

**Building Our Road Back To School**

# **Stage 2**

**Implementation, Guidance  
& Supporting Documents**

**2020-21**



# Table of Contents

<b>Table of Contents</b>	<b>2</b>
<b>Bringing Students Back To School</b>	<b>3</b>
Stage 2A Overview	3
Stage 2B Overview	3
<b>FAPE</b>	<b>4</b>
Defining FAPE	4
Providing FAPE for students unable to attend	4
Resources for providing FAPE	5
<b>Providing Services In Stage 2</b>	<b>5</b>
Student Schedules	5
Transportation	5
Chromebooks	6
Meals	6
Immunizations	6
<b>Safety</b>	<b>7</b>
Daily Health Attestation	7
Facial Coverings	7
Resources for Face Coverings	8
Resources for Face Coverings and Beyond	9
Cleaning & Disinfecting Procedures	9
Physical Distancing	9
Hygiene Practices	9
Resources for Hygiene Practices	10
Social Stories	10
Ventilation	10
<b>Supporting Documents, Links &amp; Other Resources</b>	<b>11</b>

# Bringing Students Back To School

## Stage 2A Overview

In order to provide every student with a Free and Appropriate Public Education (FAPE), during Stage 2, students served in the following district level programs—Life Skills, Structured, Extended Resource Room (ERR), Behavior, Education, Social Skills Training (BESST), students with visual impairments, and students with 1:1 para positions regardless of district program—will attend school in person for two days per week (AA/BB schedule) in order to comply with health and safety guidelines and meet student needs.

Small groups of no more than 7 students (plus teacher and paraeducator(s) support) will be able to meet at a time in this plan. School buildings may utilize multiple classrooms to allow for students to return and maintain groups of no more than 7 students. Additionally, Individualized Education Program (IEP) teams should convene to determine if students receiving direct physical therapy services require in-person direct therapy.

This level of return to school is designed to meet the needs of students who are the furthest away from educational justice. Progress toward IEP goals will be made through service delivery to students and through collaboration with the student's team members via in-person, synchronous and asynchronous learning methods. Students may also receive in-person support to ensure access to the general education curriculum. In order to support students in all their educational opportunities, it is important for the IEP teams to collaborate and discuss implementation of IEPs.

## Stage 2B Overview

The district will begin the transition to Stage 2B once Stage 2A has been established. This will allow buildings to establish routines and ensure appropriate protocols are in place as we increase our student numbers over time. As Stage 2A begins, teams will begin evaluating student needs and buildings will be defining necessary protocols to ensure safety and FAPE for our students.

Beyond students served in district level programs, in order to provide every student with a Free and Appropriate Public Education (FAPE), IEP teams may determine that students need in-person services in order to address the needs outlined in the IEP. A team may also determine that services can be provided via Continuous Learning 2.0 or a hybrid of in-person and virtual learning. IEP teams will continue to work on these decisions beyond September 21. These determinations should be based on a student's

need for in-person instruction in order to receive FAPE. The amount of in-person instruction students will receive will vary depending on student needs and will be determined by IEP teams. The Special Education Department has provided guidance to support teams in making these determinations: [RSD FAPE Guidance and Checklist](#)

**\*This would include students who receive services at the Early Learning Center, in the resource room, speech language services, occupational therapy, and physical therapy services.**

## FAPE

### Defining FAPE

According WAC 392-172A-01080, Free appropriate public education or FAPE means special education and related services that:

1. Are provided at public expense, under public supervision and direction, and without charge;
2. Meets the standards set by OSPI, and the act;
3. Include an appropriate preschool, elementary school, or secondary school education in the state; and
4. Are provided in conformity with an individualized education program (IEP) that meets the requirements of WAC 392-172A-03090 through 392-172A-03135.

### Providing FAPE for students unable to attend

In a [document](#) provided by The Council of Parent Attorneys and Advocates (COPPA), districts must rethink how we provide FAPE as a result of the impact of COVID-19. Several factors will impact a parent's decision to send their student with a disability to school. Based on this, in order to provide FAPE under IDEA to students with disabilities, IEP teams will need to develop appropriate accommodations through distance, hybrid, or home-based learning to the maximum extent possible. This will require the IEP team to meet and make any necessary changes to the student's IEP.

If a student is unable to comply with district-required health screenings (daily attestation) due to personal exposure or close contact with a positive case, the student will be provided appropriate educational opportunities through Continuous Learning. Students who do not wear necessary facial coverings is a different consideration. Please see below under Facial Coverings for guidance.

## Resources for providing FAPE

- [RSD FAPE Guidance and Checklist](#)
- National Center for Learning Disabilities: [Serving Students With Disabilities During the COVID-19 Crisis: Spotlight on Policy & Practice](#)

## Providing Services In Stage 2

### Student Schedules

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Group A</b>	<b>Group A</b>	<b>Group B</b>	<b>Group B</b>	<b>Planning (Asynchronous learning)</b>
Elementary- 8:00-1:30 Secondary- 9:25-3:00	Elementary- 8:00-1:30 Secondary- 9:25-3:00	Elementary- 8:00-1:30 Secondary- 9:25-3:00	Elementary- 8:00-1:30 Secondary- 9:25-3:00	All students are engaged in all courses asynchronously.

**\*1 hour reduction in student contact time (1:30-2:30 - Elementary, 8:30-9:25 - Secondary) for staff prep.**

Groups A and B will be determined by Case Managers. However, Case Managers should take into consideration family needs (i.e. families with multiple children being served across district programs). Families will be contacted as soon as possible regarding schedules. Student groups should not be larger than 7 (this does not include the teacher and paras). It is important that we are providing equitable services to students across the district and maintain the AA/BB schedule.

While in Stage 2, students will attend in person instruction two days per week (AA or BB), and participate in Asynchronous (recorded) learning the remaining three days.

### Transportation

Building teams will send a list of students attending on A days and B days to the Transportation Department to establish pick up and drop off schedules. Additionally, if



students are attending partial days based on IEP team decisions for instruction during Stage 2, schools will inform transportation of the days and start and end times.

The Washington State Department of Health<sup>1</sup> advises and the District is working to implement the following guidelines to prevent COVID during school transportation:

- Keep riders as far apart as possible on the bus.
- Require assigned seating.
- If possible, seat students with household members or members of their school group/cohort.
- Maximize outside air flow and keep windows open as much as possible.
- Encourage walking or biking where safe.
- Have caregivers drive students to school, if possible.
- Riders and staff members must wear a cloth face coverings or acceptable alternatives.
- Encourage students to wash or sanitize hands when they leave their home or classroom immediately before boarding the bus.
- Clean and disinfect frequently touched surfaces, including the tops and backs of seats.

## Chromebooks

Students will need to bring their Chromebooks back and forth between school and home during Stage 2. The district is working on getting Chromebook cases for each student to help protect these during the transition between home and school.

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<sup>1</sup> Based on the K-12 Schools Fall 2020-2021 Guidance from the Washington State Department of Health updated September 2, 2020.

## Meals

Students will receive school meals while learning or receiving services on-site. These meals will be provided in the classroom. These meals will be provided free of charge through at least Dec. 31, 2020 per the extension of the U.S. Department of Agriculture's Summer Feeding Program. These students will also be eligible to pick up weekly meal packets being distributed at schools on Fridays. These are also free of charge.

## Immunizations

Students will need to be up-to-date on their immunizations in order to return to in-person learning and services or provide documentation of a valid exemption from a healthcare provider. [Learn More About 2020-21 Immunization Requirements.](#)

## Safety

### [BFHD COVID School Flowchart](#)

What if a student has come into contact with a person who tested positive?

- There are 2 possible scenarios-
  - Close contact with a positive case, **student has no symptoms**: Student will quarantine 14 days after last contact with positive case (the question will be when is that last "close contact" if it is a household member, since we can't know if the positive case is in isolation from the student).
  - Close contact with a positive case, **student is symptomatic**:
    - Student will quarantine for 10 days after symptoms started **and**
    - At least 24 hours fever free (without use of fever-reducing medications) **and**
    - Other symptoms have improved

## Daily Health Attestation

Anyone visiting an RSD facility for in-person activities or services must complete a health attestation form before entering the building.

To ensure students have this attestation completed each day before arriving at school, a school staff member will call a student's parent or guardian to ask a series of questions aimed at determining whether a student should be kept home because of possible exposure to COVID-19.

This attestation process may be enhanced or replaced by daily push notifications via text or email and a smartphone app later in the school year.

## Facial Coverings

The Department of Health (DOH) requires all students in a school building or on a school bus to wear a face covering, either a cloth face mask or plastic face shield with drape. According to [DOH](#), [a cloth face covering](#) is fabric that covers the nose and mouth. It can be:



- A sewn mask secured with ties or straps around the head or behind the ears.
- Multiple layers of fabric tied around a person's head.
- Made from a variety of materials, such as fleece, cotton, or linen.
- Factory-made or made from household items.



Face shields with drapes should be worn in place of a cloth face-covering due to physical condition or disability.

Parents will need to provide students with facial coverings upon returning to school. In order to ensure a smoother transition for students, consider having your student wear the same mask that they wear at home (if it meets DOH requirements) as he/she returns to school.

Accommodations for students with disabilities will be determined by IEP teams. Additional precautions will be taken to ensure the safety of other students and staff, if a student is identified as needing an accommodation related to the Covid situation. If certain medical conditions are severe enough that a face covering is not able to be worn, the IEP team will determine appropriate placement and programming options.

Outside of students with disabilities, there are limited exemptions from wearing a face covering. All valid exemptions must be supported by the student's health care provider and approved by Benton Franklin Health District.

[Access Face Mask Exemption Form](#)

Younger students must be supervised when wearing a face covering or face shield. These students may need help with their masks and getting used to wearing them.

Public health authorities advise that staff and students must continue practicing physical distancing while wearing face coverings.

Students may remove face coverings to eat and drink and when they can be physically distanced outside. If students need a “mask break” they may be taken outside or to a large, well ventilated room where there is sufficient space to ensure more than six feet of physical distance between people.

Students repeatedly not wearing a face covering and not exempt will be addressed by educating the student on safety compliance, implementing positive behavior interventions, recommending alternative face covering, and consulting with parent/guardian/caregiver. As a last resort, exclusion would be considered, and an opportunity to receive educational services in an alternative location will be provided. This would require an IEP team meeting.

Resources for Face Coverings

[We Wear Masks - A Social Story](#)

[Seeing Other People Wear Masks](#)

[Wearing a Mask to School](#)

[Wearing Masks](#)

[Wearing a Mask Social Story](#)

Resources for Face Coverings and Beyond

[Getting Back to School after Disruptions: Resources for Making Your School Year Safer, More Predictable, and More Positive](#)

Cleaning & Disinfecting Procedures

[The Richland School District has established a COVID-19 Cleaning Protocol](#)

The District has already and will continue to clean and sanitize equipment and surfaces in the program space. Clean and disinfect high-touch surfaces like doorknobs, faucet handles, check-in counters, and restrooms.

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

## Physical Distancing<sup>2</sup>

Students will be practicing physical distancing of six feet or more between groups or classrooms as much as possible. Staff have worked to create space between students and reduce the amount of time they are close with each other.

Public health authorities have stated that maintaining six feet of distance is most important when students or staff will be engaged in something for more than a few minutes, like during class, reading or quiet time, or eating lunch. While there may be brief moments, such as passing by others in the hallway or during play at recess when students are less than six feet apart from each other. The goal is to maintain social distancing during the entire time students are at school.

## Hygiene Practices<sup>3</sup>

Children and adults will be expected to clean their hands in the following situations:

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



Handwashing with warm water and soap will be the preferred method for students and staff to clean their hands. Classrooms will be equipped with alcohol-based hand gel and cleaning wipes for use when regular handwashing isn't immediately practical.

## Resources for Hygiene Practices

### Social Stories

[Hand Washing Social Story](#)

[Hand Washing Social Story](#) - Courtesy of the Autism Research Institute

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<sup>2</sup> Based on the K-12 Schools Fall 2020-2021 Guidance from the Washington State Department of Health updated September 2, 2020.

<sup>3</sup> Based on the K-12 Schools Fall 2020-2021 Guidance from the Washington State Department of Health updated September 2, 2020.

## [Social Story Washing Hands](#)

### Ventilation<sup>4</sup>

The Richland School District understands that ventilation is important to have good indoor air quality. Schools' HVAC system has been adjusted to allow the maximum amount of outside air to enter the program space.

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<sup>4</sup> Based on the K-12 Schools Fall 2020-2021 Guidance from the Washington State Department of Health updated September 2, 2020.

## Supporting Documents, Links & Other Resources

[RSD Return to School FAQ](#)

[RSD Continuous Learning 2.0](#)

[RSD Return to School Plan](#)

[RSD Instructional Stages Chart](#)

[Reopening Washington Schools 2020 Special Education Guidance](#)

[Summary of Reopening Washington Schools 2020: Special Education Guidance](#)

[Q&A: Provision of Services to Students with Disabilities during Covid-19 in Summer and Fall 2020](#)

[Special Education Reopening Guidance: Least Restrictive Environment \(LRE\) Case Studies](#)

[Reopening Washington Schools 2020 Planning Guide](#)

[BFHD COVID School Flowchart](#)

[BFHD Phase and Risk Assessment](#)

[Proclamation by the Governor](#)

[DOH K-12 Schools Fall 20-21 Guidance](#)