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<tr>
<th>developers/components</th>
<th>Option A</th>
<th>Option B</th>
<th>Option C</th>
<th>Option D</th>
<th>Option E</th>
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<tbody>
<tr>
<td><strong>Full On Site</strong></td>
<td>Only Special Populations Onsite @ 100% Rate</td>
<td>Only Special Populations Onsite @ 100% Rate</td>
<td>Only Special Populations Onsite @ 100% Rate</td>
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<tr>
<td><strong>Partial Return A/B</strong></td>
<td>Prospective students will attend school on the last Monday - Friday with appropriate supports needed and receive language specific instruction within the core. Teachers will be supported by building and district Instructional Specialists. Learning plans will be developed for each student. The learning plan will provide goals addressing individual language needs. Language specific activities will be provided for at home learning times.</td>
<td>All students will attend school on days designated for online at-home learning for general education. This time will be used to address specially designed instruction and to provide support to access general education curriculum. It may also be used for recovery services.</td>
<td>If a student is unable to attend due to health reasons, the IEP team can make the determination that an alternative learning option is necessary.</td>
<td>IEP teams will need to work to ensure students have access to the IRE.</td>
<td>If a student is unable to attend due to health reasons, the IEP team can make the determination that an alternative learning option is necessary.</td>
<td>IEP teams will need to work to ensure students have access to the IRE.</td>
</tr>
<tr>
<td><strong>Partial Return C/D</strong></td>
<td>Prospective students will attend school on days designated for online at-home learning for general education. This time will be used to address specially designed instruction and to provide support to access general education curriculum. It may also be used for recovery services.</td>
<td>If enough students need fully online learning at Level C, consideration will need to be given to the possibility of a specific provider(s) serving as the online teacher/librarian.</td>
<td>IEP teams will need to work to ensure students have access to the IRE.</td>
<td>If a student is unable to attend due to health reasons, the IEP team can make the determination that an alternative learning option is necessary.</td>
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## Richland School District Reopening Models For COVID-19

### K-5 Movement

- **Pros**
  - **PreK-5th Grade**
  - **9th-12th Students in grades**
  - **Staggered Start**
  - **Continuous Learning 2.0**
  - **Students do not have consistent schedule that allows for face-to-face contact with their general education teachers.**
  - **Special Populations: Students would only be onsite 2 out of 5 days. (At-home learning 3 days).**
  - **Project based learning and integration of content because teachers can introduce projects and opportunities.**
  - **More instructional materials can be present.**
  - **Example, students can still engage in instruction or timely teacher feedback).**

- **Instructional Pros:**
  - **Planning, PD, and PLC time.**
  - **Educational support for staff children.**

### Cons

- **Students in grades 6-12th**

- **Students attend school every other week.**
- **Limited planning, PLC, and case management time, as this schedule will take some planning and collaboration with general education staff.**
- **Instructional Cons:**
  - **Would result in a higher rate of learning loss week vs. alternating days.**
  - **It creates a wider gap between live instruction sessions.**
- **Special Populations:**
  - **Limited planning, PLC, and case management time, as this schedule will take some planning and collaboration with general education staff.**
  - **Instructional Cons:**
    - **School routines are only practiced every other week. Students will need more reteaching.**

### Lunch Schedules

- **We will begin the year eating meals in the classrooms. This may be on a modified schedule based on pandemic cautionary capacity.**

### Elementary

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<tr>
<th>Option A</th>
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<tr>
<td><strong>Full Online</strong></td>
<td><strong>Staggered Start</strong></td>
<td><strong>Partial Return - 4 Day A/B Schedule - Alternating Days</strong></td>
<td><strong>Partial Return - A/B Alternating Weeks</strong></td>
<td><strong>All Elementary Return with All Secondary in Option C, C1, or D.</strong> (With Social Distancing)</td>
<td><strong>Full Return On-Site (without distancing requirements)</strong></td>
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**K-5 Movement (Fixed)**

- **Pros**
  - **Students attend school on an every other day schedule.**
  - **Group A - attends on Tuesday and Thursday**
  - **Group B - attends on Wednesday and Friday.**
  - **Monday serves as:**
    - **Additional time for teachers to connect with parents.**
    - **Provide ongoing and embedded professional development.**
    - **Grade level PLC time to align practices and develop better consistency.**
    - **Front load all teacher planning (Tues-Fri) is all instruction with students so they can better meet the needs of students in two settings (at-home and at-school).**
  - **At-Home learning would consist of:**
    - **Extension activities (homework based on the previous day’s instruction.**
    - **Some limited Continuous Learning 2.0 activities (those that would not require teacher live instruction or timely teacher feedback).**
  - **Special Populations: Students return at a higher rate. Supports continuity of services. More support during instructional time. Consideration childcare and potentially educational support for staff children.**

**Option C**

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**Specialties**

- **Elementary**
  - **Extra classes taught by one of the following:**
    - **Instructional Specialist**
    - **Gym (2 classes)**
    - **Library**
    - **Art Room**
    - **Music Room**
    - **Library (at social distancing is relaxed)**
  - **Specialists (Art, Music, P.E., Librarian and Instructional Specialist)**

**Secondary**

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<tr>
<th>Option C</th>
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<th>Option C1</th>
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<tr>
<td><strong>All students will have 6 courses with opportunity for on-line learning that is coordinated with their online (at-home) learning.</strong></td>
<td><strong>All students will have 6 courses with opportunity for on-line learning that is coordinated with their online (at-home) learning.</strong></td>
<td><strong>All students will have 6 courses with opportunity for on-line learning that is coordinated with their online (at-home) learning.</strong></td>
<td><strong>All students will return to K-5 instruction daily.</strong></td>
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**Special Populations**

- **All Secondary in Option C, C1, or D.** (With Social Distancing)
- **Students attend school every other week.**
- **Limited planning, PLC, and case management time, as this schedule will take some planning and collaboration with general education staff.**
- **Instructional Cons:**
  - **Would result in a higher rate of learning loss week vs. alternating days.**
  - **It creates a wider gap between live instruction sessions.**
- **Special Populations:**
  - **Limited planning, PLC, and case management time, as this schedule will take some planning and collaboration with general education staff.**
  - **Instructional Cons:**
    - **School routines are only practiced every other week. Students will need more reteaching.**

**Option B**

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**Special Populations**

- **Students will have different choices on the playground which could include:**
  - **Taking a mask break and walking the perimeter of the playground.**
  - **Playing an organized game.**
  - **Playing with hands on the playground if masks are worn and groupings of students does NOT exceed health safety standards.**

**Instructional Cons:**

- **Special Populations:**
  - **All Secondary in Option C, C1, or D.** (With Social Distancing)
  - **Students attend school every other week.**
  - **Limited planning, PLC, and case management time, as this schedule will take some planning and collaboration with general education staff.**
  - **Instructional Cons:**
    - **Would result in a higher rate of learning loss week vs. alternating days.**
    - **It creates a wider gap between live instruction sessions.**
  - **Special Populations:**
    - **Limited planning, PLC, and case management time, as this schedule will take some planning and collaboration with general education staff.**
    - **Instructional Cons:**
      - **School routines are only practiced every other week. Students will need more reteaching.**

**Option D**

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### General Considerations & Guidelines

#### General Risks

- **Screening for signs of COVID-19**
  - All staff and students will be screened for symptoms of COVID-19 prior to the start of the school day.
  - Screening includes a temperature check.
  - Responses to screening will be recorded and stored securely and in compliance with privacy laws so that there is a record of everyone present in case a student or staff member develops COVID-19. A positive response to any one of the screening questions will result in exclusion of that student, staff member, or guest.
  - People at risk for severe COVID-19 will consult with their medical provider regarding the return to school/work.

- **Close Contact with someone who has confirmed COVID-19**
  - Contact and follow the advice of your medical provider.

- **Practice good hygiene and physical distancing**
  - Staff and students will wash hands often with soap and water for at least 20 seconds. Children and adults should wash hands when they arrive at school, before meals or snacks, after outside time, after going to the bathroom, after nose blowing or sneezing, and before leaving to go home.
  - Help young children make sure they are doing it right.
  - Staff and students who are ill must stay home.
  - Staff and students will be checked for signs of illness at every class (including a temperature check).
  - Avoid touching your face.
  - Sneeze or cough into a tissue, or the inside of your elbow.
  - Objects frequently used items and surfaces as much as possible.
  - Wear face coverings while at school and while on the school bus.
  - Properly dispose of trash in the trash cans. (consideration - childcare and potentially educational support for staff children).

#### Illness Reporting

- If a student or staff member is diagnosed with COVID-19, their appropriate district designs will be notified. The Benton Franklin Health District will advise the district on next steps, and it is likely that the Health District will recommend that many of the other students or staff who were in close contact with the infected individual will need to self-quarantine for 14 days from the last day of contact. If a staff member or student is in close contact with a person confirmed or presumed COVID-19, the appropriate district designs will be notified. Staff and/or students in close contact with confirmed or presumed COVID-19 will be restricted from work or school for 14 days from the last close contact or until medically cleared with a negative COVID-19 test. Student, parent, and staff members are always encouraged to discuss possible or actual exposures with their medical provider.

#### Face-Scheduling

- **Flexible Scheduling**
  - Adequate cleaning schedules will be created and implemented for all facilities to mitigate any communicable diseases.
  - Increase hand washing. Refer to the Cleaning and Disinfecting Procedures in the K-12 Schools Fall 2020 Guidelines.
  - Prior to an individual or groups of individuals entering a facility, hand sanitizing will be used in both the facility and in the public space.
  - Sanitize surfaces that are touched with bare skin.

#### Hand Sanitizer

- **Hand sanitizer with alcohol-based sanitizers is available from almost every place to place.**

#### Ventilation

- **Ventilation is important for reducing transmission of respiratory droplets and aerosols.** When safe, open windows and doors to increase outside air.

#### Limitation on Gatherings

- No gatherings of more than 50 people at a time inside or outside. Indoors, there must be enough space for physical distancing (generally 36 square feet per person).

#### Minimum Distancing

- There must be a minimum distance of 6 feet between each individual at all times. This is not possible indoors, then the maximum number of individuals in the room must be decreased until proper physical distancing can occur. Attendance will remain under 50% of capacity. Appropriate physical distancing will need to be maintained in all classrooms at all times.

#### Equipment

- There will be no shared equipment (game, computer, table/long/long, etc.) based on specific equipment on each day.

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### Richland School District Reopening Models For COVID-19

#### Option A: Full Online

- **Option B: Staggered Start (Bring Special Populations Back First)**
- **Option C: Partial Return - 4 Day A/B Schedule - Alternating Days**
- **Option D: Partial Return - A/B Alternating Weeks**
- **Option E: All Elementary Return with All Secondary in Option C, C, or D. (With Social Distancing)**
- **Option F: Full Return On Site (without distancing requirements)**

---

#### Lunch Schedules

- Lunches will be closed.

#### Pros

- **Minimum distancing**
  - Illness reporting

#### Cons

- **Limitation on Hand Sanitizer**

#### Facilities Cleaning

- **Adequate cleaning schedules will be created and implemented for all facilities to mitigate any communicable diseases.**

### Content Specific Considerations:

- **Lunch Schedules**
  - Special Populations: return at higher rate (conciliation - children and potentially educational support for staff children). More support during instructional time. Allows for less hand sanitizing.
  - Pencils will be closed.
  - Space will be evaluated at each campus to determine how many students can eat in cafeterias with physical distancing regulations. Additional spaces and classrooms may also be used.
  - Lunch schedules will be determined and Master Bell Schedules created.

- **Pre:**
  - Special Populations: return at higher rate (conciliation - children and potentially educational support for staff children). More support during instructional time. Allows for less hand sanitizing.
  - Pencils will be closed.
  - Space will be evaluated at each campus to determine how many students can eat in cafeterias with physical distancing regulations. Additional spaces and classrooms may also be used.
  - Lunch schedules will be determined and Master Bell Schedules created.

  - 6 periods per day, 6 classes in a semester, students attend each class 2 days per week.
  - Students are onsite 2 days each week in a set schedule that should help families in planning and keep students engaged in their learning.
  - Teacher time on the unscheduled day would include: 58 minutes planning, 1 hour PLC, Student Connection Time (Zoom), and Professional Development.

  - **Teacher Time:**
    - 58 min planning
    - 1 hr PLC
    - Student Connection Time (Zoom)
    - Professional Development

  - **Equipment:**
    - 36 square feet per person.

- **Core:**
  - Special Populations: Students are only back 25% which makes alignment to IEPs difficult. Students do not have consistent schedule that allows for face-to-face contact with their general education peers.
  - Challenging for itinerants to provide services to all students due to a reduced schedule, which could increase the amount of necessary compensatory/homework services.
  - Students with IEPs will be onsite 45% of the time.

  - **Special Populations:**
    - Students are only back 25% which makes alignment to IEPs difficult. Students do not have consistent schedule that allows for face-to-face contact with their general education peers.
    - Challenging for itinerants to provide services to all students due to a reduced schedule, which could increase the amount of necessary compensatory/homework services.
    - Students will have a different schedule from younger students one day every other week.

  - **Considerations:**
    - See other options.

- **Option A**
  - Partial Return - A/B Alternating Weeks
  - Partial Return - 4 Day A/B Schedule - Alternating Days

  - **Partial Return - A/B Alternating Weeks**
    - 6 periods per day, 6 classes in a semester, students attend each class every other day.
    - Students will be receiving 50% of instruction from their teachers.

  - **Partial Return - 4 Day A/B Schedule - Alternating Days**
    - Students will be receiving 100% of instruction each week.

  - **Special Populations:**
    - Return at higher rate. Supports continuity of service. More support during instructional time, (conciliation-children and potentially educational support for staff children).

- **Option B**
  - Elementary Return with All Secondary in Option C, C, or D. (With Social Distancing)

  - **Elementary Return with All Secondary in Option C, C, or D. (With Social Distancing)**
    - Students will be receiving 100% of instruction each week.

  - **Special Populations:**
    - Return at higher rate. Supports continuity of service. More support during instructional time, (conciliation-children and potentially educational support for staff children).

- **Option C**
  - Partial Return - 4 Day A/B Schedule - Alternating Days

  - **Partial Return - 4 Day A/B Schedule - Alternating Days**
    - Students will be onsite 40% of the time.
    - Students are only back 80% which makes alignment to IEPs difficult. Students do not have consistent schedule that allows for face-to-face contact with their general education peers.
    - Challenging for itinerants to provide services to all students due to a reduced schedule, which could increase the amount of necessary compensatory/homework services.
    - Students are only back 80% which makes alignment to IEPs difficult. Students do not have consistent schedule that allows for face-to-face contact with their general education peers.
    - Challenging for itinerants to provide services to all students due to a reduced schedule, which could increase the amount of necessary compensatory/homework services.
    - Students will have a different schedule from younger students one day every other week.

  - **See other options.

  - **Partial Return - A/B Alternating Weeks**
    - 6 periods per day, 6 classes in a semester, students attend each class every other day.
    - Students will be receiving 50% of instruction from their teachers.

  - **Partial Return - 4 Day A/B Schedule - Alternating Days**
    - Students will be receiving 100% of instruction each week.

  - **Special Populations:**
    - Return at higher rate. Supports continuity of service. More support during instructional time, (conciliation-children and potentially educational support for staff children).

- **Option D**
  - Partial Return - A/B Alternating Weeks

  - **Partial Return - A/B Alternating Weeks**
    - 6 periods per day, 6 classes in a semester, students attend each class every other day.
    - Students will be receiving 50% of instruction from their teachers.

  - **Special Populations:**
    - Return at higher rate. Supports continuity of service. More support during instructional time, (conciliation-children and potentially educational support for staff children).

- **Option E**
  - All Elementary Return with All Secondary in Option C, C, or D. (With Social Distancing)

  - **All Elementary Return with All Secondary in Option C, C, or D. (With Social Distancing)**
    - Students will be receiving 100% of instruction each week.

  - **Special Populations:**
    - Return at higher rate. Supports continuity of service. More support during instructional time, (conciliation-children and potentially educational support for staff children).

- **Option F**
  - Full Return On Site (without distancing requirements)

  - **Full Return On Site (without distancing requirements)**
    - Students will be receiving 100% of instruction each week.

  - **Special Populations:**
    - Return at higher rate. Supports continuity of service. More support during instructional time, (conciliation-children and potentially educational support for staff children).

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### Richland School District Reopening Models For COVID-19

#### Option A

- **Option B**
  - **Option C**
    - **Option D**
      - **Option E**
        - **Option F**
## Richland School District Reopening Models For COVID-19

### Elementary

<table>
<thead>
<tr>
<th>Option A</th>
<th>Option B</th>
<th>Option C</th>
<th>Option D</th>
<th>Option E</th>
<th>Option F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Online</td>
<td>Staggered Start (Bring Special Populations Back First)</td>
<td>Partial Return - 4 Day A/B Schedule - Alternating Days</td>
<td>Partial Return - A/B Alternating Weeks</td>
<td>All Elementary Return with All Secondary in Option C, C1, or D. (With Social Distancing)</td>
<td>Full Return On-Site (without distancing requirements)</td>
</tr>
</tbody>
</table>

### Transportation
- Solves maintenance of physical distancing requirements when transporting students for the 2020/2021 school year. Physical distancing as required by state or local health department will need to be maintained on buses.
- Staff and students on buses must wear cloth face coverings.
- Keep windows on buses and vans open for maximum ventilation.

### Who is allowed at school events?
- No public events are to occur until restrictions on mass gatherings are lifted.

### Supporting Social Emotional Learning
- We acknowledge that the return to school will feel different for everyone. We will provide opportunities through forums and spaces for compassionate listening where all stakeholders can share, discuss, and process their common experiences related to COVID-19. Utilizing multi media platforms, resources will be identified for parents and teachers to support Social and Emotional Learning at home and in the classroom. Ongoing mental health and wellness outreach will be offered to support the health, safety and well being of every student.