,000 schools with more than 3.9 million students participating in in-person learning to voluntarily share their data on the number of COVID-19 cases and outbreaks in their school.³ Case rates for COVID-19 among students and staff trend similarly to the surrounding community rate, meaning when community rates increase, so do staff and student rates, with student rates typically lower than community rates. During the period of August 31 to November 22, 2020, these data show that the proportion of students and staff with confirmed COVID-19 was 0.22% and 0.42% respectively. During the period of November 9-22, among schools providing either full or hybrid in person learning, 5.4% of all schools reported an outbreak involving five or more cases and 1.5% of schools reported an outbreak involving 10 or more cases.

States have taken a range of approaches. California allows in-person learning when counties have fewer than 98 cases per 100,000 over 14 days.⁴ Oregon recently updated their school metrics, and now recommends in-person instruction when counties have fewer than 50 cases per 100,000 population over 14 days. When counties have between 50 and 100 cases, Oregon recommends phasing in of onsite or hybrid learning, starting with elementary students. Counties must switch to comprehensive distance learning with limited in-person instruction when they exceed 200 cases per 100,000 population over 14 days.⁵ Massachusetts prioritizes in-person learning for all students if feasible when COVID-19 rates are less than 140 cases per 100,000 population over 14 days (in this range, hybrid models are allowed only if necessary to meet health and safety requirements); when COVID-19 case rates are higher than this, Massachusetts recommends hybrid learning that maximizes in person learning for high needs students.⁶ Arizona recommends in person learning at or below 20 cases per 100,000 population over 14 days, hybrid learning between 20 and 200 cases per 100,000 population of 14 days, and primarily remote learning at 200 cases per 100,000 over 14 days.⁷ West Virginia shifts to primarily remote learning at 210 cases per 100,000 population over 14 days.⁸ Colorado encourages in-person learning when there are

³ Accessed from <https://covidschooldashboard.com/> on November 18, 2020

⁴ Blueprint for a Safer Economy website. California Department of Public Health. Accessed on November 19, 2020. <https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/COVID19CountyMonitoringOverview.aspx>

⁵ General Metrics for Returning to In-Person Instruction Through the On-Site or Hybrid Model. Oregon Department of Education website accessed November 17, 2020. <https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Following%20the%20Metrics%20Visual.pdf>

⁶ Updates to Guidance on Interpreting DPH COVID-19 Health Metrics website accessed on November 17, 2020. <https://www.doe.mass.edu/covid19/on-desktop/interpreting-dph-metrics.html#iii>

⁷ Safely Returning to In Person Instruction, Arizona Department of Health Services. Accessed November 19, 2020. <https://www.azdhs.gov/documents/preparedness/epidemiology-disease-control/infectious-disease-epidemiology/novel-coronavirus/covid-19-safely-return-to-in-person-instruction.pdf>

⁸ West Virginia School Reentry Metrics and Protocols website. West Virginia Department of Education. Accessed November 19, 2020 <https://wvde.us/school-reentry-metrics-protocols/>

State	Rates of COVID-19 Cases per 100,000 population over 14 days*		
	In-Person Learning	Hybrid, Phased, or Transitional	Remote Learning for most or older students
Arizona	<20	20-200	>200
California	≤98		>98
Colorado	<75	75-350**	>350**
Massachusetts	<140	≥140	
Minnesota	<100	100-500	>500
Oregon	<50	50-200	>200
Washington	<50	50-350	>350
West Virginia	<210		≥210

Table 1: State Metrics for Learning Modality among States

*some states have daily or weekly case rates for metrics. Above are adapted to the approximate rate per 100K per 14 days. States may also have additional metrics.

** Colorado suggests in-person for K-5 at moderate and high levels, with the option to provide hybrid or distance learning. At the high level, in-person remains an option for middle school.

fewer than 75 cases per 100,000 population over 14 days. It suggests in-person learning up to 350 cases per 100,000 over 14 days with the option to provide hybrid or distance learning. Above 350 cases per 100,000 over 14 days, Colorado suggests in-person learning for K-5 with the option to provide hybrid and distance learning, the option of in-person, hybrid, or remote learning for middle school, and hybrid or remote learning for high school.⁹ Minnesota uses a staggered approach for K-12 students beginning at 100 cases per 100,000 population over 14 days, using local epidemiological information and the health and safety provisions of the school, to move from in-person elementary and hybrid secondary, through hybrid elementary and distance-learning for secondary, to fully distance-learning at 500 cases per 100,000. Once a school has opened, they tailor the learning model based on the presence of cases in the school community.¹⁰

Early experience and learning in Washington state

In Washington state, the majority of public school districts are providing some in-person learning, however, most of Washington’s 1.1 million public school students have been learning remotely. According to data from the Office of the Superintendent of Public Instruction (OSPI) and the Association of Educational Service Districts (AESD), as of October, 91% of Washington public school students live in districts that are providing some level of in-person learning. However, in most districts, in-person learning is limited to small group instruction of the youngest elementary students or students with special needs.

According to data from OSPI and AESD, as of October, 115 school districts were providing in-person learning to more than half of their students. These 115 school districts serve approximately 11% of Washington’s public school students. In contrast, about 90% of Washington’s 73,000 private school students are in full or hybrid in-person learning. Similar to national data, Washington state outbreak data also show that, while cases and outbreaks do occur in schools, recognition of transmission of COVID-19 has been limited in the school setting.

⁹ COVID-19 Risk dial. State of Colorado website. Accessed December 13, 2020. <https://covid19.colorado.gov/covid-19-dial>

¹⁰ Safe Learning Plan for 2020-2021: A Localized Data-Driven Approach. Accessed August 1, 2020 at: https://mn.gov/covid19/assets/safe-learning-plan_tcm1148-442202.pdf

Local public health has reported a total of 88 K-12 school outbreaks to DOH since the start of the pandemic through December 12, 2020; 84 of which have occurred since August 1, 2020.

A total of 266 cases have been linked to the 84 outbreaks. Among these cases, 48% were among children. Cases were distributed evenly across child age groups. The age distribution of cases appears in Table 2.

While COVID-19 does get introduced into school environments, the health and safety measures being taken within schools seem to be limiting the spread of the infection in the school. The number of school outbreaks is larger in counties with higher community transmission, however the size of outbreaks is, on average, small (Table 3). Half of the outbreaks in K-12 schools have 3 or fewer cases linked. Among outbreaks since August 1, 15 involve five or more cases, 2 of those involve ten or more cases. The two largest outbreaks each have 11 cases linked to them and occurred in private schools.

Age in years	Percent of Cases linked to K-12 Outbreaks
5-9	17%
10-14	16%
15-19	15%
20-39	15%
40-59	29%
60+	8%

Table 2: Age distribution of cases linked to K-12 outbreaks in Washington reported Aug 1, 2020 through December 12, 2020.

Table 3: Rates of COVID-19 cases per 100, 000 population over 2 weeks and K-12 school outbreaks in Washington reported Aug 1, 2020 through December 1, 2020.

Rates of COVID-19 cases per 100K/14 days	All Outbreaks		Smaller Outbreaks (Less than 5 cases)		Larger Outbreaks (More than 5 cases)	
	N	%	N	%	N	%
Low (<50)	5	6	5	8	0	0
Moderate (50-349)	65	82	52	81	13	87
High (>350)	9	12	7	11	2	13

It is important to note that the experience of hybrid or in person learning in Washington schools has occurred in the setting of relatively low community transmission rates compared to other states. As community transmission rises, more cases will likely be introduced into schools. In addition, because children are less often symptomatic, some cases have likely gone unrecognized.

In addition to experiences in Washington and the United States, a recent literature review by the University of Washington and models from the Institute for Disease Modeling (IDM) suggests that the risk of transmission in K-12 schools depends on the incidence of COVID-19 infections in the community as well as school-based countermeasures.^{11,12} A follow up report from IDM found that risks could be

¹¹ University of Washington. Summary of Evidence Related to Schools during the COVID-19 Pandemic Updated October 19, 2020. Accessed November 29, 2020. Available at https://depts.washington.edu/pandemicalliance/wordpress/wp-content/uploads/2020/10/COVID-19-Schools-Summary_2020_10_19.pdf

¹² Institute for Disease Modeling. Schools are not islands: we must mitigate community transmission

significantly mitigated through hybrid school schedules or via a phased-in approach that brings back K-5 first.¹³ A third modeling study found that *when R effective is already at 1* in the surrounding community (meaning, disease levels are stable and not increasing or each person who has COVID-19 on average, infects one other person), reopening schools will not significantly increase community-wide transmission, provided sufficient school-based interventions are implemented, such as masking, physical distancing, and screening students and staff for symptoms. The use of hybrid scheduling further reduces the infection rate.¹⁴

Summary and Recommendations

Taken together, the science and early experience of schools in Washington state and across the nation suggest that rigorous health and safety measures can limit transmission of COVID-19 in the school environment. DOH recommends comprehensive and strict [health and safety measures \(PDF\)](#) to minimize the risk of transmission within schools, and Proclamation 20-09.3 requires schools to implement them. These measures include all five of CDC's key mitigation strategies.¹⁵ Checklists that summarize these requirements follow on the next page.

Given this, DOH recommends continued, cautious in-person learning can occur at community COVID-19 rates higher than established in the initial versions of this framework. The updated case rates in this version reflect DOH's best estimate of appropriate parameters given these findings.

- **High COVID-19 activity:** At this level, DOH recommends in person learning for pre-K through grade 5. Schools should prioritize the youngest learners—pre-K, Kindergarten, and grades 1-3—and those with the highest needs (from any grade), such as students with disabilities, students living homeless, or those farthest from educational justice, using small group instruction of 15 or fewer students and strict cohorting due to the level of community transmission. Then phase in grades 4-5, similarly in small groups.
- **Moderate COVID-19 activity:** At this activity level, DOH recommends careful phasing in of in-person learning starting with any elementary students not already in-person and middle school students. Then over time, adding high school after middle school and when rates drop below 200 cases per 100,000 over 14 days.

Low COVID-19 activity: At this activity level, DOH recommends the provision of in-person learning for all students, prioritizing full time in-person learning for elementary students. If space allows, full time in-person learning can be added for middle and high school students.

to reopen schools. Accessed November 29, 2020. Available at https://covid.idmod.org/data/Schools_are_not_islands_we_must_mitigate_community_transmission_to_reopen_schools.pdf

¹³ Institute for Disease Modeling. Maximizing education while minimizing risk: priorities and pitfalls for reducing risks in schools. Accessed November 29, 2020. Available at https://covid.idmod.org/data/Maximizing_education_while_minimizing_COVID_risk.pdf

¹⁴ Institute for Disease Modeling. Testing the Waters: is it time to go back to school. Accessed November 29, 2020. Available at https://covid.idmod.org/data/Testing_the_waters_time_to_go_back_to_school.pdf

¹⁵ Centers for Disease Control and Prevention. Indicators for School Decision-Making website. Accessed December 15, 2020. Available at <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/indicators.html>

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

The decision to resume or expand in-person learning is complex and requires weighing both risks and benefits to children, staff, their families, and the broader community. With regards to COVID-19, DOH recommends that local leaders consider COVID-19 activity level (i.e., case rates, percent test positivity, trends, etc.) as well as the educational, social and emotional benefits of in-person learning for students. When recommending guiding metrics to resume in-person learning, DOH considered both the health risks of COVID-19 to students, school staff, and the surrounding community; as well as the benefits of in-person school to children and their families. These metrics are not intended to serve as a hard thresholds but as a primary consideration in determining for whom to provide in-person learning.

For whom should your community provide in person learning?

For School Administrators, Local Health Officers, and Community Stakeholders

The risk of COVID-19 being introduced into the school and spreading depends on the health and safety measures taken by schools and the level of COVID-19 spread in the community. Consider the following educational modalities based on community transmission and other health and education risks and benefits.

COVID-19 Activity	HIGH >350 cases/100K/14 days Test positivity >10% Trends in cases and hospitalizations	MODERATE ~50-350 cases/100K /14 days Test positivity 5-10% Trends in cases and hospitalizations	LOW <50 cases/100K/14 days Test positivity <5% Trends in cases and hospitalizations
Education Modality	<p>Phase in in-person learning in groups of 15 or fewer students for pre-K through grade 5 and those with highest needs.</p> <p>Prioritize Pre-K through grade 3, and students in any grade with disabilities, students living homeless, or those farthest from educational justice.</p> <p>If schools can demonstrate the ability to limit transmission in the school environment, add grades 4-5.</p>	<p>Phase in in-person learning.</p> <p>Prioritize Elementary (pre-K - 5) if they are not already receiving in-person learning, and Middle School.</p> <p>If schools can demonstrate the ability to limit transmission in the school environment, add more high school students when case rates are below about 200/100K/14 days.</p>	<p>Provide in-person learning for all students.</p>
Extra-curricular Activities	<p>Cancel or postpone most in-person extra-curricular activities except those allowed under Safe Start and Governor’s proclamations on COVID-19.</p>	<p>Extra-curricular activities must follow K-12, applicable Safe Start protocols and Governor’s proclamations on COVID-19.</p>	<p>Extra-curricular activities must follow K-12, applicable Safe Start protocols and Governor’s proclamations on COVID-19.</p>
Transition	<p>Across all COVID-19 Activity Levels:</p> <ul style="list-style-type: none"> • When trends in cases and hospitalizations are flat or decreasing, and the school can demonstrate the ability to limit transmission in the school environment, expand access to in-person learning • When trends are increasing, pause expansion of additional in-person learning and maintain access to in-person learning for those who have it. Schools are not required to reduce in-person learning or revert to remote learning based on metrics if the school can demonstrate the ability to limit transmission in the school environment. • Consider other health and education risks and benefits to children and their families <p>At any COVID-19 level, transition temporarily to full distance learning for 14 days when school meets criteria in DOH’s K-12 Health and Safety Guidance (p 16) or on recommendation of the local health officer.</p>		

Health risks of COVID-19 to students, school staff, and the community

The risk of COVID-19 entering schools depends on the mitigation measures in place at the school and the level of COVID-19 spread in the community. At this time, any degree of in-person instruction presents some risk of infection to students and staff. It is not possible to predict the number of infections that might occur under different in-person models and levels of transmission in the community with certainty, but higher levels of community transmission will generally result in a higher risk of COVID-19 being introduced into the school environment. **DOH recommends and Governor's Proclamation 20-09.3 requires comprehensive and strict [health and safety measures \(PDF\)](#) to minimize the risk of transmission within schools.**

The full spectrum of illness due to COVID-19 is not fully understood. While children generally have mild COVID-19 disease, serious infections have occurred¹⁶. Teachers and school staff are at risk for more serious disease, especially older adults and those with [certain underlying health conditions](#). Students and staff that acquire COVID-19 at school can transmit to others in the school setting as well as to their households and their contacts in the community.

Beyond COVID-19 infections, the pandemic has brought other health concerns. Recent data from the CDC show the proportion of emergency department visits related to mental health crises has increased for young children and adolescents since the pandemic started. From this March through October, while the overall number of children's mental health-related ED visits decreased, the proportion of all ED visits for children's mental health-related concerns increased, reaching levels substantially higher beginning in late-March to October 2020 than those during the same period during 2019.¹⁷

Benefits of school for children

In-person learning has a broad range of benefits for our children. In addition to educational instruction, schools support the development of social and emotional skills; create a safe environment for learning; address nutritional, behavioral health and other special needs; and facilitate physical activity¹⁸. The absence of in-person learning may be particularly harmful for children living in poverty, children of color, English language learners, children with diagnosed disabilities, and young children, and can further widen inequities in our society¹⁹.

A narrative review of multiple studies made recommendations for addressing child and adolescent mental health during the pandemic. It noted the importance of face-to-face learning and recommended

¹⁶ Götzinger F, Santiago-García B, Noguera-Julián A, et al. COVID-19 in children and adolescents in Europe: a multinational, multicentre cohort study. *Lancet Child Adolesc Health* 2020.

<https://www.thelancet.com/action/showPdf?pii=S2352-4642%2820%2930177-2>.

¹⁷ Leeb RT, Bitsko RH, Radhakrishnan L, Martinez P, Njai R, Holland KM. Mental Health-Related Emergency Department Visits Among Children Aged <18 Years During the COVID-19 Pandemic — United States, January 1–October 17, 2020. *MMWR Morb Mortal Wkly Rep* 2020;69:1675–1680.

DOI: [http://dx.doi.org/10.15585/mmwr.mm6945a3external icon](http://dx.doi.org/10.15585/mmwr.mm6945a3external%20icon)

¹⁸ CDC. The Importance of Reopening America's Schools this Fall. Accessed August 1, 2020 at

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/reopening-schools.html>

¹⁹ Levinson M, Phil D, Cevik M, Lipsitch M. Reopening Primary Schools during the Pandemic. *New Eng J Med* 2020. <https://www.nejm.org/doi/full/10.1056/NEJMms2024920>

school reentry policies consider strict social distancing and hygiene measures, keeping in mind the importance of in-person learning for children in the school set-up.²⁰

Following a review of school re-openings in multiple countries during COVID-19, a group of public health and education experts at Harvard, recommended that primary school be deemed essential.¹⁹ Because of the critical role, schools play in children's physical, developmental, and mental health, CDC recently recommended that K-12 schools should be the last settings to close after all other mitigation measures have been employed and the first to reopen when they can do so safely.²¹

Conclusion

This framework can assist local health officers in guiding and school administrators in deciding whether to begin, expand, or reduce in-person instruction for public and private K-12 schools during the COVID-19 pandemic. It can also help ensure the school is able to implement comprehensive health and safety measures and respond swiftly if a person with confirmed COVID-19 is identified in the school environment.

In-person learning should be prioritized for elementary school students because they may be less likely to spread COVID-19 than older children²², have more difficulty learning asynchronously, and may otherwise need to be in a childcare setting if their parent(s) or primary caregiver(s) work. DOH favors a cautious, phased-in approach to resuming in-person instruction, especially at high rates of disease. DOH recommends that schools start with staff, small groups of our youngest learners (pre-Kindergarten, Kindergarten, and grades 13), and students who are unable to learn or receive critical services asynchronously. Over time, schools can add additional students to in-person models.

While important to a child's growth and development, DOH prioritizes educational opportunities over extra-curricular activities in schools or other activities in the surrounding community.

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.

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

²⁰ Singh, S., Roy, D., Sinha, K., Parveen, S., Sharma, G., & Joshi, G. (2020). Impact of COVID-19 and lockdown on mental health of children and adolescents: A narrative review with recommendations. *Psychiatry research*, 293, 113429. <https://doi.org/10.1016/j.psychres.2020.113429>

²¹ Honein MA, Christie A, Rose DA, et al. Summary of Guidance for Public Health Strategies to Address High Levels of Community Transmission of SARS-CoV-2 and Related Deaths, December 2020. *MMWR Morb Mortal Wkly Rep* 2020;69:1860-1867. DOI: <http://dx.doi.org/10.15585/mmwr.mm6949e2>

²² Park YJ, Choe YJ, Park O, Park SY, Kim YM, Kim J, et al. Contact tracing during coronavirus disease outbreak, South Korea, 2020. *Emerg Infect Dis* 2020. <https://doi.org/10.3201/eid2610.201315>

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](#)
- [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.

K-12 Schools 2020-2021 Guidance

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 Safe Start 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 Safe Start or COVID-19 activity level and should take appropriate clinical infection prevention measures.

School-related sports should follow the [Safe Start Sporting Activities Guidance](#) and any additional recommendations or requirements of the [Washington Interscholastic Activities Association \(WIAA\)](#).

Guidance regarding the arts is expected to be released at a later date.

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.

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](#).

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?
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.
- **Cancel or modify classes where students are likely to be in very close contact.** Physical Education should be held outside whenever possible. Face coverings can be removed during strenuous activities, however, to reduce risk, consider structuring PE in a way that allows for use of face coverings, especially when PE is held indoors. This may require limiting or avoiding strenuous activity. 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 level of COVID-19 in their community. 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.
- **Cancel in person activities that are 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 in person field trips, assemblies, and other large gatherings.** Cancel in-person activities and events such as field trips, student assemblies, special performances, 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](#) and [CDC Recommendation Regarding the Use of Cloth Face Coverings](#) 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](#) and [Coronavirus Facial Covering and Mask Requirements](#) 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](#)

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/cohort.
- 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](#). 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.

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 and have not been around](#)

[anyone who has been diagnosed with COVID-19](#) 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. 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 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 **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.

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

Refer affected classmates and teachers to the [What to do if you were potentially exposed to someone with confirmed coronavirus disease \(COVID- 19\)? guidance.](#)

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.

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.

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 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 **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.

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

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 with confirmed coronavirus disease \(COVID- 19\)?](#)

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.

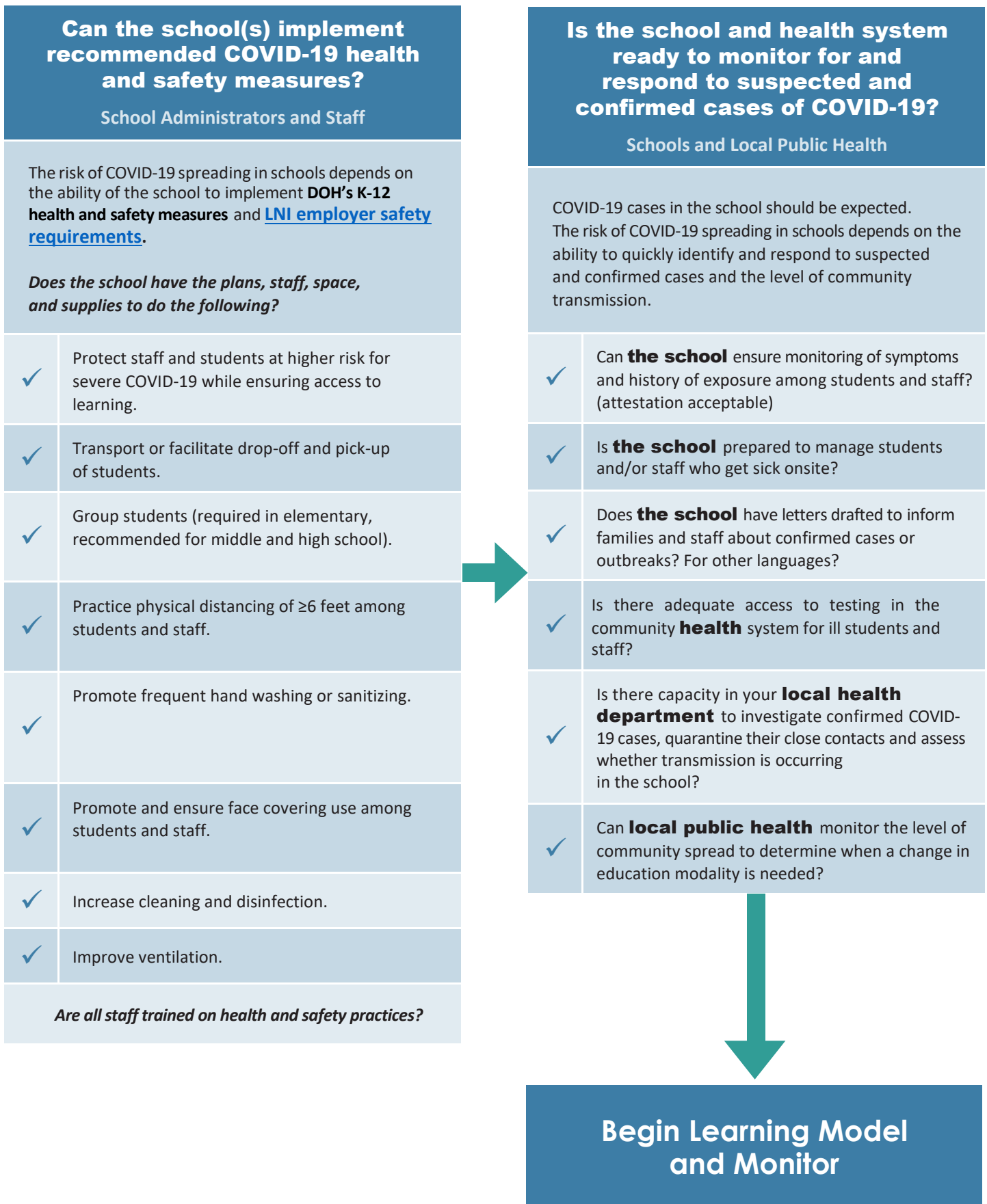
If the school is not grouping or cohorting students:

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



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.

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.