



# LWSD RETURN TO SCHOOL WORKBOOK 2020

Version 1.1 September 2020

## Abstract

This workbook is intended to provide district guidance for building administrators as they prepare to open schools in a remote learning or hybrid model. The topics in this document are primarily focused on operational and process requirements with options for site decisions. It will not provide guidance for every contingency.

Version 1 of this document will cover select operational functions and lesser focus on instructional topics, the later have dedicated Task Force teams. As we progress toward a hybrid environment more topics will be included.

Send errors and updates to [c-chartje@lwsd.org](mailto:c-chartje@lwsd.org)

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## INTRODUCTION

This workbook is intended to provide district guidance for building administrators as they prepare to open schools in a remote learning or hybrid model. The topics in this document are primarily focused on operational and process requirements, with giving options for site-based decisions. It will not provide guidance for every contingency. The Workbook is not policy, it is guidance and best thinking, we are in a dynamic environment. Contacts are listed in each section to help get access to those with expertise and knowledge. The Workbook will also need to be updated as our learning environment evolves.

USAGE: This workbook is intended to be an internal guide for many of the common issues and programs that can be impacted with a pandemic that is being experienced in 2020. We will be moving from instruction that is All-Remote for most students, to likely a Hybrid Scenario, and hopefully to a full In-Person learning environment. This workbook highlights considerations that need to be considered for the remote and hybrid engagements. While there may be paragraphs that are helpful to share with students and families about our practices, most of the document is about internal processes. Many of the links are to internal resources and it is geared for building administrators in tone, so please use your best discretion.

## RETURN TO SCHOOL FREQUENTLY ASKED QUESTIONS (FAQ)

We will be updating this site with new information for our families to access:

<https://www.lwsd.org/get-involved/task-forces/return-to-school-task-force/return-to-school-faq>.

## TASK FORCE PLANS AND GUIDING PRINCIPLES

The Lake Washington School District Return to School Task Force and associated [workgroups](#) have been tasked with developing flexible plans that:

- Mitigate and minimize the spread of Coronavirus in accordance with health agency guidance.
- Keep staff and students safe and support social-emotional well-being and interactions
- Prioritize inclusive access to learning for each student
- Enable staff and students to return to learning in ways that are significantly better than during our closures this year
- Support families



As we plan for the 2020-21 school year we are keeping the following guiding principles and commitments at the center of our work:

- Protect the health and well-being of students, staff, and families.
- Proactively address inequities related to race, ability, socio-economic status, and language that have been exacerbated by the pandemic.
- Educate each student.
- Ensure active, consistent and meaningful connections with each student.
- Engage our families.

## COMMUNICATIONS

Primary Communication Contact: Shannon Parthemer, Director of Communications,  
[sparthemer@lwsd.org](mailto:sparthemer@lwsd.org), 425-936-1342

LWSD Communications Department can be reached at 425-936-1300

Check online for the most current community information, it is updated weekly.

Return to School Frequently Asked Questions (FAQ): <https://www.lwsd.org/get-involved/task-forces/return-to-school-task-force/return-to-school-faq>

Community Websites: <https://www.lwsd.org/programs-and-services/health-services/coronavirus-information>

Return to School Task Force Website: <https://www.lwsd.org/get-involved/task-forces/return-to-school-task-force>

## ARCHIVES OF COMMUNICATIONS THAT WERE IN THE SUMMER 2020

Internal webpage for documents and logos:

<https://www.lwsd.org/staff/departments/communications> (Staff Website)

Staff Communications in the Summer 2020 <https://www.lwsd.org/staff/covid-19> (Staff Website)

## COMMUNITY QUESTIONS

Form for community inquiry:

This link will provide a way to ask a specific questions on [Return to School](#).

## RETURN TO SCHOOL VIDEOS

Short videos will be created when we move to Hybrid, to help show best practice to students and staff. Examples will be “What does 6 ft of separation look like?” “What does riding the bus look like?” “What does lunch time look like?”

## HEALTH AND SAFETY

### *Primary Contacts:*

COVID19 Supervisor/General Questions –Scott Emry, [semry@lwsd.org](mailto:semry@lwsd.org)

Medical –Molly Houtchens, [mhoutchens@lwsd.org](mailto:mhoutchens@lwsd.org)

Cloth Face Coverings/PPE –Patty Nylin, [pnysin@lwsd.org](mailto:pnysin@lwsd.org)

Attestation–Cat Robinson, [carobinson@lwsd.org](mailto:carobinson@lwsd.org)

Safety & Security Manager –Cedric Collins, [ccollins@lwsd.org](mailto:ccollins@lwsd.org) 1 425-936-1159

Please complete the COVID19 Safety Plan Org Chart, found in appendix by August 17. Once completed, place copy in Teams folder, DLT-Files-COVID19 Supervisor-[COVID19 Org Charts](#) (Staff Website). When received, Risk and Safety Services will reach out to your COVID19 Supervisor to provide support, if needed.

Internal webpage for documents: [The COVID-19 Supervisor Folder](#) on SharePoint (Staff Website). This will have the response plan and template shown in the [Appendix](#).

Internal General Safety Site: <https://www.lwsd.org/staff/departments/health-services> (Staff Website)

Building COVID Attestation Kits have been sent out, if you have questions about their use contact the primary contacts above. All deliveries from Risk and Safety Services will have instruction sheets.

Note: While society has been using the term ‘social distancing’ in the pandemic, we are going to use more often use the words “physical distancing,” because it is more accurate, and the social aspect of school and our LWSD learning environment is a priority for all of us.

## BUILDING COVID-19 SUPERVISOR

In accordance with the [COVID-19 Safety Plan](#), each building will appoint a *COVID-19 Supervisor*. The COVID-19 Supervisor is responsible for all health and safety compliance activities required for our LWSD COVID-19 response. There are support positions that also need to be designated in the Plan, and the roles and checklists are available for each leader.

The COVID-19 Supervisor must lead by example; remain calm and assuring, model all health and safety guidance personally, respect and show empathy for the perspectives and fears of others. This position should know and understand all areas of the [COVID-19 Safety Plan](#) and be able to perform all functions until additional personnel are assigned. If you have questions, please send to Scott Emry, Director of Risk and Safety Services, [semry@lwsd.org](mailto:semry@lwsd.org).

See the [Appendix](#) for the sample building chart for structuring your team.

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### Posters and Language Support for COVID Symptoms

The *COVID-19 Safety Plan* has a list of signs and posters that are needed in the buildings.

The CDC has a variety of k-12 signs, symptom charts, posters and translations [here](#) :  
<https://www.cdc.gov/coronavirus/2019-ncov/communication/print-resources.html>

The Health and Safety Work Group considered all of the documents below when writing this guidance. While, these guiding documents came from different regulatory agencies, most information was consistent. When any inconsistency was noted, the work group used the Department of Labor and Industries guidance predominantly, since these expectations are focused on staff.

Considerations for wearing cloth face coverings - CDC

[https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html?CDC\\_AA\\_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fprevent-getting-sick%2Fcloth-face-cover.html](https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fprevent-getting-sick%2Fcloth-face-cover.html)

Guidance on Cloth Face Coverings – Washington State Department of Health

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

Washington Coronavirus Hazard Considerations for Employers – Washington State Department L&I

<https://www.lni.wa.gov/agency/docs/wacoronavirushazardconsiderationemployers.pdf>

Reopening Washington Schools 2020-21 – Office of Superintendent of Public Education, OSPI

<https://www.k12.wa.us/sites/default/files/public/workgroups/Reopening%20Washington%20Schools%202020%20Planning%20Guide.pdf>

## GENERAL GUIDANCE

Building administrators are encouraged to share these guidance processes with students, staff, and families.

Complete daily symptom screenings

Do not come to school if you are sick or experiencing any COVID-19 symptoms

Participate in LWSD COVID-19 procedures and contact-tracing program when needed

Wear face coverings while at school —exception for some outdoor activities and those that are exempt

Practice physical distancing (6-feet minimum) at much as possible—indoors and outdoors

Wash or sanitize hands frequently throughout the day

Practice good cough and sneeze hygiene

Adhere to LWSD health strategies

## HEALTH ATTESTATION

The *Attestation & Screening Coordinator* is responsible for the setup, maintenance, and daily management of their building's Attestation Screening Station. The duties of Attestation & Screening Coordinator are listed in [the COVID-19 Safety Plan](#).

Requirements:

The Attestation & Screening Coordinator will follow the district procedures as outlined in the plan for affirming the health attestations of students, staff, and visitors.

## PERSONAL PROTECTIVE EQUIPMENT

Wearing cloth face coverings helps prevent the spread of COVID-19 and is required for all LWSD staff during all King County phases. Cloth face coverings reduce the release of virus particles into the air when a person with COVID-19 speaks, coughs or sneezes. All students, volunteers, and guests must wear a minimum of cloth face coverings while at LWSD facilities. Each facility has a COVID-19 Supervisor that is required to enforce this guidance.

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### USE CASES FOR MASK TYPES

For staff and visitors, reusable cloth facial coverings that fully covers the mouth and nose must always be worn by every individual at each location and on the school bus or other district transportation. A mask can be temporarily removed when:

- Eating and drinking while maintaining physical distancing and mask protocols
- Mask-free breaks outside while maintaining physical distancing (during scheduled breaks)
- Working alone in a room with four walls and a door when there is minimal chance of any in-person contact. A sign on the door should be posted to indicate you are working alone and others should not enter. If a person enters, cloth face coverings must be put on.
- Other pre-determined situations and designated locations as determined in collaboration with a supervisor

Some staff tasks may have exposure that dictates a higher level of protection (N95 respirators or other PPE) under Department of Labor & Industries safety and health rules and guidance. For questions regarding what type of PPE is required for which task, please see Mask and PPE guidelines inside of the Safety Plan. Respirators or PPE may be required due to increased risk exposure. Even when face coverings are used, physical distancing must still be maintained.

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### ISSUING OF MASKS FOR STUDENTS

Students are expected to wear a mask to school, and during the school day, when on the bus or on campus. There are exceptions for those that can't wear one. If a student arrives without one, there will be a supply of paper masks in the school. There will also be a supply of fabric masks for students that need them, which will be washed at their home, and reused.

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### ISSUING OF MASKS FOR STAFF

The district will provide all employees with 5 cloth reusable face coverings. However, an employee may use their own if it meets the requirement outlined in the Department of Health guidelines. If a staff member forgets to bring, misplaces or loses their cloth face covering, a disposable 3-ply mask will be available for use for the remainder of the day.

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### EXCEPTIONS TO WEARING A MASK

If a staff member meets a qualification for not wearing a cloth mask (as listed below), they should notify their immediate supervisor to discuss alternative options.

Possible Exceptions to Mask requirements:

- 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 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.
- Instructional staff may use face shields as an alternative when a cloth face mask reduces the effectiveness of instruction. For example, during speech therapy, demonstrating enunciation, or language instruction.

### HYGIENE DURING THE SCHOOL DAY

Sanitizer dispensers and sinks with soap will be used to stop the spread of disease. While the increased practice has been started in the current pandemic, the good hygiene practices that we can encourage now will likely make a difference during the cold and flu seasons.

Good hygiene includes the following practices.:

Wash hands often with soap and water for at least 20 seconds.

Children and adults should wash or sanitize their hands when they arrive at school, before meals or snacks, after outside time, after going to the bathroom, after nose blowing or sneezing, and before leaving to go home.

Help young children to make sure they are doing it right.

### VISITORS TO SCHOOLS

There should be minimal opportunities for parents and other adults, who are not staff, to enter our buildings. They will need to do the normal sign in requirements and attest to health. Masks are required, unless exempt, until the government changes the general public directives. Signage should be placed in visible locations to remind all visitors about health guidelines. See section on Mask Use Cases. Signage for symptoms can be located [here](#) (Staff Website).

## GUIDANCE FOR LOCAL COVID-19 EXPOSURE IN A SCHOOL

**Staff:** If a staff member develops signs or symptoms of COVID-19 while at work, immediately:

- Notify the building COVID19 Supervisor or COVID19 Medical Coordinator will provide communication on next steps
- Track where you were during that day and with whom you had close contact. Close contact is if you were within 6 feet of others for at least 15 minutes
- Immediately go home and call their healthcare provider
- If staff test positive, the health department will contact them with further instructions and do contact tracing.

**Student:** If a student develops signs of COVID-19 they should be accompanied by staff to the designated area for symptomatic students, or Quarantine Room. While walking them down, the student and staff should be wearing their masks and maintain six-foot social distancing. Each school will have a Q-Room.

## QUARANTINE ROOM (Q-ROOM):

The Q-Room for symptomatic students must allow for distance between student and employee supervising. This area separates the person away from others, with supervision at a distance of six feet, until the sick person can leave. At entry of designated area, a non-touch thermometer to take a temperature and touch free sanitizer should be used by entering students. Keep in mind that this area may possibly hold more than one student, who should also maintain a 6-foot distance from others.

Student area of this room should be as far away as possible from the room entrance. This area should be clutter free and have good ventilation. Once the student(s) leave the Q-Room, is must be cleaned and disinfected. The Q-Room Coordinator will sit outside of the room with visual contact of student(s) and use a laptop to document each visit. Documentation in Skyward will include:

- Symptoms presented
- Parent notification
- Pick up time
- Persons within proximity of student with symptoms during their time in the building
- Send LWSD Symptomatic Letter via email and paper copy

The designated area will be separate from the health room. The health room will continue to tend to injuries, medication administration and day to day tasks. While waiting to leave school, the student with symptoms should wear a cloth face covering or mask if tolerated.

The supervising staff member will walk the student out to the car in designated pick up area, so parent will not enter the building.

### RETURNING TO SCHOOL AFTER HAVING SUSPECTED SIGNS OF COVID-19

A staff member or student who had signs of suspected or confirmed COVID-19 can return when they meet one of the two scenarios:

At least three days (72 hours) have passed since recovery – defined as no fever without the use of medications and improvement in respiratory signs like cough and shortness of breath; AND  
At least 10 days have passed since signs first showed up.

It has been at least three days (72 hours) since recovery AND a health care provider has certified that the student does not have suspected or confirmed COVID-19.

If a person believes they have had close contact to someone with COVID-19, but they have no symptoms, they should watch their health for signs of fever, cough, shortness of breath, and other COVID-19 symptoms during the 14 days after the last day they were in close contact with the person sick with COVID-19. They should not go to work or school for 14 days.

What's the difference between isolation and quarantine?

- Isolation is what you do if you have COVID-19 symptoms or have tested positive for COVID-19. Isolation means you stay home and away from others (including household members) for the recommended period of time to avoid spreading illness.
- Quarantine is what you do if you have been exposed to COVID-19. Quarantine means you stay home and away from others for the recommended period of time in case you are infected and are contagious. Quarantine becomes isolation if you later test positive for COVID-19 or develop COVID-19 symptoms.

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### CONFIRMED CASE NOTIFICATION REQUIREMENT

Letters sent home for Student or Staff that has been exposed to COVID are located in the [COVID-19 Safety Plan](#). Administrators need to use these forms to alert those that might need to watch for symptoms that could have been exposed.



Additionally, the building COVID-19 Supervisor will alert custodial services for a cleaning protocol to begin.

## ATTENDANCE

### *Primary Contact for Policy:*

Matt Gillingham, Associate Superintendent

Johnny Phu, Director, Attendance intervention support, Becca

Attendance is important. Our students gain more than just knowledge when they participate in learning alongside their peers in rich and challenging environments; they gain the support and development that comes with being in community with peers. That said, we know that there will be students for whom participating in a synchronous online environment will not be easy and we will need to be understanding and persistent in supporting them as learners and as people within our care. We encourage you to be curious and creative in your efforts to help students find ways to access and engage this fall. This memo is intended to serve as a guide for building administrators in translating our existing attendance schema into the remote learning paradigm.

## REMOTE LEARNING - ATTENDANCE TAKING PROCEDURE

Teachers will need to take daily attendance each scheduled period in Skyward on a given day, regardless of whether that course is scheduled to work synchronously or asynchronously that day.

Given that the nature of asynchronous instruction provides students with latitude as to when that day they engage in the learning, teachers will have until their next scheduled class period to record attendance. For example, if a class meets daily, then the teacher would have until the following day to complete attendance.

Teachers, under changes made to the WAC (392-401A) for remote learning, can consider the following as evidence of attendance in synchronous or asynchronous learning:

- Student attendance during the majority of a synchronous class meeting on Microsoft
- *Classroom Teams* Student completion of an assignment for that particular class period/day in Microsoft
- *Classroom Teams* Student engagement with a file or activity assigned for that particular class period/day in Microsoft *Classroom Teams*
- Student engagement or completion of an assignment or engagement with an online platform (Dreambox, Lexia, etc.) as assigned by the teacher for that particular class period/day

Teachers can use the Insights app in Microsoft Classroom Teams to easily track student activity for specific dates or date ranges to aid in tracking attendance; however, official attendance records need to be completed in Skyward.

## GRADING AND ATTENDANCE

While attendance is critically important to student success, it is critical that reporting attendance and reporting student academic progress (grades) are de-coupled to the greatest extent possible during the remote and hybrid environment. Attendance should not factor into student grades unless the following conditions are met:

1. A course syllabus outlines the extent, reason and method for which attendance corresponds to a grade.
2. Attendance may only factor into a grade when live participation is directly related to a product or experience being assessed and:
  - a. Students have a viable opportunity to demonstrate such learning in an asynchronous manner in the event of an excused absence,
  - b. Students are excused from such assignments when such an alternative is unavailable and an absence is excused, or
  - c. Students' individual circumstances are taken into consideration if unable to participate in a remote learning environment consistent with RCW 28A.600.030.

## REMOTE MODIFICATIONS TO ATTENDANCE POLICY AND PROCEDURE

*Guidance is provided below by each section of the policy and procedure governing attendance. Instances where no modification or interpretation is needed to adapt to a remote environment are denoted with a N/A.*

LWSD Policy Link **[3122: Excused and Unexcused Absences](#)**

*Importance of Regular Attendance* – While the importance of regular attendance remains and perhaps is increasingly significant in a remote environment, building administrators and staff

are reminded that the unique nature of learning remotely during a pandemic may present additional obstacles for some students to engage synchronously in remote learning. Administrators and staff are encouraged to work with students and their families in a collaborative and problem-solving manner to help students engage in continued learning despite these obstacles and to additionally distinguish between attendance and engagement to better inform specific interventions.

*Notice of Importance and Policies/Procedures* – The District Communications Department will develop a notice that schools can use to explain both the importance of attendance in a remote learning environment as well as the ways in which attendance procedures will work in a remote learning environment. This notice will be translated into Spanish and will also be available on the District website so that it can be translated using AI translation tools on that platform.

*Attendance Records* – Attendance should be taken daily for each scheduled period. Evidence of attendance consistent with WAC 392-401A are listed earlier in this memo.

*Excused Absences and Chronic Absenteeism* – see procedure Unexcused Absences (Truancy) – see procedure

*Specific Procedures* – N/A

LWSD Policy Link [\*\*3122P: Excused and Unexcused Absences\*\*](#)

*Attendance Records* – N/A

*Excused Absences* – All excused absence reasons remain valid in both the in-person and remote learning models. Additionally, OSPI has adopted additional valid excuses for absences under WAC 392-401A-020:

- Absences related to the student’s illness, health condition, or medical appointments due to COVID-19; -
- Absences related to caring for a family member who has an illness, health condition, or medical appointment due to COVID-19; -
- Absences related to the student’s employment or other family obligations during regularly scheduled school hours that are temporarily necessary due to COVID-19 until other arrangements can be made, including placement in a more flexible education program.
- Absences due to the student’s parent’s work schedule or other obligations during regularly scheduled school hours, until other arrangements can be made.
- Absences due to the student’s lack of necessary instructional tools, including internet broadband access or connectivity.

- Other COVID-19 related circumstances as determined between school and parent or emancipated youth.

*Missed Assignments* –Teachers should be encouraged to provide additional grace periods to what is considered a reasonable opportunity to complete or turn-in assignments following an excused absence. The minimum expectation set forth is at least one day extra per absence.

*Notification of Absence* – While parents are asked to continue to provide schools with notification of absences with an excuse for the absence, school administrators are asked to provide parents with an additional grace period for those absences to be converted to excused from 48 hours to 120 hours (5 days). *Note the temporary rule change for unexcused absences for the first month of school.*

*Pre-Arranged & Extended Absences* – N/A

*Chronic Absenteeism & Attendance Plans* – The provision for schools to check in with families when students are at risk of being chronically absent is as important as ever. Schools may develop plans to support students in engaging in asynchronous learning when it is not possible for students to participate in synchronous learning; however, this should only occur after steps have been taken to encourage and support participation in synchronous learning.

*Unexcused Absences (Truancy)* –Schools are encouraged to establish systems for modifying attendance monitoring and communication practices such that there is weekly monitoring and alerting regarding students that have unaccountably missed synchronous learning. Under WAC 392-401A-035, absences from remote learning must be marked as a “non-truancy remote learning absence” until October 4, 2020. *Beginning October 5, 2020, any absence from remote learning is unexcused* unless it meets the criteria for excused absences.

*Tardies* – Not applicable in a remote learning environment

*Early Dismissal & Closed Campus* – This provision does not apply in a remote learning environment.

*Transfer Students* – N/A

*Conformance with State Law* – OSPI has adopted emergency attendance rules under WAC Chapter 392-401A.

## ATTENDANCE FREQUENTLY ASKED QUESTION (FAQ)

**Q** If **Wednesday is fully asynchronous** without set period times, will teachers need to take attendance?

**A** Yes, teachers will need to take attendance for **each scheduled period** regardless of whether that class is synchronous or asynchronous.

**Q** Will teachers need to **look multiple “places”** to determine whether students attended for asynchronous learning?

**A** Teachers will only need to look in the “places” that correspond to the learning that was to occur for that period. In Classroom Teams teachers can use the Insights app to see student activity in that environment.

**Q** What are the recommended **attendance interventions** during remote learning?

**A** Personal connection is one of the strongest forms of intervention. Sending clear signals to students that they are missed and welcomed is an important first step. Additional intervention efforts should focus on helping the student and family problem-solve any access issues.

**Q** How will **substitutes** take attendance?

**A** School administrator will need to develop a process that replicates the way in which substitutes notify the attendance office professional of absent students. Given the latitude in completing attendance, school administrators may consider having teachers continue to do this by using the Insight app retrospectively.

**Q** Does attendance need to be completed on **the day of** the class?

**A** No, given the nature of asynchronous learning it is possible that some students may engage late at night. Teachers will be expected to complete attendance **prior to the next time** that course meets which will give extra time for students to participate. For example, if a secondary class meets Monday, Wednesday and Thursday the teacher would need to complete Monday’s attendance before the class meets on Wednesday.

**Q** How do we mark students that don’t show up in the **first days**?

**A** Under the new WAC rules, unexcused absences during the **first month of school** will be marked as *“non-truancy remote learning absence.”*

**Q** Some courses teach professional skills and use attendance and timeliness as **part of their grading** is that allowed?

**A** We are discouraging the connection between attendance and grading as much as possible. In order to use attendance as part of a grade the teacher would need to first **provide notice in the course syllabus** and second would need to make an explicit connection to graded activities and attendance.

**Q** Will **robo-calls** (Student Messenger) be made for unexcused absences?

**A** Robo-calls for attendance will be **turned off for the start** of the school year. Instructions for turning on robo-calls will be provided for schools. We are recommending that schools engage in a weekly process for communication student absences which will reflect the more fluid nature of attendance in a remote learning setting.

**Q** If students **miss synchronous learning** time but **complete the learning** activity for that period asynchronously can we still count that as having attended?

**A** Yes, teachers may count students as present who missed a scheduled live class but then engaged in their learning later that day. We want to recognize that some students may not be able to participate in synchronous learning at the scheduled times. For example, some of our older students may be engaged in supporting younger siblings and some of our younger students may engage in learning when guardians are available later in the day.

**Q** If a **teacher makes a connection** with a student does that still count as attendance?

**A** Connections such as an email or conversation don't necessarily count as attendance by themselves, students will need to **exhibit some form of engagement** in the learning for that particular day to be counted as having attended.

**Q** How should teachers handle student **make-up assignments** if they miss a **synchronous** lesson with a graded activity such as a Socratic seminar?

**A** Students should either have the opportunity to make up an assignment or be excused from that assignment. In some cases, this could require a slight modification, such as having a student submit questions they would have asked in a Socratic seminar or responding to a question that was posed in the seminar, in other cases a teacher may have to decide whether it is better to make more significant modifications or to excuse the assignment.

**Q** Will **elementary** teachers need to take attendance for each subject or just on a **daily** basis?

**A** Elementary teachers will just need to take attendance on a daily basis.

## ATTENDANCE TOOLS

### Monitoring and Connecting

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Several examples of protocols and scripts for monitoring and contact process developed by schools this past spring are being included in the LWSD Return to School Workbook 2020 [Appendix](#) to help schools set up systems for reaching out to students and their families regarding participation in remote learning. Schools may consider adjusting their automatic family notification systems to reflect the remote environment.

## Enrollment

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Students that have missed twenty (20) consecutive days of synchronous or asynchronous instruction cannot be claimed as part of FTE.

For reference: the example Attendance Letters are located [here](#) (Staff Website).

*School Messenger* is the system that makes automated calls to families about attendance or in a broadcast announcement. In fully remote the usage will be altered. Attendance calls will be turned off for the start of the school year and instructions will be sent to administrators on how to turn calls back on when schools are ready to do so. Administrators with access can access it [here](#) (Staff Website).

## SCHOOL OPERATIONS

### *Primary Contacts:*

Secondary Operations: Matt Livingston, Director, [mlivingston@lwsd.org](mailto:mlivingston@lwsd.org)

Secondary Operations: Whitney Meissner, Director, [wmeissner@lwsd.org](mailto:wmeissner@lwsd.org)

Elementary Operations: Sue Anne Sullivan, Director, [ssullivan@lwsd.org](mailto:ssullivan@lwsd.org)

Elementary Operations: Rick Burden, Director, [RBurden@lwsd.org](mailto:RBurden@lwsd.org)

### *Internal alias for support:*

*Internal webpage for documents:* <https://www.lwsd.org/staff/job-tools/job-tools-for-administrators> (Staff Website)

[District Digest:](#) (Staff Website) District Digest provides the weekly updates for DLT concerning operations, technology, staff training, and communications, and other actionable notices.

## GENERAL SCHOOL OPERATIONS

### SCHEDULES

Lake Washington School District educators have been working through the summer to develop elementary and secondary schedules for remote learning. These schedules are being designed to ensure a higher quality learning experience for students than last spring. They will include:

- Live instruction and increased student-teacher connection
- Whole and small group learning and individual student support

Example schedules can be found by clicking on the links below. The schedules were created to provide for greater consistency across the district.

- [Link to elementary school example schedules](#)
- [Link to secondary \(middle school and high school\) example schedules](#)

At the elementary level, consistent content schedules will be helpful for families with children in childcare or who are considering pods or other collaborative supports, as children in each grade will have the same lessons and instruction whether or not they have the same teacher.

The next step is for our schools and teachers to work with these sample schedules to identify specific and consistent daily and weekly times for:

1. Synchronous or “live” learning where teachers deliver real-time instruction via Microsoft Teams to the whole class or small groups of individual students. Two-way communication.
2. Asynchronous learning is an environment where teachers provide pre-developed lessons that students complete when a convenient time for the student and family.

Schools and teachers will then communicate final daily and weekly schedules to families.

### START AND END TIMES

Elementary school student start and end times will follow our traditional schedules (8:50 – 3:20 and 9:20 – 3:50). Start and end time for individual schools can be found here:

<https://www.lwsd.org/schools/school-hours/> .

Secondary school start and end times for students will be from 9:00 a.m. – 3:50 p.m. when remote. If we return to in-person learning this year, we will return to our [traditional middle and high school start and end times](#).



For both elementary and secondary, students will be able to complete some asynchronous work outside of the school day schedule.

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## PHYSICAL DISTANCING

Building administrators are encouraged to use additional common spaces for activities, lunch time distancing, or multi-class presentations, to ensure six feet of physical distance between all persons in our school facilities. We understand that this is a planning framework and there will be limited times when students or staff may need to be within six feet for short periods of time (per OSPI information). We understand there are limited exceptions to the six-foot rule, and 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.

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## STUDENT PHOTOS

Student photos are used for multiple purposes: Skyward, Destiny, Food Services and student ID cards. See the DLT District Digest on August 17, 2020 for Building Administrator options. These photos must be no larger than 300x400 pixels

The District has determined that taking new school photos this school year is NOT an essential activity. Student photos may be rolled up in the Skyward system from last year. For a new student, parent or teacher may take a headshot photo of which can be uploaded into Skyward by school staff. If a school would like to pursue scheduling an outside vendor to take photos, the principal should discuss with Level Director.

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## CLEANING DESK SURFACES

Refer to the Facilities Section of this document.

At school discretion, students or teachers will wipe down surfaces at the beginning of the class period. A consideration is that teacher apply the spray, and the student wipes with the microfiber cloth or paper towel.

If teachers use a common teacher planning space, they are responsible for wiping down the workspace after use.

Custodians will not be able to clean off desk surfaces for all classes. Individual accountability for sanitation is important.

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## FAMILY CONNECTIONS

### *Required:*

Principals should develop a process for outreach and connection to families of students that have not fully engaged. Each student on the list should have an identified staff member that is following up with absences or engagement issues.

### *Optional:*

There are some optional scripts, submitted by schools, in the Appendix for family and student engagement.

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## STUDENT PICKUP AND DROP OFF

*Required:* Building Administrators will create physical distancing for this process and will be informed by the layout of the school campus.

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## TEACHING IN THE EMPTY CLASSROOM FOR REMOTE INSTRUCTION

If staff can be physical or socially distant in their classroom they can provide remote instruction from their building assigned classroom. This provides access to high speed internet, extra space to work, and access to special material in teaching science, music, art, etc. Building administrators can make decisions on this topic, keeping in mind other uses of the building and safety capacity.

## SECONDARY OPERATIONS

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### PASSING TIMES

#### *Required:*

The goal is to be physically distancing from other people as much as possible.

Students will be wearing masks in the hallways

#### *Optional by Building Decision:*

Students should walk forward on the right side of the hallway. Or, have one-way hallways, if the building prefers. An option might be to leave classroom doors open during passing times, to not have to touch a door handle surface.

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## LUNCHROOM

### *Required:*

Students will be physically distanced standing 6 feet apart while waiting in the line to pick up meals. Building administrators should adopt necessary plans regarding use of spaces, number of students, and supervision. Physically distancing and student safety guidelines should be followed. Students should be physically distanced while seated to eat meals, and only remove masks while consuming their food, then return wearing their masks while carrying on conversations, unless exempted.

### *Optional by Building Decision*

School policies will determine if High School students are allowed to go off campus for lunch.

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## ELEMENTARY OPERATIONS

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### FAMILY ENGAGEMENT

Building Administrators will develop a process by which the school personnel reach out to students and families that have disconnected from the learning process. Connections should first be made by the teacher. If more support is necessary, assistance will be obtained from the counselor and then an administrator. A tracking sheet will be used to assist staff in tracking the contacts and follow-up. Examples are included in the [Appendix](#) for potential scripts or check sheets that meet the needs of the building.

Schools will send out regular communications to families setting clear expectations for remote learning responsibilities and outlining the supports available.

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### REGISTRATION AND ENROLLMENT

Most enrollment should take place virtually. If an in-person visit is necessary, all health and safety protocols must be followed, and the family will remain in the office area. Tours of the building are discouraged at this time. It is preferable to create a virtual tour video to share with new families. Information about each school is available on their [website](#). In addition, schools may wish to create a FAQ with information about their school, programs, and teachers.

<https://www.lwsd.org/students-families/new-to-lwsd>

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## SCHOOL SUPPLIES

Students will use their own school supplies and materials and will not share them during the pandemic. Refillable water bottles may be an option, as drinking fountains may be turned off during the pandemic, still to be determined. Necessary materials, manipulatives, etc. will be provided by the district or school. If there are students who need supplies, the school office will provide assistance. Schedules for pick up of materials can be organized to include technology, supplies and other resources such as texts and packets.

## FACILITIES AND CUSTODIAL

### *Primary Contacts:*

Brian Buck, Executive Director, Support Services [bbuck@lwsd.org](mailto:bbuck@lwsd.org)

Robert Foster, Director, Support Services, [robertfoster@lwsd.org](mailto:robertfoster@lwsd.org)

Laura DeGooyer, Capital Projects Manager, [ldegooyer@lwsd.org](mailto:ldegooyer@lwsd.org)

Mariah Jones, Custodial Services Manager, [mariahjones@lwsd.org](mailto:mariahjones@lwsd.org)

Jon Kollman, Maintenance Manager, [jkollman@lwsd.org](mailto:jkollman@lwsd.org)

### *Internal alias for support:*

### *Internal webpage for documents:*

<https://www.lwsd.org/staff/departments/facilities> (Staff Website)

To make a Facilities request at:

<https://www.lwsd.org/staff/departments/facilities/infocentre> (Staff Website)

## CLASSROOM CONFIGURATIONS

Classrooms will be setup with physical spacing between students.

Support Services will provide:

- Templates for classroom configurations

- Configuration templates will vary by classroom depending on the type of student desks

- Inventory of furniture by school by classroom to identify gaps

Building Administrators should:

- Arrange furniture to allow up to 6' spacing between students

- Turn all student desks to face in same direction, not facing each other, or in desk pods

- Relocate and store of non-essential furniture
- Remove non-district furniture
- Coordinate with custodial team to move necessary furniture

## PLEXIGLASS SOLUTIONS

Buildings will be provided various plexiglass solutions , primarily in high transactional locations. There will be counter-tops and rolling partitions: as well as temporary non-plexiglass shields. All solutions are designed to be flexible and relocatable to meet different needs throughout the day. Questions on physical barriers can be asked by email to Brian Buck, [bbuck@lwsd.org](mailto:bbuck@lwsd.org).

High transactional areas include but are not limited to:

- Main Office/Bookkeeper
- Commons
- Kitchen POS
- Library/Tech Support
- Health Room
- Other areas that have person to person transactions

Facilities will distribute to each building:

- Countertop plexiglass solution (no transaction window)
- Mobile rolling partitions
- Temporary shields (not plexiglass)

## VENTILATION (HVAC)

The District ventilation plan aligns with ASHRAE recommendations. [ASHRAE](#) – stands for the American Society of Heating, Refrigerating and Air-Conditioning Engineers. The plan includes the following:

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### MAXIMIZE OUTSIDE AIR VENTILATION –

The plan calls for maximizing outside air and all dampers will be set to 100% outside air while limiting the recirculation of air. Outside air will be balanced with thermal comfort, so it will be important to dress appropriately as hot afternoons will feel a bit hotter, and on a cold day a bit colder. The air is flushed every morning and evening in all buildings and runtimes will be extended by two hours before and after occupancy.

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### MAXIMIZE AIR FILTRATION

All filters will be replaced prior to the start of the school year. Upgrading filters to MERV-13 filters will be performed throughout the fall as not all equipment will accommodate the increased filter size or may cause a degradation in the air flow. An outside engineering consultant will perform the study and upgrade.

Air Flow and Pressure - Health rooms, main conference rooms and bathrooms will directly exhaust air to the outside and run full time during the day.

Water Systems - All water lines will be flushed, and all p-traps will be primed prior to occupancy.

Case Response Plan - As part of our positive case response, the remote operations center which is available 24/7 can update the building setpoints and ventilation control remotely.

## BUILDING SIGNAGE

It is important for all of us to do our part by practicing safe distancing, washing our hands, and wearing our masks. Staying Healthy reminder signs should be placed throughout the school and in all District buildings. We will also provide maximum occupancy signs for areas such as elevators, small work rooms, conference rooms, etc. as a physical distancing reminder.

Each building is to appoint a designated Signage Coordinator. Please work with your custodian for assistance in placing the signage if needed.

In the effort to ensure physical distancing we are reducing areas of congregation as much as possible. Aiding in this effort along with controlling traffic patterns will be physical distancing markers such as floor and carpet clings; non-residue tape, and stanchions for secondary schools. Similar to the plexiglass these solutions are designed to be flexible and relocatable to meet different needs throughout the day.

Facilities will provide Distancing Markers:

- Floor clings
- Carpet clings
- Non-residue tape
- Stanchions w/ cart (secondary schools)

## CUSTODIAL SERVICES

Custodial Services will be performing intensive daily cleaning and disinfection of high touchpoints and bathrooms throughout the day. As we begin the year fully remote, we will initially be cleaning Special Education classrooms during the course of the day.

All classrooms, shared learning spaces and offices spaces will have spray bottles of cleaner and disinfectant with microfiber cloths. Hand sanitizer will be provided for all classrooms with stations in the front entry and high traffic areas.

Custodial Services has trained and developed a custodial response team for positive case response. The team communicates with the site administration, ensures ventilation is shut down during cleaning; cleans and disinfects all impacted areas with electrostatic spraying; and vacuums all spaces w/ HEPA filter vacuum.

## WATER FOUNTAINS

Water fountains should not be used due to the nature of hand and mouth contact with non-sterilized surfaces. Water bottle refill stations will remain open. Classroom sinks that are identified as suitable for drinking water can also be used as to fill water bottles.

## TRANSPORTATION

### *Primary Contacts:*

Robert Foster, Director, Support Services, [robertfoster@lwsd.org](mailto:robertfoster@lwsd.org)

Lars Posthumus, Assistant Transportation Manager, [lposthumus@lwsd.org](mailto:lposthumus@lwsd.org)

Family Access to “My Bus Stop App” <https://www.lwsd.org/help/guide-to-parent-logins>

### Fully Remote:

Routes for our initial opening which will include preschool and special education students along with potential Nutrition Services support.

Electrostatic spraying of buses will occur each evening along with the cleaning and disinfection of high touchpoints throughout the day.

### Hybrid and In-Person

When we return to hybrid or in-person learning we will communicate with families to remind students about physical distancing requirements at the bus stop; while boarding; and during pick-up and drop-off at school.

Cleaning of high touchpoints will occur throughout the day. A schedule for electrostatic spraying of buses will be determined.

Bus drivers will be wearing masks while driving. While there are no rules from the state about limiting capacity on buses, students will be encouraged to fill the bus from back to front and siblings will be encouraged to sit together. Windows on buses will be open in order to provide for additional ventilation. Students are required to wear masks unless they have a medical exemption.

Parents should ensure their students do not have a fever, symptoms or other illness prior to them going to the bus stop. Students should not be on the bus if they are experiencing any symptoms. Official health check and attestation will occur once they arrive at school.

## NUTRITION

### *Primary Contacts:*

Chris Brenengen, Director of Business Services [cbrenengen@lwsd.org](mailto:cbrenengen@lwsd.org)

Kevin Nelson, Nutrition Services Manager, [c-knelson@lwsd.org](mailto:c-knelson@lwsd.org)

## SCHOOL LUNCH AND BREAKFAST PROGRAM-REMOTE LEARNING

Here is the current lunch program <https://www.lwsd.org/fall-2020/grab-go-student-meals>

Free meals daily to children ages 1-18

There are two options:

Grab & Go – Can be picked up at six middle schools: Finn Hill, Inglewood, Kamiakin, Redmond, Rose Hill and Timberline between 11:15 a.m. and 1:00 pm

Limited Meal Delivery – Pickup times vary depending on location selected

Meal orders for both options will be accepted from 2:00 p.m. the previous day until 6:00 a.m. the day of pickup. Parents will be allowed to pick up meals for children if they verify on the order form that they will pick up. If parents do not verify on the order form, then children must be present to get a meal. Friday pickup will include meals for Saturday and Sunday.



Families are still encouraged to complete an application for free or reduced-price school meals. The 2020-21 application [can be found here](#). Families must reapply each year.

Menu available [here](#). Menu is subject to change.

## TECHNOLOGY

*Primary Contacts:* Forrest Baker, Director of Technology, [fbaker@lwsd.org](mailto:fbaker@lwsd.org)

Debbie Lee, Support Manager, [dlee@lwsd.org](mailto:dlee@lwsd.org)

Thomas Allen, Acquisition and Deployment, [thoallen@lwsd.org](mailto:thoallen@lwsd.org)

Matt Palmer, Voice and Applications, [mapalmer@lwsd.org](mailto:mapalmer@lwsd.org)

*Internal alias for support* [helpdesk@lwsd.org](mailto:helpdesk@lwsd.org) (staff only)

*Phone:* x61366 or 425-936-1366

*Webpages for documents:*

24/7 Help Desk Family Technology Access & Support [ftaccess@lwsd.org](mailto:ftaccess@lwsd.org)

FAMILY resources: <https://www.lwsd.org/programs-and-services/technology>

Start of School Documents

<https://www.lwsd.org/staff/departments/helpcentral/start-of-school-documents> (Staff Website)

Standard Technology

<https://www.lwsd.org/staff/departments/helpcentral/standardized-technology>  
(Staff Website)

Acceptable Use Policy (AUP)

<https://www.lwsd.org/staff/departments/helpcentral/aup> (Staff Website)

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## EXPANDED HELPDESK ASSISTANCE

Please encourage constituents to use the self-help features available on [HelpCentral](#) (Staff Website) and at the [Technology](#) website for families. Videos for using Microsoft Teams are [here](#).

24/7 Help Desk Family Technology Access & [ftaccess@lwsd.org](mailto:ftaccess@lwsd.org)

Technology support for staff [helpdesk@lwsd.org](mailto:helpdesk@lwsd.org) (Staff)

## LAPTOP PROGRAM

### Hot Spot Check Out

Hot spots are reserved specifically for families that do not have wireless internet access at home. If the family already has internet access at home, then they are not eligible for this program. The form is located [here](#), (Staff Website).

### Optional Insurance

Some families may wish to purchase insurance on the laptops. If that is the case, they need to do it as the beginning of the year, it can't be purchased after damage or theft. It is a third party and the form is [here](#) (Staff Website).

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## NEW ELEMENTARY LAPTOP PROGRAM

Purchases have been made to have 1 student to 1 laptop in every grade K-12. The district has in excess of 34,000 laptop computers being supported for students and staff.

Elementary Building Administrators have received guidance on how to prepare for laptop distribution at their schools. Here is the link for this set of [documentation](#) (Staff Website).

[Check List for Roll-out](#) (Staff Website)

Summary of checklist in link above

1. Appoint 'Family & School Technology Liaison'
2. Schedule Role out days
3. Prep Devices for Distribution prior to distribution date(s) – see the checklist
4. Communicate Roll-Out dates to parents, students and staff

A parent or guardian does have the choice of opting out from checking out the district laptop if they have a preferred device already available for their child's schoolwork that meets their personal circumstances.

Schools will keep track of families who opt out from checking out a district laptop.

5. Schedule Staff for roll-out dates
6. Set up Roll-Out Areas/Stations
7. File signed Laptop agreements
8. Identify space for Repair Drop-Off and Pickup assign staff member to assist families when dropping off and picking up laptops for repair.

Default Password for 20-21 school year Student Logon is:

- 21Stu#[7 digit student ID number]•

Students can change the password when they get home following District Password Guidelines of 10 characters including lower case letter, UPPER case letter, number and a symbol. Here is the [Password Registration and Recovery tool](#)

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## SECONDARY LAPTOP PROGRAM

Secondary building administrators can find the needed documents [here](#) (Staff Website).

The process for distribution is similar to the Elementary process. There is a supplemental handbook for [Secondary Mobile Access for Students](#) (Staff Website). This can be emailed to families or put on a school website.

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## STUDENT LAPTOP REPAIRS

Administrators should designate a secure and central drop off and pick up location for repairs. A building technology coordinator should be appointed to manage this process and work with the TechOps team. The notice of who this person in each building should be sent by email [here](#), with contact info and role. There may be loaner laptops available. Repairs can be impacted by parts availability.

## CLASSROOM TECHNOLOGY

The standard classroom is pictured in the Appendix. The link to the technology that is available for instruction is located [here](#) (Staff Website). Contact [Thomas Allen](#) for assistance

## CLEANING TECHNOLOGY USED IN THE CLASSROOM

### SMARTBOARDS

Many classrooms are provided with a SmartBoard technology. Disinfecting the SmartBoard is done in the classroom using a special solution that is sprayed on a microfiber cloth and then wiped onto the board, not sprayed on the board. Permanent damage can occur with the incorrect c is used on these devices.

SMART has tested and approves the use of the following:

Supplies Provided by District:

- 70-90% Isopropyl alcohol in designated spray bottle
- Microfiber, lint free, non-abrasive cloths - purple in color. The cloth can be used several times before laundering.

Procedure is performed by classroom staff after SMART board use:

- Turn off any connected computers.
- Turn off the SMART display monitor
- Wipe all surfaces with the first dry lint-free cloth to remove dust and debris
- Spray a small amount of the alcohol onto the second clean cloth. Do not over saturate. Do not directly spray liquid on the SmartBoard
- Wipe down all surfaces, including the areas that are normally touched.

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### LAPTOPS. COMPUTERS. AND DOCUMENT CAMERAS

When cleaning laptops, computers, monitors, document cameras or other technology equipment use the following procedure:

- Always wear Vinyl, Poly, Latex or Nitrile gloves (some people have Latex sensitivity)
- Only use 3M Electronic Equipment Wipes (contains Isopropyl Alcohol Surfactants) this is provided by the District.
- Use one wipe per each piece of equipment being sure to clean all touch points. Do not use this wipe on the SmartBoards.

## TECHNOLOGY INTEGRATION

*Primary Contacts:* Mallon, Mylinda, Director [MMallon@lwsd.org](mailto:MMallon@lwsd.org)

Classroom Teams will serve as our single platform for instructional delivery and function as a digital hub for teachers, students and families for the 2020-21 school year. All certificated staff will use Classroom Teams to support instruction in an in-person, remote, or hybrid.

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## PROFESSIONAL LEARNING TO PREPARE STAFF

A collaborative agreement was reached with the LWSD and LWEA to adjust the annual LEAP calendar to provide time in August for teachers to complete training related to classroom Teams in preparation for the start of the school year.

Teachers will participate in 6 hours of professional learning starting August 10<sup>th</sup> to support the use of Classroom Teams as our single instructional platform. Training components include the following:

- [Classroom Teams for Instruction](#) (Staff website)  
4 hours
- [Learning Planning and Application for Remote Learning, Classroom Teams](#) (Staff Website)  
2 hours

Two guiding documents have been created to support consistency of implementation of Classroom Teams:

- Microsoft Classroom Teams Handbook 2020
  - Includes information and instructions for teachers on set up, features, recording and streaming video, on creation of parent information resources
- Microsoft Teams for Administrators: Implementation Handbook
  - Includes information on how to access Classroom Team sites for staff, directions for adding substitutes, unique features within Classroom Teams, and strategies for modeling use of Teams to support staff implementation

The [Microsoft Classroom Teams Handbook](#) (Staff Website) is a living document that should be accessed through the KIT 2.0 SharePoint site as adjustments may be needed as we learn and identify information that should be included.

All certificated staff, including TOSAs, Program Specialists, and Administrators will be assigned these courses within the staff Cornerstone Learning Management Systems for completion by Oct 1.

Substitute teachers will be assigned the following Microsoft Classroom Teams trainings to support their use and successful management of teacher sites when substitute teaching:

- Microsoft Teams for Staff Collaboration
- Introduction to Classroom Teams
- Classroom Teams for Instruction
- Learning Planning and Application for Remote Learning, Classroom Teams

Classified staff training will be assigned based on position and job responsibilities.

**Classroom Team Site Activation:**

Students will not have access to the Classroom Team sites until after August 28 when the district pushes out Student Rostering based on the Skyward schedule of courses. In order for students to have access to their Classroom Team sites, teachers MUST “Activate” the Class Team site. This information is posted in the Classroom Teams Handbook and an “alert” will be sent out to all staff on Monday August 31.

**Timeline Information:**

- The creation of Classroom Teams began on August 21<sup>st</sup> with teachers gaining access throughout the week.
- Students will not assigned to these Classroom Team sites until the end of day, Friday, August 28
- In order for students to gain access to their Classroom Team sites, teachers must “Activate” each Class Team site they own. This should happen no later than August 31.

**Building Based LEAP Training Options**

- Building Technology Integration Facilitators will work with building administrators to provide building based training and support beginning August 23, 2020.
- Building administrators and TIF were provided a list of resources and training options should schools require additional training prior to the start of school or within the first few weeks of school.

- Daily webinars will be available to teachers from 4:00-5:00 Monday-Thursday beginning August 24, 2020.
- Drop-In sessions based on webinar topics will be hosted daily from 3:00-3:45 beginning August 25, 2020

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## TEAMS TRAINING RESOURCES FOR PARENTS

- Introduction to Classroom Teams – video tutorial to be posted on district web page in six languages Public and Family Videos for using Microsoft Teams are [here](#)
- *Introduction to Classroom Teams* text document to be posted on district web page in six languages
- Microsoft Live Event for Parents – Sept 3<sup>rd</sup>, time to be determined

## DATA, RESEARCH AND ACCOUNTABILITY

*Primary Contacts: Tim Krieger, Director, [tkrieger@lwsd.org](mailto:tkrieger@lwsd.org)*

*Carmen Urrutia, Data Services Manager, [currutia@lwsd.org](mailto:currutia@lwsd.org)*

*Internal webpage for documents:*

<https://www.lwsd.org/staff/departments/helpcentral/skyward-resources>  
(Staff Website)

Principals have access to Data Explorer (a Power BI tool) to view data on current students.

Guide to Parent Logins for Skyward, Payments, Gradebooks

<https://www.lwsd.org/help/guide-to-parent-logins>

## FAMILY ACCESS

Parents can visit the [Skyward Family Access Support](#) page for more information. For assistance, please email [ParentQuestions@lwsd.org](mailto:ParentQuestions@lwsd.org).

Student schedules will be released to Skyward Family Access at the end of the workday on Friday, August 28.

## ATHLETICS AND ACTIVITIES

*Primary Contacts: John Appelgate – Director, Athletics and Activities  
jappelgate@lwsd.org*

*Internal webpage for documents:  
<https://www.lwsd.org/staff/departments/athletics> (Staff Website)*

APPENDIX: WIAA Guidance

## INTERSCHOLASTIC ATHLETICS

LWSD will not be offering interscholastic athletics this fall at the middle school or high school level.

On July 28, the Washington Interscholastic Activities Association (WIAA) announced modifications to the 2020-21 sports season schedule due to the COVID-19 pandemic. The high school sports calendar will move from a three-season model to a four-season model. This schedule will move the official seasons for the fall sports of Football, Girls' Soccer, Volleyball, Cross Country, Girls' Swim/Dive, Slow-pitch Softball, Boys' Golf and Boys' Tennis to spring (Season 3). You can [see the new high school sports schedule here](#).

Middle School sports seasons will be determined at a later date.

Should King County move in to Phase 3 we will look to provide conditioning opportunities for our student athletes consistent with Phase 3 requirements.

## ACTIVITIES

Our buildings will remain closed to outside user groups will King County remains in Phase 2 of the Safe Start plan.

We will be offering opportunities for clubs to meet in a virtual environment this fall. Should King County move in to Phase 3 we will look to provide in-person opportunities for our student clubs consistent with Phase 3 requirements.

We will continue to operate under these guiding principles:

- Engage students with school via athletics/activities.
- Make connections to promote well-being.
- Provide healthy options for exercise.
- Minimize risk.

## FIELD TRIPS – OFF CAMPUS ACTIVITIES



While King County remains in Phase 2, field trips and school sponsored student off-campus opportunities will remain in the virtual setting. Please see appendix for virtual field trip opportunities and WIAA/NFHS guidance should we move to Phase 3 and allow for some activity-based gatherings.

## STUDENT SERVICES

*Primary Contacts: Johnny Phu, Director of Student Services*

*Internal alias for support: [student.services@lwsd.org](mailto:student.services@lwsd.org)*

*Webpage for documents: <https://www.lwsd.org/programs-and-services/student-services>*

### **High School**

The Student Services Department specialists have been leading a Social Emotional Learning (SEL) Work Group throughout the summer with a few high school teachers and a counselor from across the district. The work has been focused on ensuring student and staff well-being through learning, planning and developing SEL resources and implementation. The hope is to create a bank of resources that each building can utilize when planning for your specific community. If you have questions or are interested in learning more about this SEL Work Group, please email Caitlin Bank and Kirsten Olson at [student.services@lwsd.org](mailto:student.services@lwsd.org).

### **Middle School**

The Student Services Department specialists have been leading an SEL Work Group throughout the summer with middle school teacher leaders from across the district. We have been reviewing the new content “CharacterStrong” has developed for a remote learning environment and are starting to collaborate around individual plans for the work in the fall. If you have questions or are interested in learning more about this SEL Work Group, please reach out to your “CharacterStrong” teacher lead or email Caitlin Bank and Kirsten Olson at [student.services@lwsd.org](mailto:student.services@lwsd.org)

### **Elementary**

Social Emotional Learning (SEL) is provided in the daily schedule for students. This ensures positive relationships are established and maintained, while also creating equitable, inclusive, and effective learning environments. Email Charlotte at [student.services@lwsd.org](mailto:student.services@lwsd.org) for information about our Elementary program.

As a district work team, we've worked hard to provide teachers access to a SEL resource bank including:

- Weekly-SEL Skill-Building Activities
- Daily Integrated SEL Practices (3 Signature Practices)
  - Welcoming Inclusion Activities, Routines, Rituals
  - Engagement Strategies
  - Optimistic Closure Activities

## EQUITY

*Primary Contacts:* Gloria Henderson, Director, [ghenderson@lwsd.org](mailto:ghenderson@lwsd.org)

*External webpage for documents:* <https://www.lwsd.org/programs-and-services/opportunity-and-equity>

## HUMAN RESOURCES

*Primary Contact:* Patricia Fowler-Fung, Executive Director, [PFOWLER-FUNG@lwsd.org](mailto:PFOWLER-FUNG@lwsd.org)

*Internal webpage relevant to pandemic:* [Leaves of Absence, and Returning from Leave](#) (Staff Website)

## INSTRUCTION AND CURRICULUM

### INCOMPLETE GRADES FROM 2019-2020 SCHOOL YEAR

At the end of the 2019-2020 school year, students who were given a COVID-I in core graduation requirements were invited to attend the Summer Credit Recovery program. This program was developed based on foundation understanding of essential standards in each content area. Once students demonstrated competency on the standards, the COVID-I was replaced with a COVID-A. During the 2020-21 school year, we will continue to offer competency-based credit recovery for students who received a COVID-I. (Info Contact - Kelly Pease, Mike Van Orden)

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### GENERAL STRATEGIES IN OUR PLAN FOR INCOMPLETE GRADES:

- Independent study assigned by the teacher
- Summer competency-based credit recovery
- Backfilling the incomplete designation with a letter grade once proficiency is demonstrated in the next course taken in that subject area sequence
- Taking the course or semester of the course again before graduation

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#### SPRING 2020 GRADING GUIDANCE DURING REQUIRED REMOTE LEARNING:

An Incomplete will be used to communicate that a teacher was not able to determine proficiency of the essential learning standards for the course, which could be attributed to a variety of factors.

a. Students who do not engage in the learning process or are unable to demonstrate that they have met essential standards for courses will receive an “Incomplete.”

b. When assigning an “Incomplete” to a student, a teacher must identify the specific standards the student was unable to meet, and the steps taken to demonstrate meeting the standard.

c. Examples of options for students earning an incomplete to earn a grade may include:

Independent study

Courses taken in the following term or year

Competency-based courses

Summer school

Online courses

Backfilling the incomplete designation with a letter grade once proficiency is demonstrated in the next course taken in that subject area sequence

d. A student must resolve an ‘Incomplete’ before they graduate from high school. By graduation time, students should have been given multiple opportunities to resolve the ‘Incomplete.’

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#### 2020-2021 GRADING

Secondary: See the Secondary Instruction [section](#) (Staff Website)

## STUDENT PROGRAMS DURING COVID-19 REMOTE LEARNING

Some of these were began in response to the COVID-19 remote learning and others are standard programs within LWSD prior to the pandemic.

**Elementary Summer Literacy Academy** served students who are at-risk for reading difficulties, including dyslexia as identified on the middle of the reading assessment as well as students who were not able to participate in remote learning during the Spring. Parents opted their students into synchronous or asynchronous learning or were mailed paper learning resources. Foundational literacy skills, including phonic, phonemic awareness, vocabulary, fluency and comprehension, were the focus of teaching and learning during the four-week summer program.

**Long Term English Learner Program** supported fifth and eighth grade students who have been in the English Learner Program for four or more years. The teaching and learning focused on building academic vocabulary in core content areas.

**English Learner English Course** supported English Learner students in grades 9-12 who previously failed an English course. Students focused on learning and demonstrating proficiency on the essential standards.

**COVID-I Credit Recovery** See Incomplete Grades section.

**Credit Recovery Program** supported students who failed a course required for graduation prior to COVID closure with a focus on essential standards in English Language Arts, Science, Mathematics and Social Studies.

## PROFESSIONAL LEARNING

*Primary Contacts:* Emily Young, Director of Professional Learning, [emyoung@lwsd.org](mailto:emyoung@lwsd.org)

*Internal alias:* Professional Learning Support [ProfLearn@lwsd.org](mailto:ProfLearn@lwsd.org)

Classified Professional Learning; [classproflearn@lwsd.org](mailto:classproflearn@lwsd.org)

*Internal webpage for documents:*

Professional learning site for both Certificated and Classified Staff  
<https://www.lwsd.org/staff/departments/professional-learning> (Staff Website)

Online learning is available for our staff through the Cornerstone [Professional Learning Management System](#) (Staff Website).

[Library of Job Tools for School Office Staff](#) (Staff Website)

Professional Learning has put several resources in place to help teachers and staff prepare for the start of the 2020-21 school year. An overview of key professional learning opportunities are listed below.

### **Certificated Staff:**

Certificated staff have been assigned the asynchronous trainings below to support them in starting the school year.

- [Directions on how to access Cornerstone are available here.](#)

<b>Certificated Asynchronous Learning: Summer 2020</b>		
<b><i>Learning</i></b>	<b><i>Hours</i></b>	<b><i>Timeframe</i></b>
<b>Instruction with Classroom Teams</b>	4	Aug 10 – Aug 21
<b>Mandatory Training</b>	4.5	Aug 10 – Oct 1
<b>Safety and Health Training</b>	1	August 10 – Oct 1
<b>Learning, Planning, Application for Remote Instruction Using Classroom Teams</b>	1	August 10 – Oct 1
<b>Learning, Planning, Application for Remote Instruction Using The Distance Learning Playbook</b>	1	August 10 – Oct 1

### **Books:**

Every Certificated Staff member is being provided with copies of two books: *The Distance Learning Playbook K-12* and *10 Mindframes for Visible Learning*. These books will be delivered to school buildings during LEAP week.

### **Book Study For Distance Learning:**

The Distance Learning Playbook Building Book Study is available for staff interested in earning clock hours. Teacher teams (or buildings) can earn up to 12 clock hours for engaging in collaborative discussion of chapters, which they read independently prior to each session.

If you're interested in leading a Distance Learning Playbook Building book study, please follow these steps:

- a. Review the linked [Distance Learning Playbook Book Study Proposal](#) form and [Facilitation Guide](#) (Staff Websites). Most of the Book Study Proposal form is already completed. There are two highlighted questions to be addressed on page 1. Note how many clock hours you would like participants to earn (up to a maximum of 12) and who will serve as the book study leader(s).
- b. On page 2 of the proposal, list the dates and times you intend to meet, as well as which chapters you will discuss. Also list the book study participants.
- c. Submit the completed form to [ProfLearn@lwsd.org](mailto:ProfLearn@lwsd.org).
- d. Once you've done so, you'll be emailed the documents and information you'll need for participants to register for the book study and earn clock hours.

Please contact [ProfLearn@lwsd.org](mailto:ProfLearn@lwsd.org) if you have questions about the book study.

**LEAP Week:**

**Monday, August 24: 9:30-11:30**

Time	Topic
9:30-9:45	Opening Remarks: Dr. Jon Holmen
9:50-11:30	Curriculum & Instruction Presentation: <ul style="list-style-type: none"> <li>• Secondary: Dr. Jen Rose</li> <li>• Elementary: Kelly Pease</li> </ul>

**Tuesday, August 25: 9:30-11:30**

Time	Topic
9:30 – 10:45	PBIS/SEL: Building Protective Factors for Students & Staff by Johnny Phu, Dr. Lori Lynass & Dr. Jessica Swain-Bradway
10:45-11:30	Building/Individual Time to Explore & Develop 4-Week Well-Being Plan

**Wednesday, August 26: 9:00-11:20**

Time	Topic
9:00-9:50	Keynote: Superintendent Jon Holmen
10:00-10:50	Equity Presentation: Gloria Henderson
11:00-11:15	Safety Presentation: Scott Emry

**Thursday, August 27: 9:30-11:30**

Time	Topic
9:30 – 11:00	Keynote: Dr. John Hattie
11:00-11:30	Collaboration & Collective Efficacy: Emily Young

**Friday, August 28: 9:30-11:30**

Time	Topic
9:30-11:30	Assignments & Assessment Presentation: <ul style="list-style-type: none"> <li>Secondary: Dr. Jen Rose</li> <li>Elementary: Kelly Pease</li> </ul>

**Classified Staff:**

Professional Learning is also being planned for classified staff members.

1. The Classified Professional Learning [Digest](#) outlines upcoming trainings for classified staff. (Staff Website)
2. The course “Introduction to Teams for Staff Collaboration” is available to all staff in LWSD.

- To access:
  - 1. Login to Cornerstone
  - 2. Learning > Learning Home > Enter Microsoft Teams in the search field > Find the course and click Launch
3. Mandatory Training:
- Every year, Lake Washington staff are required to take mandatory training courses as mandated by Washington State and OSPI. This year, these mandatory courses have been built on Cornerstone, which will be used to both deliver and track completion of these mandatory trainings.
  - 
  - Administrators should set aside time within the workday for classified employees to complete their Mandatory Training modules. These can be scheduled in the time frame when employees have historically completed the training; hourly employees should be given a specific day on which to complete the training in order to ensure it does not conflict with other work. Administrators will also ensure it is completed before October 1<sup>st</sup> by using reports in Cornerstone.
  -

### Training Assignments:

Course	Required For	Approximate length
“All District Staff Mandatory Training”	All LWSD staff	2 hours
“School Staff and Bus Driver Mandatory Training”	All staff who work in schools and bus drivers	2 hours

Employees have now been assigned the trainings relevant to their assignments, outlined above.

The length is approximate due to variable reading speeds. Four custodial employees tested the two modules above and all completed the two modules in a total of 232-243 minutes.

For more information on all employee groups assigned Mandatory Training and the courses within these modules, please see this [spreadsheet](#).(Staff Website)



- **Accessing Training:**
  - Employees access the training by logging into Cornerstone (directions [here](#)) (Staff Website)
  - See “My Upcoming Training” on the main page
- **Reports:**
  - Principals and APs can now run reports in Cornerstone to confirm that all employees have completed the training
  - [This document](#) outlines how to run reports and Professional Learning will also offer a ‘refresher’ training on running reports for administrators in September. (Staff Website)

## ELEMENTARY INSTRUCTION

*Primary Contacts: Kelly Pease, Director*

*Internal alias for support:*

*Internal webpage for documents: <https://www.lwsd.org/staff/job-tools/job-tools-for-elementary-teachers> (Staff Website)*

*More information to be placed in this section, training is underway at time of publication*

## SECONDARY INSTRUCTION

*Primary Contact: Dr Jen Rose, Director of Teaching and Learning  
[jerose@lwsd.org](mailto:jerose@lwsd.org)*

*Internal aliases for support:– [TeachLearn@lwsd.org](mailto:TeachLearn@lwsd.org)*

*Internal webpage for documents:*

[Remote Teaching Resource Quick Reference](#) (Staff Website)

[Student Remote Learning Skills: A Guide for Teachers](#) (Staff Website)

[Week at a Glance Template and Examples](#) (Staff Website)

[Guiding Principles in Secondary Grading](#) (Staff Website)

[Grading System Context from 2019/2020 to 2020/21 School Year](#) (Staff Website)

[Learning, Planning and Application for Remote Learning](#) (Staff Website)

## HIGHLY CAPABLE

*Primary Contacts: Becky Kadrmas, Director Accelerated Programs*  
[rkadrm@lwsd.org](mailto:rkadrm@lwsd.org)

*Internal alias for support: [quest@lwsd.org](mailto:quest@lwsd.org)*

Public Site: <https://www.lwsd.org/programs-and-services/accelerated-programs>

Elementary Highly Capable Program public information is [here](#).

Advanced Placement and Secondary Highly Capable information can be found on the website [here](#):

## SPECIAL SERVICES

*Primary Contacts: Dr. Shannon Hitch, Executive Director, Special Services,*  
[shhitch@lwsd.org](mailto:shhitch@lwsd.org)

*Internal alias for support: [specialservices@lwsd.org](mailto:specialservices@lwsd.org)*

*Internal webpage for documents: Locate Internal TEAMS Channels for Special Education Teachers, Preschool, School Psychologists, OT/PTs, SLPs and Nurses. DLT Channel – Special Services for administrators.*

LWSD will offer both in-person learning as well as remote learning for students in special education. Parents will be contacted by their child's special education teacher or therapist before September 4, 2020 to discuss if they require in-person services. This decision will be made collaboratively with families.

In-person services will be dependent upon student need and ability to access remote learning. In broad terms, in-person learning may be recommended for students with cognitive disabilities, those who participate in learning center and transition center programs and those with 1:1 paraeducators on their IEPs.

Remote learning will be provided for students that are not identified for in-person supports as well as those who choose to not participate.

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## IN PERSON SERVICES:

- To comply with King County Department of Health requirements, we are limiting class sizes. There will be no more than 10 students and adults in one classroom. These students and adults will only be in contact with the members of their group during the school day.
- Due to the need for smaller class sizes, we will run two sessions each day. There will be an AM session and a PM session, and each session will be 2.5 hours.
- In-person classes will occur 4 days a week – Monday, Tuesday, Thursday and Friday. On Wednesdays, students will be able to participate in remote learning opportunities.
- Students will be required to wear masks, have daily temperature checks and provide health attestations. If a student is unable or unwilling to wear a mask, we will use alternative methods of protective equipment such as face shields.
- If a student or staff member become symptomatic or test positive for COVID, the students and staff in that child’s program will be asked to remain home for 14 days and services will be provided remotely.
- Transportation will be provided.
- Students will be expected to practice and extend learning at home when they are not in school.
- All therapy services will be provided virtually to avoid cross contamination as our therapists generally serve multiple students and school. Services will be provided through synchronous sessions with therapists and asynchronous learning opportunities.

### Phases of In-Person Services

#### **Phase 1:**

- o Students considered for Phase 1 participate in the following programs: Learning Centers, Transition Centers, Transition Academies
- o Meetings should be held, and recommendations made by September 1st
- o In-Person instruction will be starting on September 8th.

#### **Phase 2: Intervention Center and Select Resource (i.e. students with 1:1 Paraeducators)**

- o Students considered for Phase 2 participate in Intervention Centers or participate in Resource Programs and have significant needs such as those that require the support of 1:1 paraeducators.
- o Meetings should be held, and recommendations made by September 1st
- o In-Person instruction will be starting on September 10th

#### **Phase 2: Preschool**

- o Special education students that participate in preschool programs
- o Meetings should be held, and recommendations made by September 1st
- o In-Person instruction will be starting on September 14th

**Phase 3:**

Students considered for Phase 3 are those that demonstrated concerns with remote learning last spring or are new to our district and need to participate in the new remote learning model prior to being considered for in-person learning (All students with an IEP begin remote learning on September 1st (except preschool))

Data is to be collected to aid in determining if remote learning with synchronous instruction is successful for these students.

- o If not successful, meetings should be held later in September to provide time to consider data and amend the IEP by October 15th.

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## PRESCHOOL AND TRANSITION ACADEMIES

- To keep class sizes small, we will provide in-person supports exclusively for students in special education and those in Head Start.
- We will offer remote learning for our preschool students who do not demonstrate the need for in-person services or who opt out.
- Our transition academies will operate Monday, Tuesday, Thursday and Friday with no school on Wednesdays.
- Our transition academies will operate with two sessions (AM, PM) in alignment with other in-person programs.
- Our transition students will not be working within the community while King County is in Phase 2. Instead, we will simulate work site learning at school.

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## IEPS

We will be amending IEPs to reflect remote learning needs and to consider student needs for recovery services.

### Recovery Services

Recovery services are designed to support students who struggled to make progress during the period of school closure at the end of the 2019-20 school year. In general, they are provided outside of a typical school day and often occur during school breaks. We will be reviewing each student's progress on their IEP goals to determine if they require recovery services. We have not yet determined how these services will be provided but planning is in process.

## Questions and Answers

We are creating answers for frequently asked questions that will be added to our district website regarding special education and 504 plans. In addition, on August 27<sup>th</sup>, a live meeting has been scheduled for parents in partnership with our Special Needs PTA group.

## EARLY LEARNING

*Primary Contacts: Kim Brenner, Director, Early Childhood Learning,  
kbrenner@lwsd.org*

*Internal alias for support: lwsdpreschool@lwsd.org*

*Internal webpage for documents: Teams Channel for Early Learning*

For preschool special education services, we will be supporting students with both remote learning and in-person services, dependent upon student need. Parents will be contacted by their child's special education teacher or therapist between August 24<sup>th</sup> and September 4<sup>th</sup> to discuss if their student requires in-person services. In-person services will be dependent on the level of student need and ability to access remote learning. This decision will be made collaboratively with families.

Remote preschool and Specially Designed Instruction will be provided for those students who are not identified for in-person instruction or for those families who opt not to send their student in person.

### **In-person Special Education Preschool:**

- To keep class sizes small, we will provide in-person supports exclusively for students in special education and in Head Start. We will not be serving our fee based general education students in person. There will be no more than 10 students and adults in any one classroom.
- Sessions will continue to operate on our typical preschool schedule of 10:00-12:30 and 1:30-4:00 M, T, Th, F
- **The first day of in-person services will be Monday, September 14<sup>th</sup>.** This is a change from the originally published date of September 10<sup>th</sup>.
- **Depending on the need for in-person services, we may need to adjust student placements to balance classes. This may mean a change in your child's teacher, AM/PM session and in some cases a change in preschool location.** Any changes will be communicated to you the week of September 7<sup>th</sup>.

- Preschool students will be required to wear masks, have daily temperature checks and provide health attestations. If a student is unable or unwilling to wear a mask, we will work with the student on developing that skill and use alternative methods of protective equipment such as face shields. Any practice families can begin providing to their student prior to the start of school would be greatly appreciated.
- Transportation will be provided if desired.
- Even if a child is being served in person for preschool, the therapy services (Speech, Occupational and Physical Therapy, Vision, etc.) will be provided remotely/virtually to avoid cross contamination as our therapists generally serve multiple students and schools. Services will be provided through synchronous sessions with therapists and asynchronous learning opportunities outside of their in-person preschool day.
- While the district is taking a high level of precaution when serving students in person (PPE, small class sizes, regular sanitation of toys and classroom spaces, etc.) it is important to recognize that when working with our youngest students there is still a level of risk that comes with in-person services. There will be students in classrooms who may struggle with wearing a mask or staying the recommended distance apart. If a student or staff member becomes symptomatic or tests positive for COVID, the students and staff in that classroom will be asked to remain home for 14 days and services will be provided remotely.
- Due to the nature of working in close proximity to students who may or may not be able to stay masked, staff will at times be wearing a high level of PPE including face shields, respirators, N95 masks, gowns/coveralls and/or gloves when working with your student.

### **SNAPS Extended Day Program**

Due to the need to limit the amount of cross contamination between student and staff, we will not be able to operate our SNAPS program in the same manner we have in the past. If a student typically attends preschool along with SNAPS and is selected for in-person services, they will be served in one of two ways:

- In-person SNAPS (3 days/week) and Remote Preschool (4 days/week)
- In-person preschool (4 days/week) and Remote SNAPS.

The IEP team will work with families to determine which of these would be the best fit for their student based on their level of need.

### **Head Start Preschool**

Our Head Start preschool is a critical program for the students and families it serves. As such, we are committed to offering Head Start services in person. However, as with most things, we must adjust the program to accommodate our guidelines for in-person services.

- The Head Start school day will be reduced to 2.5 hours and will operate on the same schedule as our special education preschool. 10:00-12:30 and 1:30-4:00 M, T, Th, F
- To keep class sizes smaller, students will be engaging in a hybrid model of in-person and remote services. Students will attend in person 2 days/week (either Monday and Tuesday or Thursday and Friday) and will engage in remote learning 2 days/week.
- Transportation and meals (to-go) will be provided.
- District technology will be provided to families if needed.

### **Fee-based General Education Preschool**

Our current situation prevents us from having our general education preschool students with us in person at this time. We will be offering a remote preschool experience to our currently enrolled families who expressed interest. In a remote preschool setting, students and families would be provided with 4 days/week of instructional materials and resources consisting of both synchronous (live) and asynchronous (recorded) instruction/learning opportunities through Microsoft Classroom Teams and other online activities and resources.

- All synchronous and asynchronous learning opportunities would require assistance from an adult in the home to access.
- Students will be assigned to a remote preschool teacher and remote preschool classroom.
- Computers will not be provided by the district to fee-based families
- Remote preschool will begin on September 10<sup>th</sup>
- Monthly tuition will not be charged, but the \$400 deposit will be held and will act as annual tuition for remote preschool. This deposit will not be reimbursed at the end of the year.
- The student's position will be reserved in our preschool should we return to in person school later this school year.
- If a family no longer wishes to stay enrolled as a remote preschool student, they can contact Nichole Townsend at [ntownsend@lwsd.org](mailto:ntownsend@lwsd.org)

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## PROGRAMS

This guide does not address the full spectrum of special services that are offered through the District. Consult the internal staff sites or the public [www.lwsd.org](http://www.lwsd.org) site.

Please see the above section on Special Services for information regarding preschool and early learning programs.

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## CHILDCARE

Registration information for emergency childcare options for Grades K-5 is available on our website. <https://www.lwsd.org/covid-19/child-care-resources>

The YMCA, Boys and Girls Clubs, and our district extended day program will offer childcare at a number of our elementary schools. Space may be limited initially but will be expanded if there is additional demand. Each of these providers will provide LWSD staff discounts from the regular rate. Discounts/financial assistance is also available to families in need. These childcare services are to provide emergency or critical support for families that cannot otherwise be with their children during the day due to work responsibilities outside of the home.

It is important to note that childcare is not the same as school. Children will not be with a certificated teacher all day, rather a childcare staff member. They will be able to assist the students with access to their remote learning as needed. Childcare programs will follow COVID-19 health and safety protocols for childcare operations.



## APPENDIX

### BUILDING COVID-19 TEAM

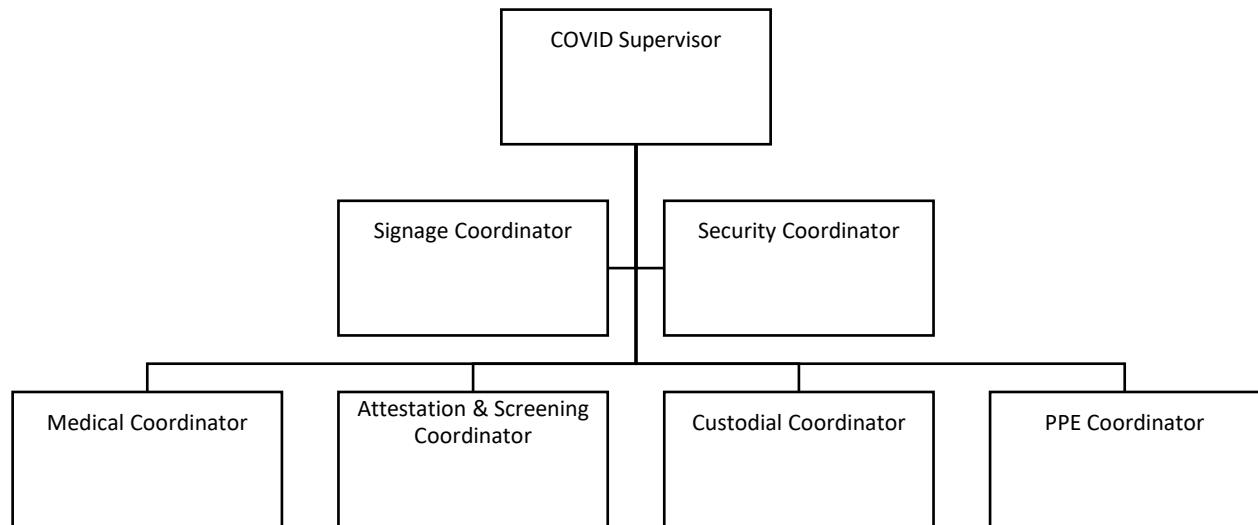
Internal webpage for documents: [The COVID-19 Supervisor Folder](#) (Staff Website) on SharePoint (Staff Website) .

[External Safety Plan Site](#)

A copy of the organization’s chart should be scanned, or copied, and emailed to Nancy Rusch [nrusch@lwsd.org](mailto:nrusch@lwsd.org).

### COVID Safety Team Organizational Chart

Building Name:



Microsoft  
PowerPoint Presentat

## EXAMPLES FROM SCHOOLS FOR FAMILY CONNECTIONS

These are examples: Building Administrators will make their own processes. Connect with Student Services for more support on attendance and engagement.

Script Component Ideas to be customized at the building level

- Good morning / afternoon, I am calling / writing to let you know that we have not seen (your student) connect with (his/her) teachers this week. We miss you and want to support you. If you are experiencing any technical difficulties or any other type of impediment, please let us know so we can address it. Also, you can contact your counselor for additional options. Online learning is a challenge and often students need help figuring it all out. Please reach out to your teacher or to me if we may be of help in any way.
- How is remote learning going for you and your student? Are they able to access the remote learning lessons that teachers are posting and e-mailing?
- We noticed that your student did not connect with one or more of your teachers last week. Can you share with me why they didn't engage with these classes? (If they did: I am so happy to hear this. This could be simply a teacher error, or your student could have turned something in after the teacher marked this student as not having a connection last week.)
- Do you know if they planning on accessing the coursework in these classes this week? Is there anything we can do to help? Please let your student know that their teacher and counselor are just an e-mail away if they have any questions.
- 
- Hello Student , My name is \_\_\_\_\_ and I am calling from \_\_\_ School. I am calling to check in to see how remote learning is going for you. I encourage you to connect with your teachers or counselor via e-mail if you have any questions. I hope you and your family are well. Thank you!
- Hello Student: This is \_\_\_\_\_ from \_\_\_\_\_ school. We noticed that you did not connect with one or more of your teachers last week. Can you share with me why you didn't engage? Are you planning on accessing the coursework in these classes this week? Is there anything we can do to help? Is there a teacher that you could reach out to for help organizing your priorities?

Elementary Examples of Family Connection for Lack of Engagement

- Teacher (or liaison\*) make phone contact by Thursday if seeing no contact, follow w/email
- Teachers input attendance on Friday
- Registrar runs report Monday - enters new students on shared “no contact” spreadsheet
- Admin reviews. Dean and Counselor review on Tuesday. Ensure teachers/liaison is contacting family (phone call)
- Admin Review w/staff Office Hours Wed
- Assign liaison for any new “no contact” student
- Liaison starts chat thread with all teachers, counselor, dean, admin to keep everyone posted on detailed conversations with family
- Liaison input info in No Contact spreadsheet
- 

Fictitious example of what was entered into school’s shared spreadsheet:

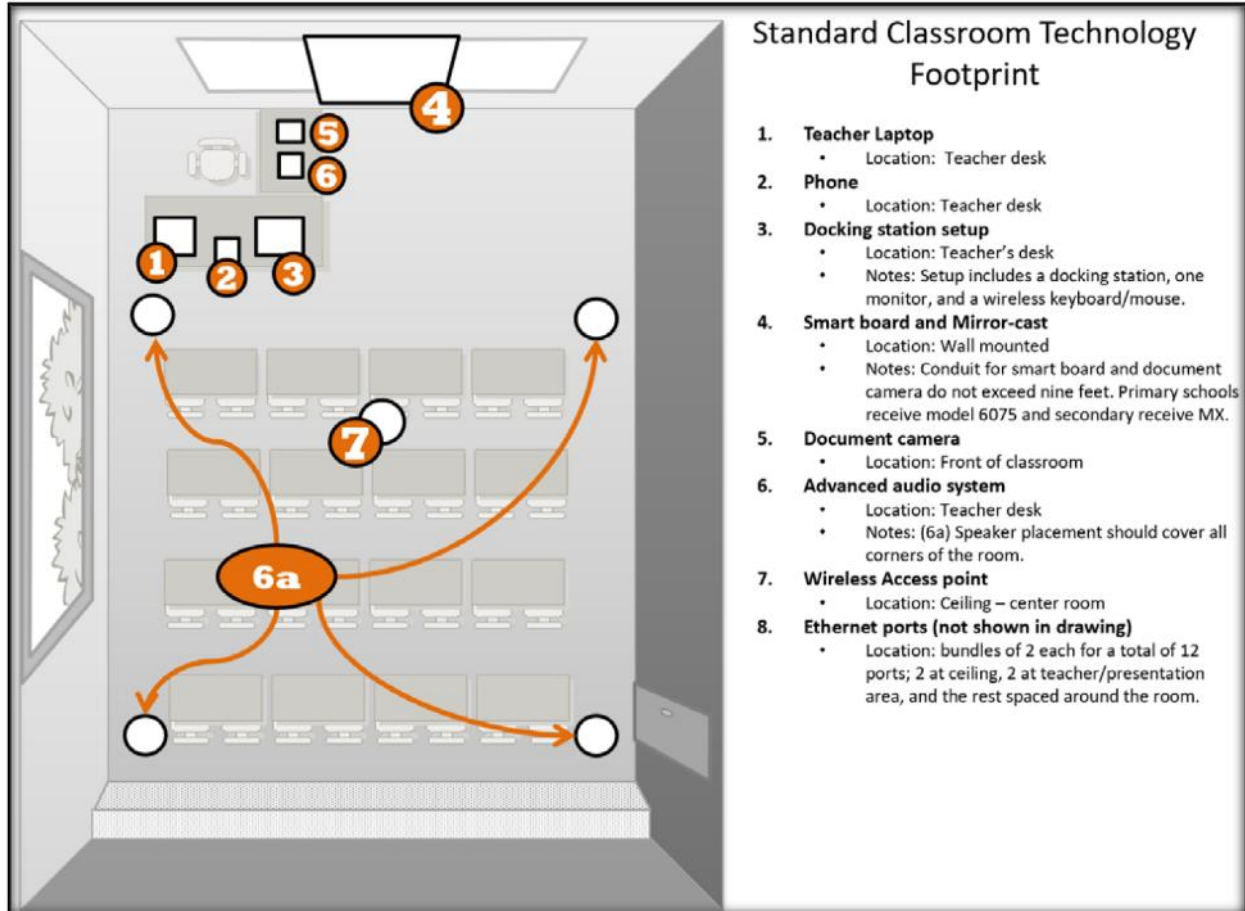
Last	First	Grade	Teacher	Contact Info	Liaison	Week 1	Attempt	Reason	Week	Attempt	Reason	Week	Attempt	Reason	Week 4	Attempt	Reason
Example	Example	2	Hodges	206-445-1444	Bixby/Bitanko	Y	Phone 4/28	parents for meeting	Y	meeting		Y			Y		

### Secondary Examples

Organization Name	SSID	First Name	Last Name	Grade Level	ELL	Special Education	504	Home Language	Other ID	4/24 No Connect	5/1 No Connection	5/8 No Connection	5/15 No Connection	Reason/Contact
EMS	2481###	G###	AR###	6	Non-ELL	Non-SpEd	Non-504	TELUGU	1057##		1	1	4	Email-home -5/19-no response, but can tell he logged into the program. did not do much. (Don##)
EMS	90684###	JA###	CA###	7	Non-ELL	Non-SpEd	504	ENGLISH	1072##	5	5	6	6	Email home-5/19-no response (Don##)
EMS	92021##	JU###	CA###	6	Non-ELL	Non-SpEd	Non-504	ENGLISH	10725##	6	5	6	4	Emailed student and home on 5/15 and 6/3 - about missing work. No response (Dav##)

## STANDARD CLASSROOM TECHNOLOGY FOOTPRINT

While not every classroom space may be able to be configured in this manner, this is goal for the components.



EXAMPLE ELEMENTARY BLOCK SCHEDULES

Final will be based on building decisions <https://resources.finalsite.net/images/v1597431584/lwsdorg/blmi0txdr7avthnm4nva/ElementaryBlockandSpecialistSchedule.pdf>

Example Elementary Block Schedule

	Kindergarten	First	Second	Third	Fourth	Fifth
<b>Morning</b> (8:50 or 9:20 start depending on school) Synchronous and Asynchronous	Beginning of Day Check-in	Specialist	Beginning of Day Check-in	Beginning of Day Check-in	Beginning of Day Check-in	Beginning of Day Check-in
	Reading Mini-Lesson	Beginning of Day Check-in	Math Mini-Lesson	Specialist	Lexia	Writing Mini-Lesson
	Reading Small Group • Teacher • Your Turn WB • Reading Menu	Reading Mini-Lesson	Math Small Group • Teacher • Workbook • Math Menu	Lexia	Reading Mini-Lesson	Writing Small Group • Teacher • Writing
	Movement Break	Reading Small Group	Movement Break		Reading Small Group	Reading Mini-Lesson
	Math Mini-Lesson	• Teacher • Your Turn WB • Reading Menu	Reading Mini-Lesson	Dreambox	• Teacher • Four Turn WB • Reading Menu	Reading Small Group
	Math Small Group • Teacher • Workbook • Math Menu	Movement Break	Reading Small Group	Reading Mini-Lesson	Movement Break	Reading Small Group • Teacher • Your Turn WB • Reading Menu
	Movement Break	Math Mini-Lesson	• Teacher • Your Turn WB • Reading Menu			Movement Break
	Writing Mini-Lesson	Math Small Group • Teacher • Workbook • Math Menu	Writing Mini-Lesson	Reading Small Group	Specialist	Movement Break
	Dreambox	Movement Break	Writing Small Group • Teacher • Writing	• Teacher • Your Turn WB • Reading Menu	Dreambox	Specialist
			• Teacher • Writing			
~12:00 – 1:00	Lunch Break					
<b>Afternoon</b> (3:20 or 3:50 end depending on school) Synchronous and Asynchronous	Lexia	Lexia	Lexia	Math Mini-Lesson	Math Mini-Lesson	Lexia
		Dreambox	Dreambox	Math Small Group • Teacher • Workbook • Math Menu	Math Small Group • Teacher • Workbook • Math Menu	Dreambox
	Literacy Lesson and Independent Practice	Literacy Lesson and Independent Practice	Literacy Lesson and Independent Practice	Writing Mini-Lesson	Writing Mini-Lesson	Math Mini-Lesson
	Specialist	Writing Mini-Lesson	Specialist	Writing Small Group • Teacher • Writing	Writing Small Group • Teacher • Writing	Math Small Group • Teacher • Workbook • Math Menu
	End of Day Check-Out	End of Day Check-Out	End of Day Check-Out	End of Day Check-Out	End of Day Check-Out	End of Day Check-Out

Example Student Schedule Grades K-2

	Monday, Tuesday, Thursday, Friday	Wednesday
<p>Morning (8:50 or 9:20 start depending on School) Synchronous and Asynchronous</p>	<p>Beginning of Day Check-In</p> <ul style="list-style-type: none"> <li>Social Emotional Learning</li> <li>Community Building</li> </ul> <p>Attendance</p> <p>Whole Class Learning</p> <ul style="list-style-type: none"> <li>Reading</li> <li>Mathematics</li> <li>Writing</li> </ul> <p>Small Group Support</p> <ul style="list-style-type: none"> <li>Reading/Math Support (Safety Net)</li> <li>English Learners</li> <li>Special Education</li> </ul> <p>Independent Tasks</p> <ul style="list-style-type: none"> <li>Lexia, Online Adaptive Reading</li> </ul> <p>Movement Break(s)</p>	<p>Small Group Support</p> <ul style="list-style-type: none"> <li>Reading/Math Support (Safety Net)</li> <li>English Learners</li> <li>Special Education</li> </ul> <p>Independent Tasks</p> <ul style="list-style-type: none"> <li>Lexia, Online Adaptive Reading</li> <li>Reading Choice Menu</li> </ul> <p>Science</p> <p>Social Studies</p> <p>Movement Break(s)</p>
<p>12:00 – 1:00</p>	<p>Lunch and Movement Break</p>	
<p>Afternoon (3:20 or 3:50 end depending on school) Synchronous and Asynchronous</p>	<p>Independent Tasks</p> <ul style="list-style-type: none"> <li>Dreambox, Online Adaptive Math</li> <li>Reading and Mathematics Choice Menu</li> </ul> <p>Specialist (PE, Music, Library)</p> <p>Movement Break(s)</p> <p>End of Day Closure Assignment Review</p>	<p>Independent Tasks</p> <ul style="list-style-type: none"> <li>Dreambox, Online Adaptive Math</li> <li>Mathematics Choice Menu</li> </ul> <p>Specialist (PE, Music, Library)</p> <p>Movement Break(s)</p>

[https://resources.finalsite.net/images/v1597431329/lwsdorg/jiyntivlnnceakl7s9ju/ExampleElementarySchedules\\_1.pdf](https://resources.finalsite.net/images/v1597431329/lwsdorg/jiyntivlnnceakl7s9ju/ExampleElementarySchedules_1.pdf)

Example Student Schedule Grades 3-5

	Monday, Tuesday, Thursday, Friday	Wednesday
Morning (8:50 or 9:20 start depending on school) Synchronous and Asynchronous	Beginning of Day Check-In <ul style="list-style-type: none"> <li>• Social Emotional Learning</li> <li>• Community Building</li> </ul> Attendance	Small Group Support <ul style="list-style-type: none"> <li>• Reading/Math Support (Safety Net)</li> <li>• English Learners</li> <li>• Special Education</li> </ul>
	Independent Tasks <ul style="list-style-type: none"> <li>• Lexia, Online Adaptive Reading</li> <li>• Dreambox, Online Adaptive Math</li> <li>• Reading and Mathematics Choice Menu</li> </ul> Specialist (PE, Music, Library) Movement Break(s)	Independent Tasks <ul style="list-style-type: none"> <li>• Lexia, Online Adaptive Reading</li> <li>• Reading Choice Menu</li> </ul> Science Social Studies Movement Break(s)
~ 12:00 – 1:00	Lunch and Movement Break	
Afternoon (3:20 or 3:50 end depending on school) Synchronous and Asynchronous	Whole Class Learning <ul style="list-style-type: none"> <li>• Reading</li> <li>• Mathematics</li> <li>• Writing</li> </ul> Small Group Support <ul style="list-style-type: none"> <li>• Reading/Math Support (Safety Net)</li> <li>• English Learners</li> <li>• Special Education</li> </ul> Movement Break(s)	Independent Tasks <ul style="list-style-type: none"> <li>• Dreambox, Online Adaptive Math</li> <li>• Mathematics Choice Menu</li> </ul> Specialist (PE, Music, Library) Movement Break(s)
	End of Day Closure Assignment Review	

Independent Tasks are those that students can complete alone or with little adult support. These tasks include a combination of online, paper-based and hands on materials.

[https://resources.finalsite.net/images/f\\_auto,q\\_auto/v1597431403/lwsdorg/ubu87bdclxwz7t2dl5s2/ElementaryExampleSchedule\\_Page\\_2.png](https://resources.finalsite.net/images/f_auto,q_auto/v1597431403/lwsdorg/ubu87bdclxwz7t2dl5s2/ElementaryExampleSchedule_Page_2.png)

## EXAMPLE MIDDLE SCHOOL BLOCK SCHEDULE

**Middle School Example Student Schedule**

Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	Period 2	Periods 1, 2, 3 <i>Asynchronous, teacher-directed learning time</i>	Period 1	Period 2
Intervention/ Homeroom	Intervention/ Homeroom		Intervention/ Homeroom	Intervention/ Homeroom
Lunch	Lunch	Lunch	Lunch	Lunch
Period 3	Period 4	Periods 4, 5, 6 <i>Asynchronous, teacher-directed learning time</i>	Period 3	Period 4
Period 5	Period 6		Period 5	Period 6

Student school day will start at 9:00 a.m.

Prior to Wednesday's asynchronous learning, teachers will communicate expectations and instructions to students.

Homeroom/Intervention - All teachers available to provide extra support

<https://resources.finalsite.net/images/v1597437317/lwsdorg/yenfysbh6xdmbtere3bo/MiddleSchoolWebsiteScheduleExample.pdf>



## EXAMPLE HIGH SCHOOL BLOCK SCHEDULE

## High School Example Student Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	Period 2	Periods 1, 2, 3 <i>Asynchronous, teacher-directed learning time</i>	Period 1	Period 2
Period 3	Homeroom/Intervention		Period 3	Homeroom/Intervention
Lunch	Lunch	Lunch	Lunch	Lunch
Period 5	Period 4	Periods 4, 5, 6, 7 <i>Asynchronous, teacher-directed learning time</i>	Period 5	Period 4
Period 7	Period 6		Period 7	Period 6

Student school day will start at 9:00 a.m.

Prior to Wednesday's asynchronous learning, teachers will communicate expectations and instructions to students.

<https://resources.finalsite.net/images/v1597437675/lwsdorg/xzic15i1dweestlo1igv/HighSchoolWebsiteScheduleExample.pdf>

## WASHINGTON INTERSCHOLASTIC ACTIVITIES ASSOCIATION /NFHS GUIDANCE

[WIAA Guidance](#)[Guidance for Reopening School Theater](#)[Guidance for Music Education](#)[Guidance for Marching Bands](#)

## Virtual Field Trips Opportunities

Single Day Typical Field Trip	Contact& email information/ <i>Opening Information</i>	Remote Alternative
Bellevue Art Museum	Erin Cotton <a href="mailto:erinc@bellevuearts.org">erinc@bellevuearts.org</a> <i>Closed</i>	<a href="#">BAM from Home</a>
Bellevue Children's Museum/Kid's Quest	<a href="mailto:AJ_Curde@kidsquestmuseum.org">AJ Curde aj@kidsquestmuseum.org</a> <i>Closed</i>	<a href="#">Virtual Activities (uses YouTube)</a>
Book It Theater	Arts Education Program: <a href="mailto:education@book-it.org">education@book-it.org</a> <i>Closed</i>	<a href="#">Interactive Story Kits</a>
Chihuly Garden and Glass	Kathy Gerke <a href="mailto:kathyg@SpaceNeedle.com">kathyg@SpaceNeedle.com</a> <i>Check website for plans to reopen- currently no tours</i>	<a href="#">Information about the exhibit</a>
Frye Art Museum	<a href="mailto:schoolvisits@fryemuseum.org">schoolvisits@fryemuseum.org</a> <i>Closed</i>	<a href="#">Frye From Home For Educators</a>
Klondike Museum	Kelsey Johnson, Lead Park Ranger <a href="mailto:Kelsey_Johnson@nps.gov">Kelsey_Johnson@nps.gov</a> <i>Closed-not accepting reservations at this time</i>	While there are currently no virtual resources available, Ranger Johnson said that they are planning to launch a virtual/distance learning program this school year and to check their <a href="#">website</a>
Museum of Flight	Seth Margolis <a href="mailto:SMargolis@museumofflight.org">SMargolis@museumofflight.org</a> <i>Closed-reopening linked to King County Safe Start phase status</i>	<a href="#">Virtual Museum Online (inside aircraft)</a>
Museum of History and Industry	Sondra Snyder <a href="mailto:Sondra.Snyder@mohai.org">Sondra.Snyder@mohai.org</a> <i>Closed. No plans to open until Governor announces Phase 3</i>	<a href="#">History at Home</a> – lots of resources (including movies and lots of recorded Panels) <a href="#">Field Trip Options</a> (currently not available);

		<a href="#">Educator Resources</a>
Museum of Modern Pop Culture	Erin Shupe <a href="mailto:ErinS@mopop.org">ErinS@mopop.org</a> <i>Accepting reservations for Spring 2021 Field Trips</i>	<a href="#">Online Educator Resources</a>
<b>Single Day Typical Field Trip</b>	<b>Contact&amp; email information/ Opening Information</b>	<b>Remote Alternative</b>
Pacific Science Center	<a href="mailto:edprograms@pacsci.org">edprograms@pacsci.org</a> <i>Not accepting field trip registrations at this time</i>	<a href="#">Curiosity at Home (includes K-8<sup>th</sup> grade specific science experiments);</a>
Seattle Art Museum	<a href="mailto:schooltours@seattleartmuseum.org">schooltours@seattleartmuseum.org</a> <i>Closed</i>	<a href="#">Online Learning Resources and Look and Make Activities</a>
Seattle Children's Museum	Main number: 206.441.1768 <i>Closed</i>	<a href="#">Inquiries regarding field trips</a>
Seattle Central Library	<a href="#">Connect to arrange for visit</a> <i>Closed</i>	<a href="#">Remote Learning Resources Pre-K - 2</a> <a href="#">Remote Learning Resources 3 - 5</a> <a href="#">Remote Learning Resources 6 - 8</a> <a href="#">Remote Learning Resources 9 - 12</a>
Seattle Shakespeare	Michelle Burce <a href="mailto:michelleb@seattleshakespeare.org">michelleb@seattleshakespeare.org</a> <i>At present, offering online programming in the fall and winter, but potential to offer some spring in-person programming if conditions allow at that time.</i>	<a href="#">Educator Resource Guide</a> Additional Free Resources: --Bilingual <i>Hamlet</i> audio play, followed by a Q&A with actors over Zoom. -- <i>Romeo and Juliet</i> Zoom reading. -- <i>Romeo and Juliet</i> recorded play (check in 2021) --Q&A with Shakespeare experts.
Washington State History Museum	Joan Martin <a href="mailto:Joan.Martin@wshs.wa.gov">Joan.Martin@wshs.wa.gov</a> <i>Accepting online reservation requests but the Museum does not have a current opening date</i>	<a href="#">Curriculum</a> : Available by topic for various grades <a href="#">Renting History Boxes</a> – Boxes are not currently available to rent (due to COVID cleaning concerns)
Woodland Park Zoo	Contact: <a href="mailto:schools@zoo.org">schools@zoo.org</a> <i>While the Zoo is open it is not open to large groups and there are no Education discounts currently available.</i>	<a href="#">Educator Resources</a>