



Dieringer School District Fall Reopening Plan

Introduction

As we continue planning for the reopening of school this coming fall, there are many in our community hoping school will be back to normal by September, and others are very concerned at the prospect of sending students and staff back to our buildings too soon. The Dieringer School District is committed to maintaining learning environments that protect the health and safety of our students, educators, and staff. The district needs to be ready to adjust our plans based on the changing health conditions and risk factors within our community. Like many states around the country, we have seen an increase in COVID-19 cases in Washington. For students, families and staff at higher risk for severe illness from the COVID-19 virus, this uncertainty is especially concerning.

All of us look forward to eventually returning to “pre-covid” school operations after the virus has been defeated. In June our state issued guidance for schools to follow in planning to reopen school campuses this fall. Updates to this state guidance continued over the summer and the governor has just released a decision tree to help school determine when distance learning is best and when it should be safe to resume in person learning.

This plan meets the required reopening plan expectation from the state and details many areas where the staff and students of the Dieringer School District will keep people safe and provide the best learning possible in whatever learning model we find ourselves using. This document was developed using state and local guidance from The Office of the Superintendent of Public Instruction (OSPI), the Washington State and Tacoma-Pierce County Departments of Health, along with input from our parents and staff.

We know the situation we find ourselves in locally, nationally, and around the world is not where we want to be right now. If we work together for the common good we will beat this outbreak and be back in school, dining out, hosting friends and family, and packing local stadia rooting on our favorite team. In the meantime, we are dedicated to making the best of a bad situation for our children.

Sincerely,

Michael R. Farmer
Superintendent



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Identifying High Risk Employees

Those at high risk for health problems from COVID-19 should consult with their health care provider when considering whether to provide or participate in K-12 activities. If a staff member believes that they are at high risk for severe COVID-19 illness, based on Governor Inslee's High Risk Employee Proclamation 20-46 and the CDC's "Certain Medical Conditions and Risk for Severe Covid-19 Illness" guidance, the staff member should contact their supervisor. The staff member, supervisor, and District Nurse will meet to discuss the concern and determine if an alternative work assignment is necessary and available.

Employees may be required to provide verification from a medical provider when the employee either falls within the "might be at an increased risk" category or seeks to use any leave where a state or federal law, collective bargaining agreement, or contractual obligation separately requires verification.



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Drop Off and Pick Up

Each school will develop a system for drop-off and pick-up that maintains physical distancing as much as possible. Parents and guardians will drop off and pick up students in assigned areas only. These areas will be communicated to parents and clearly marked at school sites.

Students will stay in their vehicles until prompted by district staff. Parents will be encouraged to bring students to school as close to start time as possible to help mitigate students congregating in groups outside of the school. Parents and guardians are not allowed to enter the building as a part of the drop off and pick up process.

The Dieringer School District leadership team will work with school sites and evaluate traffic flow patterns once students start returning to school in larger groups as transmission rates of the virus allow. Staggered start and end times may be used to better manage the flow of students in and out of the school.



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Daily Health Screening Plan

A screening protocol for students and visitors will be in place for all schools and each district facility, including school buses. Screening will include all symptoms required by health officials and methods will conform to allowable options provided by state and local health officials/agencies. Screening will occur at the beginning of each school day, and as needed in the event any symptoms are observed during any school day.

Part of the screening process may be by parent attestation, in person screening, or a combination of the two. Students for whom an attestation was not provided will be identified by a designated staff member and screened on site. Each school will determine which staff will be assigned student screening duties and District Nurse will provide training.

District staff will self screen each day prior to coming to work on site in district buildings. Staff will also complete the screening attestation via the already established Google Form that has been used since the end of the previous school year.

Staff and students with any illness must stay home. Parents and when appropriate, students will be taught to be on the alert for signs of illness in their children and to keep them home, or stay home, when they are sick.

Every day, staff, parents, guardians, and students (grades 6-12) will be asked to review the following questions and stay home if the answer is yes.

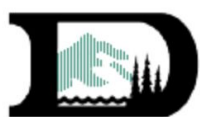
1. Do you have any of the following symptoms that are not caused by another condition?

- Fever (100.4°F) or chills
- Cough
- Shortness of breath or difficulty breathing
- Unusual fatigue
- Muscle or body aches
- Headache
- Recent loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

2. Have you been in close contact with anyone with confirmed COVID-19?

3. Have you had a positive COVID-19 test for active virus in the past 10 days?

4. Within the past 14 days, has a public health or medical professional told you to self-monitor, self-isolate, or self-quarantine because of concerns about COVID19 infection?



Physical Distancing & Student Movement

Physical distancing of six feet within each group or classroom of students will be practiced as much as possible to create space between students and reduce the amount of time they are close with each other. Students' ability to do this will depend on students' ages and developmental and physical abilities. Maintaining six feet of distance is most important when students or staff will be engaged in something for more than a few minutes. There may be brief moments, such as passing by others in the hallway or during play at recess when students are less than feet apart from each other.

Tables and individual desks in classrooms will be arranged in manner conducive to the layout of each room to provide at least 6 feet of distance between students. In rooms where the student furniture cannot be moved, such as science labs, students will spaced appropriately at the existing student furniture to ensure six feet of space between students. Normal student activities such as class meetings and small group activities will be modified to accommodate six feet of separation or eliminated until students can be seated closer than six feet apart.

Administrators, teachers, paraeducators, and all other school staff will help monitor physical distancing of students while in the classroom and common spaces.

Students will be taught to manage traffic patterns during passing periods to move in a manner that maintains as much physical distance between students as possible. Extended passing periods as well as staggered class schedules may be used to minimize the number of students in common spaces throughout the day. Each school site will develop a specific plan for their students that maximizes physical space while taking into account the number of students actually in the building at any one time. As the total numbers of students in buildings changes over the course of the year, managing student movement outside of the classroom will need to be monitored and adjusted.

Additional strategies to maintain physical distancing that may also be incorporated are:

- Reduction of congestion in the health office. We may use the health office for children with flu-like symptoms and a satellite location for first aid or medication distribution.
- Marked traffic flow patterns and designated entrances and exits may be utilized to minimize face to face contact.
- Tape, spots, cones, paint or other markers will be used in some locations to signal six feet in areas where students may be waiting in line. This may include symptom screening points, restrooms, water fountains, hand washing or sanitizing stations, the main classroom entrance, the cafeteria, and more.
- Limiting or eliminating the presence of volunteers for classroom activities,



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- Cancellation of in person activities that are considered high risk. These include choir, playing of wind instruments (band), contact sports, or other activities that require students to remove face coverings and/or be in close contact with one another.
- Cancellation of in person field trips, assemblies, and other large gatherings.
- Limiting or eliminating cross-school transfer for special programs. For example, if students are brought from multiple schools for special programs (e.g., music, robotics, and academic clubs),
- Keep students outside more, as weather and space permit.
- Water fountains that are normally available for students may be turned off if required by the Tacoma - Pierce County Health Department.



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Students Meals

To best serve students in Phase 1 and Phase 2 of our reopening we will offer an online pre-ordering of meals for families. We will also survey parents before school starts to get an understanding of how many families we could expect to utilize the lunch program via pick-up or delivery, if necessary.

Once in Phase 3 and depending on guidance from the Tacoma-Pierce County Health Department student we eat meals in their classrooms. A protocol must be in place to protect students with potentially life threatening food allergies if students will be eating in their classrooms. All students will need to wash their hands (NOT use hand sanitizer) after eating, desks will need to be washed by an adult after students finish eating with soap and water or a fragrance-free wipe, and any spills will need to be cleaned up by an adult. All these steps are necessary to ensure no food residue is left on surfaces in the classroom. While in Phase 3 students will have access to the same pre-ordering of meals for pickup and possible delivery that was available to families in Phase 1 and Phase 2.

Limiting gatherings and potential mixing of classes or groups in the cafeteria or other communal spaces will help keep students and staff safe while at school. In the event the cafeteria is used, students will sit with their class or group, and physical distance will be maintained between students in a group or cohort and between groups. Staggered meal times in the cafeteria and careful arrangement of the flow of students to reduce crowding will be utilized. Tables will be at least six feet apart and students will be seated as far apart as possible at the cafeteria tables.



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Hand Washing

Students and staff are expected to wash their hands or use a minimum 60% ethyl alcohol-based, fragrance-free hand sanitizer frequently throughout the day. Hands should be washed whenever visible dirt is present. Children and adults should not touch their eyes, nose, and mouth with unwashed hands.

Hand hygiene should occur:

- on arrival to school
- before eating
- after using the restroom
- after blowing one's nose, coughing, sneezing, or touching one's face
- when returning to class from another location
- before and after providing routine care for another person needing assistance (e.g., a child)
- before putting on and removing gloves
- before leaving for the day

Staff providing health care services should perform hand hygiene before and after contact with each student.



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Personal Protective Equipment

Wearing cloth face coverings helps prevent the spread of COVID-19 and all students, staff, and guests will be required to wear cloth face coverings in schools and district facilities. Exceptions to this mask requirement will be allowed within the parameters set forth in the guidance provided from OSPI and state/local health officials.

For staff, cloth facial coverings must be worn by every individual (except as described below) not working alone at the location unless their exposure dictates a higher level of protection under Department of Labor & Industries safety and health rules and guidance.

1. Cloth face coverings should not be worn by:

- Those with a disability that prevents them from comfortably wearing or removing a face covering.
- Those with certain respiratory conditions or trouble breathing.
- Those who are deaf or hard of hearing, and those who provide instruction to such people, and use facial and mouth movements as a part of communication.
- Those advised by a medical, legal, or behavioral health professional that wearing a face covering may pose a risk to that person.

2. In rare circumstances when a cloth face covering cannot be worn, students and staff may use a clear face covering or a face shield with a drape as an alternative to a cloth face covering. If used, face shields should extend below the chin, to the ears, and have no gap at the forehead.

3. Younger students will be supervised when wearing a face covering or face shield and may receive help putting them on, taking them off.

4. Even when cloth face coverings are worn, the practice physical distancing will continue.

5. Students may remove face coverings to eat and drink and when they go outdoors for recess, physical education, or other outside activities when they can be physically distanced.

Additional Personal Protective Equipment (PPE) will be provided to staff whose positions require close contact with students or who work with students for whom wearing a mask or containing their secretions may be difficult. Additional PPE will also be provided to staff who care for students who may be ill (e.g., health room and isolation/waiting room staff). This PPE will be decided from guidance by L&I, OSHA, and the CDC.

Staff or students may be required to provide a doctor's note for health conditions that preclude that individual from wearing a face covering.

Training on the proper application and removal of PPE will be provided by the district nurse and/or district health technicians to all staff. Students will receive similar instruction from district health staff or their teachers.



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Transportation

Transportation will be provided to students using routes similar to those provided during the 2019-2020 school year. State guidance for health and safety precautions will be followed on district vehicles.

The district will communicate to families as we enter Phase 3 and more students come to the school buildings to walk, bike or utilize parent drop-off and pick up. Very few of Dieringer's students have access to safe biking or walking routes to our schools so most students will still need to rely on district transportation if families cannot transport their own children.

Through the utilization of a parent attestation each day, the district will stress the importance of keeping students home and not even sending them to the bus stop if they have any symptoms. For any student who presents with symptoms upon boarding a bus, the driver or an assigned paraeducator will isolate the student as much as possible and inform dispatcher that the student needs to be screened for symptoms upon arrival at school. The paraeducator may also try to contact the parent before leaving the bus stop. For student safety reasons, no student will be left behind at a bus stop without confirmation from a parent.

Dieringer School District will follow guidance while students are on our buses. The OSPI principles for COVID-19 prevention within school transportation are:

- Maximize outside air and keep windows open as much as possible
- Encourage walking, biking, or being driven by caregivers as much as possible
- Riders and staff members must wear a cloth face covering
- Clean and disinfect frequently touched surfaces. Busses will be
- disinfected after every use.
- Keep riders as far apart as possible on the bus



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Sanitation, Cleaning, and Disinfecting

The District will clearly communicate all COVID-19 related cleaning and disinfection protocols to staff and families. Cleaning and disinfection protocols for a probable case of COVID-19 will comply with CDC recommendations. Access to areas visited by a probable case of COVID-19 will be restricted until cleaning and disinfection is completed.

All classrooms will be provided with disinfecting wipes and hand sanitizer that have been approved by the EPA for effectiveness and low toxicity. Additional disinfecting wipes and hand sanitizer will be made available in key administrative areas.

Ventilation will be set to maximize outside air flow continuously. Filters will be used that provide the maximum filtration recommended for the HVAC equipment of the building and will be changed monthly.

Cleaning protocols and the frequency of those cleanings will vary based upon which Phase of Reopening the district is in. As more students come into school buildings, more time and potentially more staff will be required to ensure school buildings and surfaces are clean. A plan and schedule that meets the needs of the particular Phase of Reopening will be developed and shared at least one week prior to a change from one phase to the next. The plan will be developed in conjunction with the school nurse, custodians, and the Maintenance and Transportation Manager.

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

When groups of students move from one area to another or there is a change in the cohort of students using a space the space will be cleaned and disinfected before the new group enters the area.

High-touch surfaces will be cleaned and wiped down with sanitizing wipes frequently throughout the day. Surface will also be cleaned and disinfected each day after students and staff leave.

When cleaning, custodial or other staff will:

- Follow the disinfectant instructions on the label:
- Use disinfectants in a ventilated space. Heavy use of disinfectant products should be done when children are not present and the facility should air out before children return.
- Use the proper concentration of disinfectant.



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- Keep the disinfectant on the surface for the required wet contact time.
- Follow the product label warnings and instructions for PPE such as gloves, eye protection, and ventilation.
- Keep all chemicals out of reach of children in a locked cabinet or room.

Carpets will be vacuumed regularly and in specific areas as needed. Outdoor spaces such as playgrounds will receive normal routine cleaning, but do not require disinfection. Playground equipment will not be sprayed with disinfectants. This practice is not an efficient use of supplies and is not proven to reduce risk of COVID-19. High-touch surfaces made of plastic or metal, such as grab bars and railings, will be cleaned routinely. Cleaning and disinfection of wooden surfaces (play structures, benches, tables) or groundcovers (mulch, sand) is not recommended, and the district will follow this recommendation.



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Managing COVID Cases & Contact Tracing

To prepare for the potential of students or staff showing symptoms while at school, each school will have a response and communication plan in place that includes communication with staff, families, and the Tacoma-Pierce County Health Department.

The following guidance reflects some of the latest CDC updates from 7/23/2020. More is learned about COVID-19 every day, and as more information becomes available. CDC and local health entities will continue to update and share information. As knowledge and understanding of COVID-19 evolves, this guidance may change. However, based on the best available evidence at this time:

- Staff, parents or caregivers should be strongly encouraged to monitor their children for signs of infectious illness every day.
- Students/staff who are sick with any illnesses should not attend school in-person. Stay home when sick.
- Health screening daily by families and schools will help mitigate the need to respond to students or staff who may become ill during the school day.

Even with the precautionary steps followed above some staff or students may develop symptoms of infectious illness while at school. Students and staff who develop symptoms will be isolated from other students and staff until they can safely leave the school building. Students will be isolated in a non-threatening manner, within the line of sight of adults (or at a distance of 6 feet) and for very short periods of time. While waiting to leave school, the individual with symptoms should wear a cloth face covering or mask.

If students or staff have COVID-19 symptoms, but have not been around anyone diagnosed with COVID-19: the student will be excused from school in accordance with existing school illness management policy. The student should stay home and symptoms should be monitored. If symptoms get worse, staff or the students' family should contact their health care provider and get medical help right away. Individuals may be referred for evaluation by their healthcare provider and possible testing. Contact the local health department for reportable health condition hotline for additional steps and contact tracing considerations:

Staff, students and their families should be advised that the local health department may contact the family for contact tracing. If contacted, staff/families should notify the contract tracer that the student attended school. In conjunction with the Tacoma-Pierce County Health Department the Dieringer School District will perform and needed contact tracing for other staff and students and also provide any allowable requested information to the Tacoma-Pierce County Health Department.



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If a student or staff member is diagnosed with a confirmed COVID-19 illness, the infected person or the infected person's family member must notify the school (preferably the building COVID-19 Coordinator(s) or school nurse) and the Tacoma-Pierce County Health Department must be contacted; they will advise on next steps. It is likely that many of the other students or staff who were in close contact with the infected individual will need to self quarantine for 14 days.

A "confirmed case" is defined as a person (with or without symptoms) who received a positive result from a COVID-19 laboratory test. Additionally, the district will consider possible contacts and exposures for any at risk students and staff under the guidance of the Tacoma-Pierce County Health Department. We will inform building administrators and the district nurse.

In conjunction with Tacoma-Pierce County Health Department recommendations, the District Superintendent, and District administration will consider any short or long term facility closures. Communications to families and staff exposed or in the school community at large may include:

- Guidance and as recommended by local health department
- Guidance of district COVID-19 Response Team Coordinator
- Maintenance of the confidentiality of each student or staff member as required by the American with Disabilities Act and the Family Education Rights and Privacy Act.

Staff, students, and their families should be advised that the local health department may contact the family for contact tracing.

Students and staff returning to school after having suspected signs of COVID-19 who were ill but without a known exposure to a confirmed COVID-19 cases, follow DOH guidance for what to do if you have symptoms for COVID-19 and have not been around anyone who has been diagnosed with COVID-19. If a test for COVID-19 is not performed, stay home for at least 10 days after symptom onset, and at least 24 hours after fever has resolved and symptoms have improved. (People with severe disease or immunocompromised may need to be isolated at home for longer.) If a test for COVID-19 is negative, stay home until 72 hours after fever resolves and symptoms are improving.

People who are ill and had known exposure to a person with confirmed COVID-19 are encouraged to be tested for COVID-19 and should stay out of school until at least 10 days after symptom onset, and at least 24 hours after fever has resolved and symptoms have improved. (People with severe disease or immunocompromised may need to be isolated at home for longer.) Staff and students' parents or caregivers must inform the school right away if the ill person is diagnosed with COVID-19. If a student or staff member tests positive for COVID-19, the local health jurisdiction will provide advice, but it is possible that many of the student's classmates and teachers will be considered close contacts and need to be quarantined for 14 days.



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A staff member or student who had confirmed COVID-19 can return to the school building when:

- At least 24 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.

If a person believes they have had close contact to someone with COVID-19, but they are not sick, 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, child care, school, or public places for 14 days. If a person develops symptoms of COVID-19 during their quarantine, they should seek testing for COVID-19, and follow guidance above for confirmed COVID-19 cases. Consider testing at day 10 even if no symptoms are present. A negative test after exposure does not shorten the 14 day quarantine period.

District staff and the district nurse will be available to assist staff and families and connect people to resources in any of the scenarios above.



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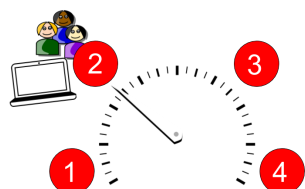
Dieringer Phases of Reopening

Phase 1



All students and staff participate in distance learning. School buildings are open for staff to deliver online instruction from their classrooms and other spaces.

Phase 2



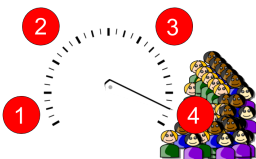
Students in greatest need of additional support onsite with in-person instruction individually or in small groups. All other students participate in distance learning. School buildings are open for staff to deliver online instruction from their classrooms and other spaces.

Phase 3



All students participate onsite with in-person instruction a minimum of two days a week. Students will participate in distance learning the other days of the week. Staff will be onsite for the purpose of planning and delivering instruction. Students and families that are not comfortable returning to the buildings may stay in a 100% remote model.

Phase 4



All students and staff participate onsite with in-person instruction five days a week.

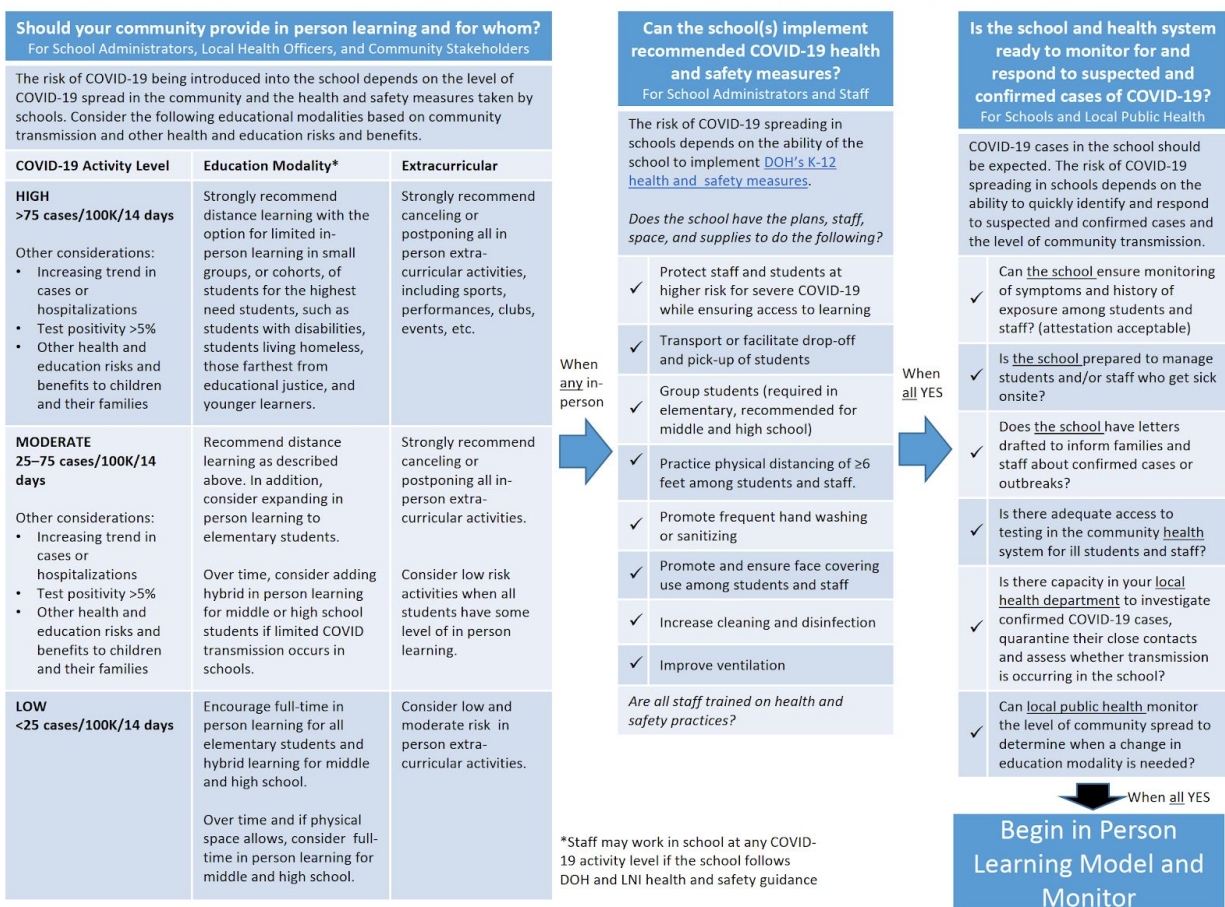
The decision tree below was designed to assist local health officials and school administrators in determining the degree of in-person learning that is advisable in their school and ensuring that the school is able to implement comprehensive health and safety measures and is ready to respond swiftly if a person with confirmed COVID-19 is identified in the school environment. The Department of Health favors a slow, cautious, phased-in approach to



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resuming in-person instruction beginning with staff, small groups of our youngest learners, and students who are unable to learn or receive critical services asynchronously. Over time, we can add additional students to in-person models. In-person learning will be prioritized for elementary school students because they may be less likely to spread COVID-19 than older children, have more difficulty learning asynchronously and may otherwise need to be in a childcare setting if their parent(s) are working. While extracurricular activities are important to a child's growth and development, the Washington State Department of Health also prioritizes educational opportunities over extracurricular activities in the school setting and other discretionary activities in the surrounding community.

Decision Tree for Provision of in Person Learning among Public and Private K-12 Students during COVID-19



The Dieringer School District will work with the community, our families, and our staff as we consider the guidance provided above. It is clear from communication over the summer that families prefer their children in school, and research shows that students learn best from in-person learning. Before making a change from one phase to another, the district will make every effort to provide at least two weeks notice.



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Student Learning & Instruction

Schools are working with a schedule within the schedule, there is asynchronous learning synchronous learning and semi-synchronous learning that will occur throughout the day. Wednesdays will have ongoing professional development, grade level meetings and appropriate time for preparation and supporting students and families individually, in small groups and larger groups.

Beginning of year events/activities will include:

- Teachers will send introductory letters and welcome videos before school starts
- Family Connections for K (req by WAKIDS)
- 1st-5th grade teachers will connect with individual student/parent for initial conference after school starts
- Drive Through Device & Supply Pick up
- Scheduled Drive Through Live Screening (DIBELS/ELPA21/Other) (stations)
- Possible Virtual Open House video tour

Social Emotional Learning will be a focus this year as we work hard to build relationships with students and teacher who have not met in person prior to the start of the school year. Some of those strategies include:

- Daily Class Meetings
- Character Strong Program
- Investigating options for a Universal Screener
- Virtual Counselor Lessons
- Targeted Student Intervention

Student engagement is essential to student success this year. Engaging students involves details for what will be synchronous and recorded, and what is available to watch at alternative times. Identifying staff to provide support to individuals, small groups and support “break out” sessions that teachers lead is important. As well as the identification of students from the spring and those who may need additional support to access virtual school. We will then assign staff to support students and parents. Contact will be made to meet with virtually, and help connect them with teachers and other support staff. We recognize there are students who are further from educational justice and we are going to be proactive, intentional and creative in how we identify and support them. At the middle school, this includes Ohana Time, a mixture of social emotional learning and student support. Continuing this year are Lunch Bunch groups and many other virtual activities.



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North Tapps Middle School Schedules

Student	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 – 9:30	1 st period Synchronous instruction and support	4 th period Synchronous instruction and support	Students should have 35 minutes of asynchronous work to work on for 1 st - 6 th class period	1 st period Synchronous instruction and support	4 th period Synchronous instruction and support
9:40 – 10:40	2 nd Period Synchronous instruction and support	5 th Period Synchronous instruction and support	Asynchronous work (Activities, videos, assignments, practice etc.)	2 nd Period Synchronous instruction and support	5 th Period Synchronous instruction and support
10:50 - 11:50	3 rd period Synchronous instruction and support	6 th period Synchronous instruction and support	Asynchronous work (Activities, videos, assignments, practice etc.)	3 rd period Synchronous instruction and support	6 th period Synchronous instruction and support
11:50 – 12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30 – 1:00	Ohana Time: Social emotional learning / Check-in	(Application/ Extension) Asynchronous work (Activities, videos, assignments, practice, projects etc.)	(Application/ Extension) Asynchronous work (Activities, videos, assignments, practice, projects etc.)	(Application/ Extension) Asynchronous work (Activities, videos, assignments, practice, projects etc.)	Ohana time : Check in
1:00 – 2:30	(Application/ Extension) targeted Student support & Asynchronous work (Activities, videos, assignments, practice, projects etc.)	(Application/ Extension) targeted Student support & Asynchronous work (Activities, videos, assignments, practice, projects etc.)	(Application/ Extension) targeted Student support & Asynchronous work (Activities, videos, assignments, practice, projects etc.)	(Application/ Extension) targeted Student support & Asynchronous work (Activities, videos, assignments, practice, projects etc.)	(Application/ Extension) targeted Student support & Asynchronous work (Activities, videos, assignments, practice, projects etc.)
2:00- 3:00	Help Table / Staff office hours (if you have questions)	Help Table/ Staff office hours (if you have questions)	Help Table/ Staff office hours (if you have questions)	Help Table/ Staff office hours (if you have questions)	Help Table/ Staff office hours (if you have questions)

Cert Staff	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	Communication/ Collaboration/ Meeting time	Communication/ Collaboration/ Meeting time	Communication/ Collaboration/ Meeting time	Communication/ Collaboration/ Meeting time	Communication/ Collaboration/ Meeting time
8:30-9:30	1 st period Synchronous instruction and support.	4 th period Synchronous instruction and support.	Virtual Curriculum Development 8:30-10:30	1 st period Synchronous instruction and support.	4 th period Synchronous instruction and support.
9:40-10:40	2 nd Period Synchronous instruction and support	5 th Period Synchronous instruction	Virtual Curriculum Development 8:30-10:30	2 nd Period Synchronous instruction and support	5 th Period Synchronous instruction and support
10:50-11:50	3 rd period Synchronous instruction and support	6 th period Synchronous instruction and support	District/Building Directed Time 10:30-11:30	3 rd period Synchronous instruction and support	6 th period Synchronous instruction and support
11:50-12:30	Lunch	Lunch	Lunch 11:30-12:00	Lunch	Lunch
12:30- 1:00	Ohana Time: Social emotional learning	Virtual Curriculum Development	District/ Building Directed Time 12:00-1:00pm	Virtual Curriculum Development	Ohana Time: Check in
1:00-1:30	Targeted Student support	Targeted Student support	Student Support	Targeted Student support	Targeted Student support
1:30-2:00	Virtual Curriculum Development	Virtual Curriculum Development	Student Support	Virtual Curriculum Development	Virtual Curriculum Development
2:00-3:00	Help Table/Office hours	Help Table/Office hours	Help Table/Office hours	Help Table/Office hours	Help Table/Office hours
3:00-3:30	Communication/ Collaboration/ Meeting time	Communication/ Collaboration/ Meeting time	Communication/ Collaboration/ Meeting time	Communication/ Collaboration/ Meeting time	Communication/ Collaboration/ Meeting time

Monday, Tuesday, Thursday Friday:

- Each period will be 60 minutes long with a 10-minute passing period.
- Students are expected to have 60 minutes additional work (Activities, videos, assignments, practice, projects, reading, labs etc.) per period each day that class is held.
- Students must be provided with an alternate learning activity if they cannot attend the required zoom sessions at the specific time.
- Attendance will be taken each period.
- Advisory class
 - Monday's advisory class will be guided by character strong curriculum provided to staff
 - Friday's Class will be a follow up on that as well as a check in and relationship building.

Wednesday:

- Students should have 35 minutes of asynchronous work to work on for each class.
- Wednesday's meeting times may change however Wednesdays will be broken up into three categories each for a total of two hours each Wednesdays, (Virtual curriculum development, Building /district time, and student support). Plus the one hour of WAC time.

[illegible]

	K	4th	5th				PE and Music			**Wednesday
	Monday	Tuesday	**Wednesday	Thursday	Friday					
8:30-8:45						8:30-8:45				Class Meeting
8:45-9:00	Class Meeting	Morning Meeting				8:45-9:00				Instructional Planning/Prep
9:00-9:15			Morning Meeting			9:00-9:15				Asynchronous Instruction
9:15-9:30		Math				9:15-9:30				Targeted Student Support
9:30-9:45	ELA					9:30-9:45				Office Hours/Student Support
9:45-10:00			Math			9:45-10:00				Team Meetings
10:00-10:15						10:00-10:15				Building Meetings
10:15-10:30						10:15-10:30				District Meetings
10:30-10:45						10:30-10:45	4th A/B	4th A/B	4th C/D	Professional Development
10:45-11:00						10:45-11:00				
11:00-11:15						11:00-11:15				
11:15-11:30		ELA				11:15-11:30	5th A/B	5th A/B	5th C/D	
11:30-11:45	Lunch					11:30-11:45				
11:45-12:00			ELA			11:45-12:00				
12:00-12:15						12:00-12:15	K A/B	K A/B	K C/D	K C/D
12:15-12:30	Math					12:15-12:30				
12:30-12:45		Lunch				12:30-12:45				
12:45-1:00			Lunch			12:45-1:00				
1:00-1:15						1:00-1:15				
1:15-1:30						1:15-1:30	4th E/F	4th E/F	5th E/F	5th E/F
1:30-1:45						1:30-1:45				
1:45-2:00	Social Studies Science Specialists	Social Studies Science Specialists	Social Studies Science Specialists			1:45-2:00				
2:00-2:15						2:00-2:15	K E/F	K E/F	K G	K G
2:15-2:30						2:15-2:30				
2:30-2:45						2:30-2:45				
2:45-3:00						2:45-3:00	5th G1	5th G2		

*TBD--within specific class schedules--Targeted Student Support, Office Hours, Instructional Planning

Library will be Asynchronous and have drive through check out/pick up



Dieringer School District Fall Reopening Plan

Student Services

School will begin virtually for all students receiving special services, including LAP, Title, English Learners and students with IEPs. A process is currently being developed to ascertain whether services for students with special education needs should begin prior to the general population. This decision making process will be completed in conjunction with families and teaching staff. Considerations for these decisions may include areas such as progress made in the spring with the virtual learning model, health concerns, activities of daily living needs, access to virtual learning and/or the ability to engage virtually. The intent is to provide services for those students where virtual learning is not the most advantageous learning environment. Decisions will be made in collaboration with families. Depending on the data from OSPI, CDC and the Pierce County Health Department, some students with IEPs may return to school in mid to late September.

Students who receive support through Title, LAP or English Learners services will also be reviewed through the use of a rubric. The purpose is to assure that we address any issues for students who may be the farthest from educational justice. Decisions regarding the amount of services and how services will be delivered will be determined on a case by case basis. Parents will be involved in the decision making process. Again, these actions will be dependent on data from OSPI, the CDC and Pierce County Health Department.

A nomination process for students who may be highly capable will be announced on the district website during mid to late August. Students will be screened using the most current data available. Those referred to the full highly capable assessment will be tested in small groups at each building. The nomination and testing schedule, as well as testing results, will be sent directly to the families of students who will be assessed.

Resources to address the needs for highly capable students are being evaluated. Additionally, a plan for professional development for teachers of students identified as highly capable is in the design phase.

Resources for students with IEPs were approved by the Curriculum, Instruction and Assessment Committee and are designed specifically to support reading at both elementary and middle school levels.

Students for whom a 504 plan has been developed will be accommodated according to their individual plan.



Dieringer School District Fall Reopening Plan

Daily Attendance

While in Phase 1 and Phase 2 student attendance will be recorded daily for each student at all grade levels. In the same manner that attendance is taken each period at the secondary level, a similar practice will be implemented for all students in the Dieringer School District across all grade levels.

In addition to being present for instruction each day, student participation and progress will be monitored by teachers and/or paraeducators.

Upon moving into Phase 3, student attendance will return to a more traditional practice on the days the students are in the school buildings. Student progress on days they are not in the buildings will still be monitored, and if there are synchronous opportunities, students would be expected to attend, and their presence would be logged.



Dieringer School District Fall Reopening Plan

Learning Standards

CIA will work to identify priority learning standards for this school year. With the full student schedule that will be in place for the school year, the hope is that teachers will be able to teach to most all of the standards this school year.

Teachers will work backwards in grade level teams or content areas from the end of the year Standards Based Assessments (SBA) in math and english language arts or the Washington Comprehensive Assessment of Science (WCAS) for science. We have data and information on which standards comprise the bulk of the test questions and represent the knowledge and skill students are most expected to have as they reach the end of the year. This information will be the road map for the standards that are taught this school year.

In subjects where students aren't assessed with the SBA or WCAS, teachers can leverage other national standards like the Next Gen Science standards and C3 Social Studies Standards to identify the most important standards and content to teach.

The district Curriculum, Instruction, and Assessment team can also be a sounding board and a guiding body to direct grade levels and content areas on what key information should be taught to students.



Dieringer School District Fall Reopening Plan

Grading Expectations

The Dieringer School District will be grading student performance in the 2020-2021 school year.

Grading at all levels will continue to focus on both learning behaviors and progress toward the standards for all subjects.

Grading practices will be reviewed and finalized by the Curriculum, Instruction, and Assessment (CIA) team.



Dieringer School District Fall Reopening Plan

Incompletes from the Spring of 2020

As a kindergarten through eighth grade school district, we had an extremely limited number of students who were in credit bearing classes at the end of last school year. Most all of those students were in 8th grade and have moved on to high schools in neighboring districts leaving us an even smaller number of students who may have incompletes that need addressed. In the event we do have students in attendance with incompletes, they will be addressed on an individual case by case basis.



Dieringer School District Fall Reopening Plan

Universal Screening

All students will be screened as the school year begins to assess progress made last spring and identify learning gaps that may be present. The Dieringer School district uses different tools at different grade levels to assess students abilities and skills. Those tools include but are not limited to:

- WA Kids
- STAR
- Assessments in Edgenuity
- DIBELS
- Curriculum based assessments
- Other district developed screening tools



Dieringer School District Fall Reopening Plan

Family & Community Engagement

The Dieringer School District will engage families and community members and organizations in culturally responsive ways. As recommended by OSPI we will center student and family voice to ensure we are prioritizing what is most important in our decision-making process as we progress through the school year. Dieringer's phased approach to reopening, while meeting the needs of students to the best of our ability at the given time, will cause changes in schedules, routines and learning times for families. The district will continue to rely on our Reopening Advisory Committee as a sounding board and as a resource in the decision making process.

Communication to families will be crucial throughout the school year. We will work to ensure families have a single point of contact, for most all their needs and questions. We will continue to enlist tools such as surveys, questionnaires, focus groups, and home visits to meet the needs of our students. The district has already partnered with the PTA leadership teams at all three schools to find creative ways for fundraising for this year, and to brainstorm ways to engage parents and students in school activities when we can't come to the buildings for events and gatherings.

While there are many questions about how to begin a school year remotely, one specific concern was how to build meaningful relationships with students we have not met in person. Our teachers and staff will brainstorm and find creative ways in the weeks leading up to the start of school to use our traditional back to school events like curriculum nights, Bulldog Days, Barbeques, and other events to connect with students and families. These may include new virtual and/or face-to-face orientations for families, where we could meet students, discuss health and safety protocols, and expectations for remote and in-person learning.

With no large childcare providers within the boundaries of the school district, to support families on the days the students are not in school the district has contracted with Right at School to provide AM, PM, and full day childcare for families. While it may seem counterintuitive to have students on sight for childcare and not in class, small numbers of families need a place to send their students during the day. Having 20-30 students on site in a gym or cafeteria is a different perspective than having 250 or more students, teachers, and staff in the building for traditional classroom learning where students are in classrooms for many hours while the district is in Phase 1 or Phase 2 of our Reopening Plan.



Dieringer School District Fall Reopening Plan

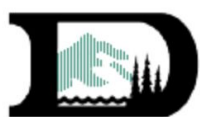
Technology & Connectivity

All Dieringer students have a district provided device. Depending on the grade level, students have access to an iPad, a PC Laptop running Windows, or a ChromeBook running Chrome OS.

As the school year begins, student devices will be distributed and students will be provided support and training on using their devices as needed. Teachers will schedule sessions with students and parents to familiarize them with the various accounts and software applications used at each grade level.

The Dieringer School District Technology Department has established an email address for students and parents who are experiencing technology issues with their district equipment. Support can be provided back to users via email, over the phone, or remotely where the internet connection allows a district Technology Support Specialist to work on a device without physically touching the device. If those methods fail to resolve the issue our technology team can arrange a drop off/pick up either at school or at the students home to get a different device to the student.

Connectivity is a key component to student success this school year as students work remotely. A survey last spring revealed that an overwhelming majority of Dieringer's students have reliable internet access at home. We did provide wireless hotspots to about 2% of our students last spring and are prepared to provide hotspots to students again this fall. Part of our student support plan and grading practices for the year include monitoring of student performance and their contact with teachers. If students are unable to access learning over the course of the year while we are engaging in any sort of remote learning, we will offer to support students in maintaining connectivity.



Dieringer School District Fall Reopening Plan

Professional Learning

Prior to the start of the school year, and regularly over the course of the school year, staff will be provided with ample and appropriate opportunities to learn more about teaching in both remote and hybrid settings. Training will occur at, but is not limited to: Summer Tech Institute, August Days, the start of the school year, and District Days throughout the school year. A Professional Development Plan will be developed by CIA and revised as necessary. The District will front-load support and resources for staff before the beginning of the school year. All Dieringer School District staff will be expected to engage in synchronous and/or asynchronous professional development that is designed to supplement and/or support the live synchronous learning students will engage in this school year. This training includes but is not limited to incorporating content, activities, and collaboration opportunities. Professional development topics identified at the beginning of the school year to support online teaching and learning, as well as hybrid learning, may include but are not limited to the list below.

- Virtual teaching
- Edgenuity
- Distance Learning Playbook
- Safe Schools
- Google
- Safety Protocols
- MTSS
- Ed Modified
- Chromebook
- Character Strong
- Discovery Ed
- Trauma Focused Classroom
- Student Needs
- Classlink
- PlayPosit/Instructional videos
- Schoology Access Committee



Dieringer School District Fall Reopening Plan

Learning Management System

Based on use and feedback from remote learning this past spring, the Dieringer School District has decided to continue the use of three platforms to support student learning for the 2020-2021 school year. Each system has widespread applicability and use in various spaces and uses among subjects, and supports both hybrid and face-to-face learning. Materials and integrated tools within each system will be accessible to all types of learners. Each learning management system will enable communication between various groups including staff, students, and families. All three systems are user friendly for staff, students, and parents.

The integration and support of the Dieringer School District core curriculum is a priority for any online learning platform. Integration of available online resources created by external sources, third parties, and/or Open Educational Resources will be supported as needed or desired by students, families, and staff. Tracking of student engagement within each learning system and the resources included within each system is available. Each system enables students to upload demonstrations of their learning in multiple formats, and the platforms each support differentiation of content, as needed, for reteaching, enrichment, and acceleration.

- Our youngest students in grades kindergarten and first grade will use See-Saw.
- Students in grades 2-5 will use Google Classroom.
- Students in grade 6-8 will use Schoology.