Port Angeles School District

Academic and Student Well-Being Recovery Plan

2021-2022

Introduction

We are committed to our mission - "The Port Angeles School District creates learning communities that prepare each student to live, work, and learn successfully in a changing world." This mission statement is very appropriate at this time.

The Covid-19 pandemic has created significant challenges in our community for us all. I am very appreciative and proud of our parents/guardians, staff, community, and most importantly our students for their effort and sacrifices over the last 15 months. This year has been a very challenging, but we are now starting to experience life returning to a "new" normal. The Port Angeles School District plans for a full time return to in-person model for the 2021-22 school year.

Port Angeles School District and school staff strategically looked for opportunities to return students and staff safely during the 2020-21 school year. Our school system was a State leader in returning to in-person learning. Special Education Programs resumed some in-person learning in September 2020 followed by elementary schools in early October 2020 and secondary students in late January and early February 2021. Daily in-person instruction for students at the elementary level began in April 2021, with the option for students to remain in a fully remote learning model for the remainder of the school year.

Although we are very proud to be considered a State leader in returning students to in-person instruction last year, the work has just begun. We acknowledge that many students did not fare well in the remote setting. Addressing these impacts is critical to helping every student be successful in school and life post-pandemic. Our Academic and Student Well-Being Recovery Plan seeks to address the following areas:

- Development of learning recovery and acceleration plans to address potential learning loss.
- Intentional support of student well-being.
- Provide high-quality professional development that provides staff with tools necessary to support the social emotional health of student's, building equity and inclusion into instruction.
- Build a comprehensive assessment plan that identifies the academic and well-being of each student.
- Review and adjust plans as needed to maximize learning recovery.

This plan also includes mandatory Department of Health mitigation measures of face coverings, ventilation, cleaning and disinfecting, responding to cases of Covid-19, and meeting reporting requirements. Physical distancing is recommended and schools must have a plan that factors in physical distancing of 3 feet in the classroom and 6 feet everywhere else. Please note that physical distancing recommendations will not prevent a school from offering full-time in person instruction.

Finally, student and family voice and input will be critical for improving our systems moving forward. We will continue to seek new innovative ways to engage the school community. Join us during this exciting time as we reimagine our schools in the 21st century and what they can become.

Sincerely,
Martin Brewer
Superintendent

Each public school district in Washington State is required by the state Legislature and by Congress to create and submit an Academic and Student Well-being Recovery Plan by June 1, 2021. The goal of the plan is to identify which students and student groups need additional academic and well-being supports, define how those supports will be provided, and plan for recovery and acceleration of student learning and well-being over the summer, into the fall, and beyond. In addition, districts are required to use an equity analysis tool in the development of the plan. By June 1, 2021, districts must submit their plans via an online survey to the Office of Superintendent of Public Instruction (OSPI). OSPI has provided a series of required questions to which districts must respond. The survey with responses to these questions is the formal plan that we submit to OSPI. Two important notes:

- Assessment data is used to determine which students in each of the identified groups need the supports identified in the plan. Not all students in each of these groups will necessarily receive these supports.
- This plan is not inclusive of all the district's efforts to support students. Additional strategies are a part of our larger district strategic plan.

Port Angeles School District

OSPI Vision,

> **Mission Statement:** The Port Angeles School District creates learning communities that prepare each student to live, work, and learn successfully in a changing world.
>
> **Vision Statement:** All Port Angeles School District students will graduate prepared for life-long learning.
>
> **Beliefs:** Every student can learn.
> Every person has worth.
> School safety matters.

Mission, Values, and Equity Statement

Vision

All students prepared for postsecondary pathways, careers, and civic engagement.

Mission

Transform K-12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators.

We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

 Ensuring Equity, Collaboration and Service, Achieving Excellence through Continuous Improvement

 Focus on the Whole Child

Equity Statement

Each student, family, and community possess strengths and cultural knowledge that benefits their peers, educators, and schools. Ensuring educational equity:

• Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and/or English Learner services, students who identify as LGBTQ+, and highly mobile student populations.

• Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.

Guiding Principles

Lead with care and compassion

Focus on Students

Ensure equity for ALL students, families, and staff

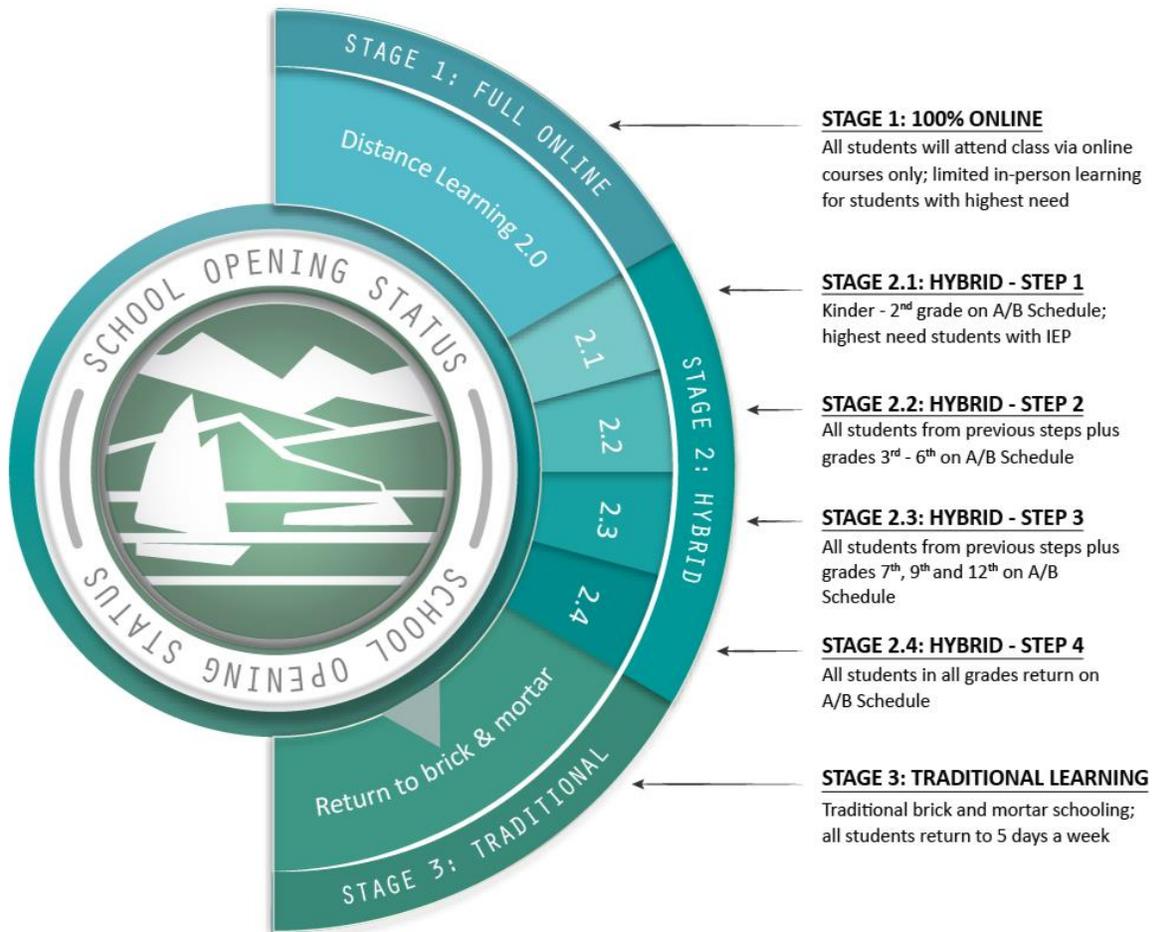Create safe and healthy environments for students and staff

Maximize student learning time in the buildings

Our Plan

Our plan is to return to full-time in-person student learning at every school in the PASD at stage 3.0. Plan will be presented to our school board on May 27, 2021 and posted on our website by June 1, 2021. <u>Stage 3: Traditional Learning:</u> All students participate onsite with in-person instruction five days per week.
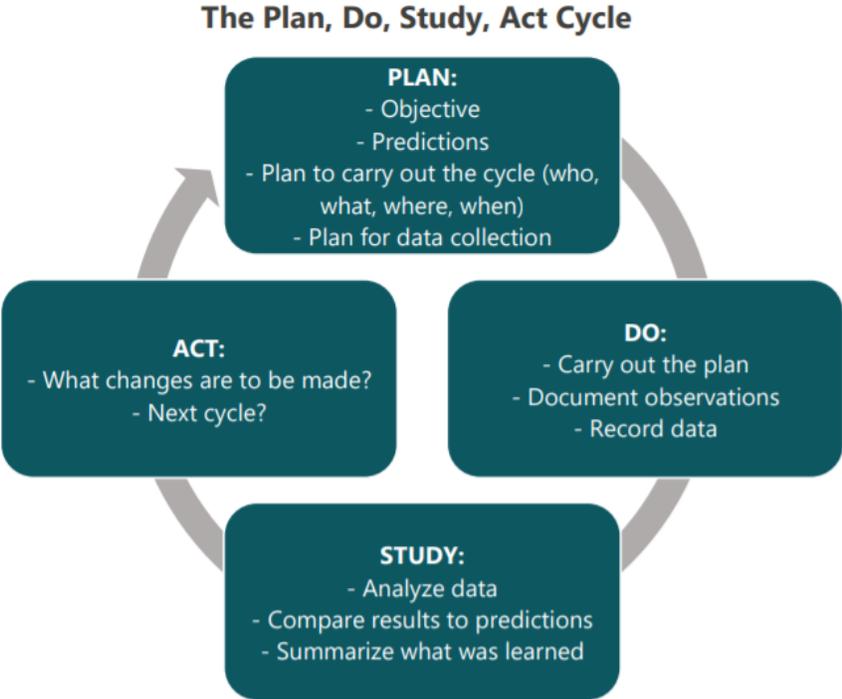
STAGE 1: 100% ONLINE
All students will attend class via online courses only; limited in-person learning for students with highest need

STAGE 2.1: HYBRID - STEP 1
Kinder - 2nd grade on A/B Schedule; highest need students with IEP

STAGE 2.2: HYBRID - STEP 2
All students from previous steps plus grades 3rd - 6th on A/B Schedule

STAGE 2.3: HYBRID - STEP 3
All students from previous steps plus grades 7th, 9th and 12th on A/B Schedule

STAGE 2.4: HYBRID - STEP 4
All students in all grades return on A/B Schedule

STAGE 3: TRADITIONAL LEARNING
Traditional brick and mortar schooling; all students return to 5 days a week

Instruction

We are committed to maximizing in-person learning, supporting academic recovery and acceleration, providing for the well-being, health and safety of our school community. Our district created an Equity Analysis Tool that was used by each building and at the district level to identify strengths and the gaps we have in academics, attendance, discipline and social emotional learning relative to a school, a grade, and groups of students. We used this information to begin our planning for 2021-2022.

OSPI states that educational equity is a foundational part of our educational system for every student across our state and the reason why districts will be required to begin with an equity analysis to develop their **District Academic and Student Well-being Recovery Plan**. As schools move forward with planning to serve students, decisions are informed by data and centered on equity by anticipating a range of perspectives and needs. By predicting needs, equitable systems can be planned and put in place to address student needs. Systems with clearly articulated definitions and values for equity and inclusion are more likely to make decisions that align and support those values.

Our equity analysis acts as a critical check so decisions are made to support equity and are less likely to do harm. Plans to support equity consider student assets and needs as well as create opportunities to dismantle systemic inequities that exist in current policies, practices, norms, and structures. Each building and the district will use the continuous school improvement process to guide, support, and adapt our work given data and feedback gathered along the way using The Plan, Do, Study, Act Cycle.

The Plan, Do, Study, Act Cycle

PLAN:
- Objective
- Predictions
- Plan to carry out the cycle (who, what, where, when)
- Plan for data collection

DO:
- Carry out the plan
- Document observations
- Record data

STUDY:
- Analyze data
- Compare results to predictions
- Summarize what was learned

ACT:
- What changes are to be made?
- Next cycle?

Student Well-Being

Student well-being is an overarching term to describe both social-emotional learning (SEL) and mental health needs. Learning cannot take place unless we attend to students' overall well-being. Learning is social, emotional, and academic and is enhanced by relationships, social interaction, rich learning environments, and access to rigorous learning opportunities. Students actively construct knowledge by connecting what they know to what they are learning within their cultural contexts and their perceptions of their own ability to influence learning.

Social-emotional learning are the competencies students need to be constructive participants in their communities. These competencies help students manage difficulties and maintain their mental health. Competencies, including self-understanding and self-regulation, are skills that allow students to be able to learn and access academic content.

Mental health refers broadly to the psychological symptoms students carry to school with them that can interfere with their ability to learn and succeed. These include the effects of trauma, including symptoms of anxiety and depression (OSPI April 2021). Survey results from PASD Parent-Student-Staff May 2021.

Over the past year, how would you describe your mental health?

Answered: 142   Skipped: 0
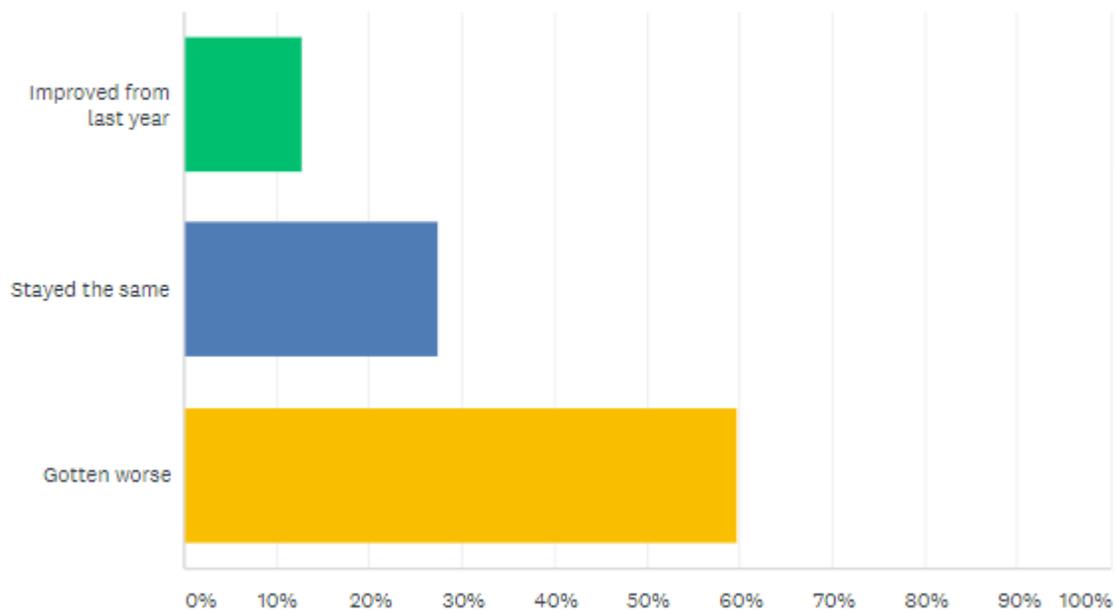
Student and Family Voice

Student and family voice and input are critical for improving systems that are responsive to student needs. Districts must consider how they are engaging students and families in the processes of planning and monitoring progress along the way. Engaging those who are most impacted by the decisions will guide plans that provide supports to fit individual strengths and needs and inform educators in the way they adapt and scaffold learning opportunities.

What subjects have you been the MOST CHALLENGING for you this year? (Check all that apply)
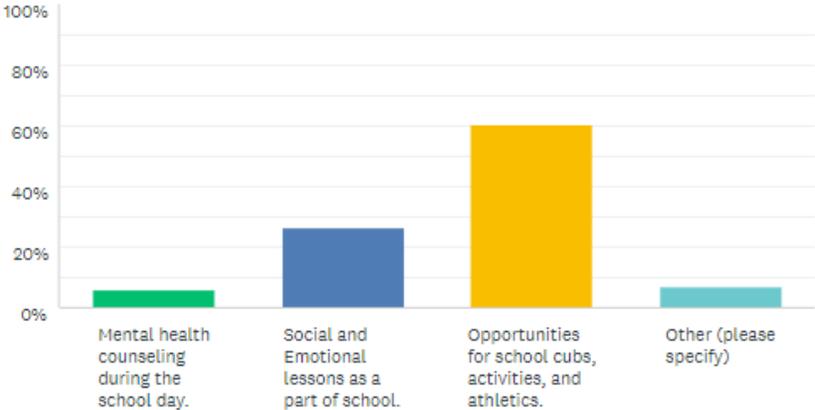
Answered: 142   Skipped: 0
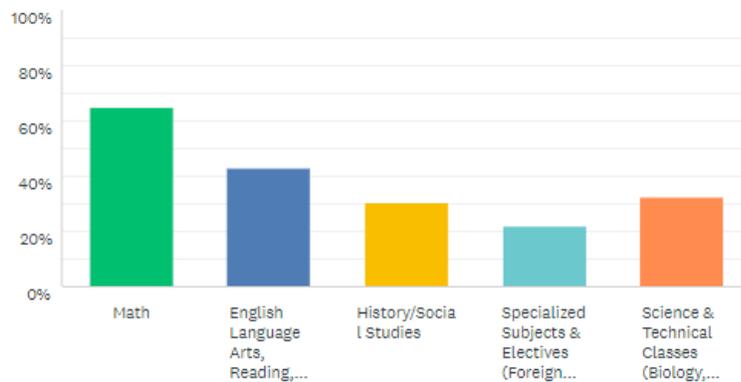
Due to the school building closures in spring 2020 and extended time in remote learning for many students, families have new insights in the way they see their children as learners, and their voices in what did and didn't work for their students are key. (OSPI April 2021) Survey results from PASD Parent-Student-Staff May 2021.
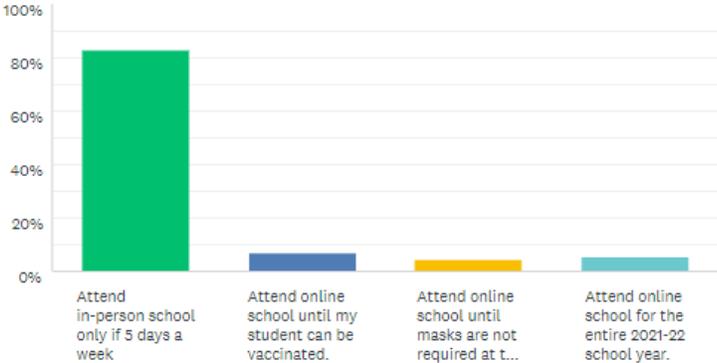
Thinking about your child(ren), which one of these will most support their well-being next school year: (Select one)

Answered: 476   Skipped: 0

What is your preference for how your child(ren) returns to school in the fall?

Answered: 476   Skipped: 0

Professional Learning

Professional learning is about building staff capacity in order to best serve students. The term "professional learning" means a comprehensive, sustained, job-embedded, and collaborative approach to improving teachers' and principals' effectiveness in raising student achievement.

10

Professional learning fosters collective responsibility for improved student performance and must comprise learning that is aligned with student learning needs, educator development needs, and LEA or state improvement goals.

The Washington State Legislature has appropriated funds for the following professional learning days:

• RCW 28A.415.440 requires a focus on social-emotional learning with one or more of the following topics: Social-emotional learning, trauma-informed practices, using the model plan developed under RCW 28A.320.1271 related to recognition and response to emotional or behavioral distress, consideration of adverse childhood experiences, mental health literacy, anti-bullying strategies, or culturally sustaining practices.

- Senate Bill 6168 (2020) specifies that one professional learning day must be spent on racial literacy, cultural responsiveness, and stereotype threat for purposes of closing persistent opportunity gaps. "Even before the onset of COVID-19, an emerging consensus in the science of learning and development highlighted the need to provide all students with access to deeper learning experiences in ways that promote greater equity."
- All educators – para-educators, teachers, educational staff associates (ESAs), and administrators – will need professional learning in order to support the changes necessary for student learning recovery and acceleration, and for student well-being. Impactful change is dependent on impactful learning with feedback and reflection cycles. All educators participate, and the instructional leader participates so they can monitor and support immediate implementation of the new strategies or content knowledge. (OSPI April 2021)

PD plan for August collaboration days and for fall 2021 will be designed to focus on:

- Learning loss interventions
- Leading with social-emotional needs and SEL practices
- Integration of technology
- Teaching strategies and practices
- Working with families
- Flexible grouping/differentiation
- Equity and action
- Inclusionary Practices PD
- Partnering with community organizations
- Culturally Responsive practices
- Using trauma-informed practices with classroom and school wide behavior supports
- MTSS model
- Identify essential standards
- Use of diagnostics and screeners (MAP, etc.)
- Use of universal screening (SE, academic)
- Professional Learning Communities to support teaching in learning
- Providing for family and student voice
- Communication tools for students and parents
- Character Strong K-12 Curriculum
- Safety and Health Protocol trainings

(Survey results from PASD Parent-Student-Staff May 2021)

As we plan professional development for staff, please identify three areas of training and support you would like to see.

Answered: 140   Skipped: 0
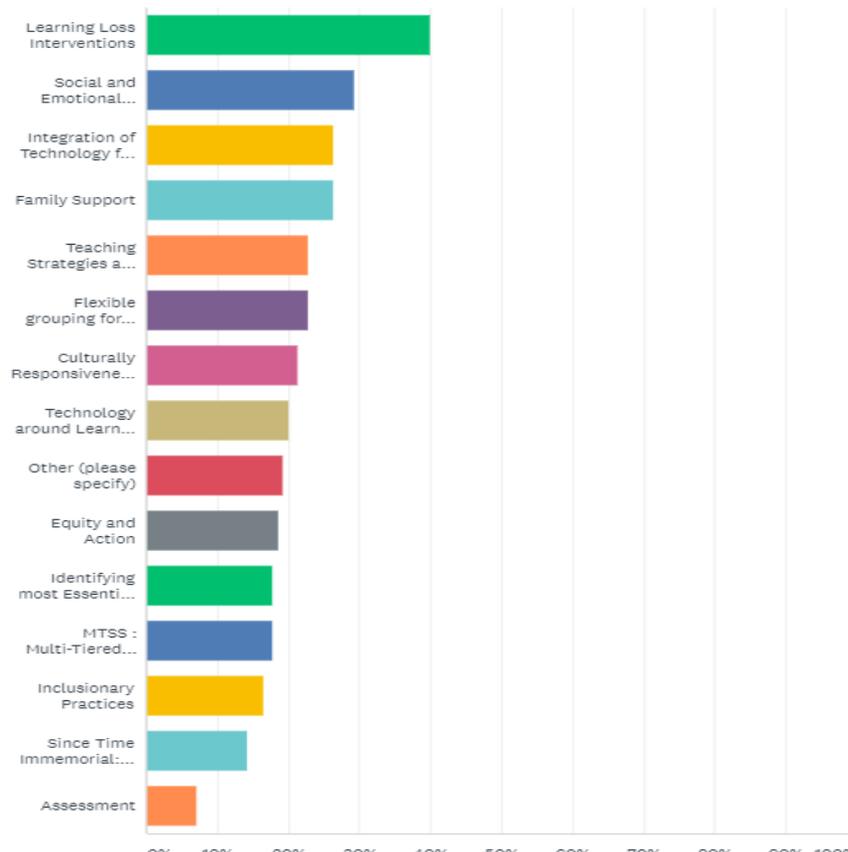
ANSWER CHOICES	RESPONSES	
Learning Loss Interventions	40.00%	56
Social and Emotional Learning	29.29%	41
Integration of Technology for In-Person Learning	26.43%	37
Family Support	26.43%	37
Teaching Strategies and Practices	22.86%	32
Flexible grouping for instruction around clusters of standards using acceleration strategies	22.86%	32
Culturally Responsiveness Practices	21.43%	30
Technology around Learning Platforms	20.00%	28
Other (please specify) Responses	19.29%	27
Equity and Action	18.57%	26
Identifying most Essential Standards in Subject/Grade	17.86%	25
MTSS : Multi-Tiered Systems of Support	17.86%	25
Inclusionary Practices	16.43%	23
Since Time Immemorial: Tribal Sovereignty in Washington State	14.29%	20
Assessment	7.14%	10
Total Respondents: 140		

13

Recovery and Acceleration

Accelerated learning provides opportunities for students to learn at grade level rather than through tracking or remediation, which can narrow educational opportunities for students. Acceleration builds on what students already know as a way to access new learning. Learning acceleration focuses on quickly diagnosing gaps in critical skills and concepts that may impede students' ability to access grade-level coursework.

Educators face three key questions in determining the most appropriate interventions for acceleration:

1. Where is each student in their mastery of critical skills and concepts?

2. What interventions are most effective?

3. When will accelerated learning take place?

(OSPI April 2021)

Table 1: Shift in Thinking

Traditional Approach	Tailored Acceleration[6]
Teachers focus on grade-level skills.	Teachers focus on a strategic mix of pre-, on-, and post-grade skills.
Instruction is aimed at enabling students to achieve grade-level proficiency within one school year.	For some students (especially post COVID-19), achieving grade-level proficiency will require learning pathways that span more than one year.
Coverage of grade-level curriculum is paramount.	Student mastery of essential skills is paramount.
Growth reflects changes in performance relative to grade-level skills.	Growth reflects progress on essential pre-, on-, and post-grade level skills.
Classroom teachers instruct all students on the same skill at the same time.	Classroom teachers enable multiple instructional modalities so each student can focus on the skills needed to accelerate.

PASD Summer Learning Opportunities

1. Elementary Jumpstart August 9-20 based on student/school data (by invite)
2. Stevens Jumpstart August 9-20
   Open Registeration-7th grade and 8th grade
   Monday to Thursday 9-12
3. PAHS/Lincoln/Seaview-Credit Recovery/Summer School-June 21 –July 16, 9-1

Diagnostic Assessments

It is important to have diagnostic assessments that collect data on students' social-emotional wellbeing, academic, and family needs. Diagnostic assessment is a particular type of formative assessment intended to help teachers identify students' specific knowledge, skills, and understanding to build on each student's strengths and specific needs. Because of their domain specificity and design, diagnostic tools can guide curriculum planning in more specific ways than most summative assessments.

Diagnostic assessments, formative assessments, and universal screeners should be asset-based, authentic, productive, and help educators, students, and families understand students' strengths and learning needs. It is unlikely that any one assessment or tool will accurately identify the needs of large groups of students at one time. As with all assessments, it is imperative that staff understand how to administer any screener and interpret the results, and that these results are used to ensure student needs are met. (OSPI April 2021)

Community Partnerships

We will use our Academic and Student Well-being Recovery Plan as an opportunity to strengthen relationships with community organizations and bring broad community and cultural representation to the decision-making table. We will "…use the assets of the entire community, including the gifts and talents of people who live and work there–parents, families, residents, educators, school staff, and community partners–to create the optimal learning conditions for each student. We will continue to collaborate with the Lower Elwha Klallam Tribe, YMCA, Boys and Girls Club, United Way, National Park, and others as we build on these assets to strengthen school, families, and the community.

Summary of WA DOH Update (May 13, 2021)

PASD plans to provide full time in-person education for all students with the following mandatory mitigation measures: face coverings, ventilation, cleaning and disinfecting, details of how schools will respond to cases of COVID19, and meet the reporting requirements of the Clallam County Department of Health.

In addition to the required mitigation measures above, physical distancing is recommended and schools must have a plan that factors in physical distancing (3 feet physical distancing in classrooms and 6 feet elsewhere), to the greatest extent possible. Physical distancing recommendations should not prevent a school from offering full-time, in person learning to all students/families in the fall.

Further, we will continue to work with the Office of Superintendent of Public Instruction (OSPI) to ensure districts, schools, and families have timely access to updated K-12 School 2021-2022 Guidance. We will also have a contingency plan that does not include physical distancing. It is likely that schools will need to continue current physical distancing requirements over the summer, however, this requirement may be relaxed prior to the start of school.

Face Coverings

Universal and correct use of cloth face coverings or masks helps prevent the spread of COVID-19 and is required for all school personnel, students, and visitors. There are specific exceptions based on age, development, or disability outlined below. See the Washington State Department of Health Guidance on Cloth Face Coverings and CDC Recommendation Regarding the Use of Cloth Face Coverings for more information. All students, school personnel, volunteers, and visitors must wear cloth face coverings or an acceptable alternative (e.g., surgical mask) at school when indoors, as well as when outdoors where a minimum of six feet distancing cannot be maintained. In some circumstances, staff may require a higher level of protection.

Ventilation

Good ventilation and indoor air quality are important in reducing airborne exposure to respiratory pathogens, chemicals, and odors. We are offering more outside time, open windows often, and adjust the HVAC system to allow the maximum amount of outside air to enter the program space and increase air filtration.

Cleaning and Disinfecting

Our Port Angeles School District infection control plans will be updated to reflect what is known about COVID-19. These are basic cleaning definitions:

• Cleaning removes germs, dirt, food, body fluids, and other material.

 • Sanitizing reduces germs on surfaces to safe levels.

• Disinfecting kills germs on surfaces of a clean object.

 • The U.S. Environmental Protection Agency (EPA) regulates sanitizer and disinfectant chemicals. If you sanitize or disinfect without cleaning first, it will reduce how well these chemicals work and may leave more germs on the surface.

Clean and disinfect high-touch surfaces like doorknobs, faucet handles, check-in counters, and restrooms. Use alcohol wipes or 70% isopropyl alcohol to clean keyboards and electronics. Wash hands after you clean. Outdoor areas generally require normal routine cleaning and do not require disinfection. Drinking fountains and bottle fillers do not need to be disabled, but buttons or levers should be cleaned regularly.

If groups of students are moving from one area to another in shifts, cleaning desks with soap and water is sufficient during the day. Clean and disinfect frequently touched surfaces each night after students leave and when someone is sick in the room (vomit, blood, feces, and urine).

Current guidance for cleaning and disinfection for Covid-19 from the CDC states that disinfectants should be registered by the EPA for use against Covid-19. Disinfectants based on hydrogen peroxide or alcohol are safer.

The custodians are highly trained on the use of chemicals, their applications and the use of personal protective equipment (PPE'S). We will be cleaning equipment and surfaces in program space, high-touch surfaces in commons space, such as door knobs, push plates and countertops, and eating spaces in the buildings. Our daily cleaning will consist of cleaning restrooms, classrooms, gym spaces, libraries, commons spaces, offices and other areas of the buildings.

We will be cleaning between class changes and lunch room shifts, and we will finish cleaning before the next group arrives. We have no-rinse food grade disinfectants for this purpose. More emphasis will be on high-touch surfaces in the commons areas and office countertops.

Ventilation is important to have good indoor air quality. While some of our buildings are newer and have air conditioning, others are older and don't. We need to make sure all ventilating systems are on and working, and open doors and windows where appropriate

Below are the procedures and chemicals we use to clean, sanitize and disinfect areas of the buildings.

> Cleaning removes germs, dirt, food, body fluids, and other material. Cleaning increases the benefit of sanitizing and disinfection

> Sanitizing reduces germs on surfaces of a clean object

> Disinfecting kills germs on surfaces of a clean object

Restrooms:

1. Pick up garbage on floor
2. Sweep the floor
3. Apply restroom cleaner (**NABC**) to toilets, urinals and sinks
4. Spray a mist of restroom cleaner (**NABC**) on toilet paper dispenser, paper towel dispenser, soap dispenser, partitions and other washable surfaces
5. With a Johnny Mop, clean off restroom cleaner in the toilet and urinal
6. With a towel, wipe off restroom cleaner from restroom fixtures
7. Refill paper products and soap dispensers
8. Remove any graffiti in the restroom
9. Clean mirror
10. Mop the floor with a disinfectant. Put out wet-floor signs

Classrooms, Gyms, Commons and other areas:

Hard Surfaces (desks, counters, tables, etc.):
1. Spray a mist of disinfectant (**Alpha HP)** and let sit
2. Spray multiple areas at once for efficiency
3. Wipe off all surfaces with a rag
4. Use Bioesque on lunch table and food areas
5. Empty garbage daily

Door Handles and Doors:
1. Spray a mist of a no-rinse disinfectant (**Alpha HP)** and let sit
2. Do this at the same time you are spraying the hard surfaces
3. Very lightly mist the door. Wipe off wood doors immediately
4. Use glass cleaner and a microfiber towel to clean glass

Countertops and Sinks:
1. Clean sinks and counters with a general purpose cleaner and wipe dry
2. Spray a mist of a no-rinse disinfectant (**Alpha HP or Bioesque)** and let sit

Carpets:

1. Pick up anything bigger than a quarter
2. Vacuum daily with a Windsor or ProTeam vacuum. Use HEPA filter bags and change when 70% full.
3. Remove spots and food waste with a Prizza spotter

Showers and Locker Rooms:

1. Pick up garbage on floor
2. Sweep the floor
3. Apply restroom cleaner (**NABC**) to toilets, urinals and sinks
4. Spray a mist of restroom cleaner (**NABC**) on toilet paper dispenser, paper towel dispenser, soap dispenser, partitions and other washable surfaces

5. With a Johnny Mop, clean off restroom cleaner in the toilet and urinal
6. With a towel, wipe off restroom cleaner from restroom fixtures
7. Refill paper products and soap dispensers
8. Spray showers with disinfectant (**Super HDQ-L)** and let dry
9. Remove any graffiti in the restroom
10. Clean mirror
11. Mop the floor with a disinfectant. Put out wet-floor signs

Cleaning and disinfecting between groups of students using the same space:

1. Disinfect high-touch surfaces (**Bioesque or Alpha HP**) and let dry
2. Make sure room ventilation is on
3. The room should be un-occupied when using an electrostatic sprayer (**Bioesque**)

Playground Equipment:

1. Do not spray disinfectant on outdoor playground wood structures or fall protection as it is not proven to reduce the risk of Covid-19
2. High-touch metal or plastic surfaces should be disinfected regularly

Chemicals and their uses:

- **NABC** - Restroom cleaner, not to be used around food
- **Tribase** - Neutral cleaner for floors, lunch tables and food areas, degreaser for any area, glass cleaner
- **Clean by Peroxy**- Peroxide general purpose cleaner

Disinfectants
- **Super HDQ-L**- Neutral cleaner with disinfectant, not to be used regularly on floors, will remove wax. Ten-minute dwell time and PPE's required.
- **Alpha HP**- Multi-surface green seal cleaner and disinfectant. Five-minute dwell time and no PPE's required in the diluted form.
- **Bioesque**- Multi-purpose heavy-duty cleaner and disinfectant. No rinse required on food surfaces. Two-minute dwell time on both hard and soft surfaces. No PPE's required in the diluted form.

Physical Distancing

Physical distancing recommendations should not prevent a school from offering full-time, in person learning to all students/families in the fall. Practice physical distancing of at least three feet or more between students in classroom settings, and at least six feet or more in certain circumstances to the degree possible and reasonable that allows for full-time, in person learning for all students. Your ability to do this will depend on students' ages and developmental and physical abilities. Select strategies to increase physical distancing that will work for your school and the space available. There may be brief moments, such as passing by

others in the hallway or during play at recess when students are not fully physically distanced from each other.

Maximize opportunities to increase physical space between students during all scheduled activities and limit interactions in large group settings. Create one-way flow of foot traffic in indoor settings that historically are associated with crowding (e.g., hallways, administrative office). Maintain three feet of distance between students in classroom settings to the degree possible.

Maintain six feet of distance between students to the degree possible for the following circumstances:

• Between adults/staff in the school building and between adults and students.

• For all staff and student in common areas, such as school lobbies and auditoriums.

• For all staff and students when masks can't be worn, such as when eating lunch.

• For all staff and students during activities when increased exhalation occurs, such as PE, exercise, or shouting. These activities should be moved outdoors or to large, well ventilated spaces whenever possible.

• For all staff and students, in community settings outside of the classroom.

Health Screening at Entry

Parents/guardians will need to check daily prior to their student leaving for school to verify they do not have any of the following symptoms in the past 3 days (72 hours):
- A cough
- Shortness of breath or difficulty breathing
- A temperature of 100.4°F or higher or a sense of having a fever
- A sore throat
- Chills
- New loss of taste or smell
- Muscle or body aches
- Nausea/vomiting/diarrhea
- Congestion/running nose – not related to seasonal allergies
- Unusual fatigue
- Does anyone in your household have any of the above symptoms?
- Has your student been in close contact with anyone with suspected or confirmed COVID-19?
- Has your student had any medication to reduce a fever before coming to school?

The student will not be able to attend school if the answer to any of the above questions is "yes." Refer to Returning to school after suspected COVID-19 symptoms below.

Handwashing and Respiratory Etiquette

Through ongoing health education units and lessons, teach students proper handwashing and reinforce behaviors, and provide adequate supplies. Ensure that teachers and staff use proper handwashing and respiratory etiquette.

• Teach and reinforce handwashing with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students, teachers, and staff. If handwashing is not possible, hand sanitizer containing at least 60% alcohol should be used.

• Encourage students and staff to cover coughs and sneezes with a tissue when not wearing a mask and immediately wash their hands after blowing their nose, coughing, or sneezing.

• Some students with disabilities might need assistance with handwashing and respiratory etiquette behaviors.

• Adequate supplies: Support healthy hygiene behaviors by providing adequate supplies, including soap, a way to dry hands, tissues, face masks (as feasible), and no-touch/foot pedal trash cans. If soap and water are not readily available, schools can provide alcohol-based hand sanitizer that contains at least 60% alcohol (for staff and older students who can safely use hand sanitizer).

Responding to Cases or Suspected Cases of COVID-19

Our schools are prepared for potential COVID-19 cases, therefore we have a response and communication plan in place that includes communication with staff, families, their school district, and their local health jurisdiction. Schools are prepared to instruct students who are excluded from school due to illness or quarantine.

What to Do if Someone Develops Symptoms of COVID-19 While at School

Our student, teacher, or staff who reports COVID-19-like symptoms will be immediately isolated from others and sent home as soon as feasible. Close contacts of a person diagnosed with COVID-19 must quarantine. While waiting to leave school, the individual with symptoms will be isolated in a designated isolation space. They will continue to wear a cloth face covering or mask. Anyone providing care or evaluation to the isolated individual must wear appropriate PPE.

The designated isolation space for individuals with suspect COVID-19 symptoms will be separated from the space used for those requiring general first aid or medicine distribution.

Reporting Requirements

Schools play an important role to identify COVID-19 cases and close contacts, and limit spread of COVID-19. All cases of COVID-19 and outbreaks in schools must be reported to the local health jurisdiction per Washington State law (WAC 246-101). In addition, schools and the general public must cooperate with public health authorities in the investigation of cases and outbreaks that may be associated with the school (WAC 246-101). A COVID-19 outbreak in a school is considered when ALL the following have been met:

 • There are two or more COVID-19 cases among students or staff.

 • The cases have a symptom onset or positive test result within a 14-day period of each other.

• The cases are epidemiologically linked.

• The cases do not share a household.

• The cases are not identified as close contacts of each other in another setting during the investigation.

Notify Public Health

When we learn of a student or staff with COVID-19 or an outbreak of COVID-19 on the school premises, the School COVID-19 Coordinator will immediately notify the district office and the Clallam County Health Department. Schools must provide information for all students or staff with COVID-19. Schools, per WAC 246-101 and Governor Inslee's emergency proclamation 20-64.5 "Public Information Act – Contact Tracing – Personal Information," must release information about COVID-19 cases to local public health as part of a case or outbreak investigation, which may include:

• Name

• Date of birth

• Role (student, staff, teacher)

• Parent or guardian name

• Home phone number, or home phone number of parent or guardian

• Home address

• Classroom/Grade

• Type of COVID-19 Test

• Date of positive test

• Date of symptom onset

• Preferred language spoken

• Information about any close contacts of the student or staff with COVID-19

The School COVID-19 Coordinator will also gather information about everyone the student or staff with COVID-19 may have been in close contact with at the school during their infectious period. A close contact is someone who was within six feet of the student or staff with COVID19 for at least 15 cumulative minutes over a 24-hour period during the time the student or staff with COVID-19 was infectious.

A close contact may vary in some situations (i.e., less time spent in close proximity to an unmasked person who is coughing, direct cough/sneeze spray, or other contact that is more intense [e.g., sharing drinks, eating utensils, etc.). The ultimate determination of close contact is made in cooperation with local public. The infectious period of someone with COVID-19 starts two days before the start of symptoms or is estimated as two days before the test date if a student or staff with COVID-19 did not exhibit symptoms.

Testing and Vaccination

While COVID-19 testing programs and vaccinations are not a requirement for providing in-person learning, these measures can help reduce the risk of COVID-19 transmission in the school environment and the broader community.

Vaccines are not yet authorized for use in children under 12 years old. For these reasons, we must continue to implement a layered strategy. Schools should actively promote vaccination among all eligible students, staff, and volunteers.

All prevention strategies provide some level of protection, and layered strategies implemented at the same time provide the greatest level of protection.

Extracurricular Activities

School related and sponsored activities, including field trips, must follow all relevant Healthy Washington: Roadmap to Recovery guidance. This includes, but is not limited to:

• Extra-Curricular and Sporting Activities

• Performing Arts

• Fundraisers, parent or science nights, or any other school events should follow the special events guidance.

Bus Transportation

Principles for COVID prevention within school bus transportation are:

· At home, check to make sure your student does not have a fever, shortness of breath, a cough, sore throat or chills.

· Students and staff members must wear a face covering.

· Maximize outside air and windows will be kept open as much as possible on the bus.

· The first row of seats will be kept empty.

· Riders are to keep as far apart as possible on the bus -
  1. One student per seat, siblings shall sit together. (two students only in one seat)
  2. Students will **load** from the back of the bus forward, so as to minimize students passing one another.
  3. Students will **unload** from the front of the bus to the back of the bus in an orderly fashion, so as to minimize students passing one another.

· Buses will be cleaned and disinfected after every route.

Meals

Our building teams will create lunch eating spaces that support six feet of distancing and will try to have students eat outside or in larger spaces whenever possible. This also means that building teams will create lunch schedules to provide for distancing and good hygiene practices (hand washing and sanitizing stations).

Attendance Practice

How will you take daily attendance for all students?
Teachers will use Skyward to take daily attendance.

What tiered supports will you provide students who are not attending?
Tier 1: Robo call from the school
Tier 2: Phone call from counselor or other member of interventionist team
Tier 3: Letter home
Tier 4: Create a plan to support regular attendance
Tier 5: Phone call home by administrator
Tier 6: Home visit
Tier 7: Create a plan to support regular attendance
Tier 8: Family will have the opportunity to meet with the PASD Cares Team

Special Education Services

PASD recognizes the importance of students having access to equitable and high-quality learning along with meaningful instruction. Students learn best when they feel valued and when people hold high expectations. During the past year, PASD IEP teams worked on ensuring multiple delivery models which were suitable for the learning needs of students. However, some students may not have made appropriate progress on their pre-COVID IEP goals due to school facility closures, missed or delayed services or other barriers accessing remote instruction, despite the best efforts of educators, students, families and the district. In order to facilitate reengaging students with disabilities in the learning process, collaboration with families as an integral part of the IEP team will be strongly encouraged. Consistent with the need to provide a free appropriate public education (FAPE), IEP teams will consider the individual need for recovery services for students with IEP's from preschool to age 21.

Priorities for Recovery Services

While IEP teams for each student with an IEP will consider the need for recovery services, not every student with an IEP will require recovery services nor are recovery services required for the same amount of time that was missed (i.e. hour for hour, minute for minute). The goal of recovery services is to help the student achieve the same level of progress on IEP goals expected if the pandemic had not occurred. Timeline and amount of services are individualized by the IEP team. Parents are an integral part of the IEP team in this process and as such, PASD will provide necessary language access supports including interpretation and translation as needed.

Recovery Services Defined

Recovery services is a term used by OSPI as it related to the need to provide special education and related services and supports to students with disabilities in an effort to address the ongoing impact of the COVID-19 pandemic and spring 2020 school facility closures. Recovery services are a collaborative response by the IEP team to address lack of appropriate progress on IEP goals, due to missed or limited special education and related services or for other reasons as a result of the pandemic.

Determining Recovery Services and Flow Chart

Decisions regarding recovery services focus on what the student's expected progress would have been if the pandemic had not occurred, compared with the student's current present levels and progress. IEP teams determine the need for recovery services based on expected progress from the student's pre-COVID IEP. Temporary IEP amendments and impacted services due to the pandemic should not be primary considerations for recovery services.

	Present Levels	Progress	Services
Pre-COVID (Baseline)	*What were the student's present levels of performance before COVID?*	*What was the student's level of progress (on IEP goals) before COVID?*	*What special education and related services were documented on the student's pre-COVID IEP?*
From Spring 2020 to Present	*What concerns have been raised by the parent(s)?* *What is the difference between the student's current present levels of performance, compared with the student's expected level of performance had the pandemic not occurred?*	*To what extent has the student's level of progress (on IEP goals) decreased or slowed compared to baseline levels?*	*What special education and related services were offered to the student in Spring 2020 and during the 2020–21 school year compared to the baseline offer of FAPE?* *To what degree did the student access the offered services in Spring 2020 and during the 2020–21 school year?*
Recovery Services Decision	*How and when will the student access the recovery services? What options are available for inclusive access, whether recovery services are provided during or outside of the school day?*	*Based on the student's current rate of progress, age, and developmental level, what is the timeline for the student to achieve the expected level of progress for the identified recovery services areas?* *How and how often will parents be informed of progress on recovery services, including how the IEP team will address any lack of reasonable progress?*	*Based on the student's present levels of performance and missed or reduced services during the pandemic, what special education or related service areas or IEP goals require recovery services?* *For the identified recovery services areas, what amount of services is needed to help the student achieve the level of progress expected had the pandemic not occurred?*

Documenting Recovery Services

Recovery services are documented in a prior written notice (PWN). The team must document that the services will not be impacting the student's least restrictive environment (LRE). Such services should be clearly identified and labeled in the student's IEP, including the frequency, location, and duration of recovery services. Whenever changes are made to the IEP, the team must complete an IEP amendment and issue a PWN.

The following are documented points to include in the PWN:

- **Proposed Action:** Describe the recovery services the IEP team has determined the student requires (or document a decision that a student does not need recovery services). This should include timelines (start date and end date for services), schedules (frequency, duration, location), areas of service (including specific goals targeted), and considerations for progress monitoring, and LRE.
- **Explanation:** Clearly describe the student's current performance on IEP goals. Explain why recovery services are necessary (or unnecessary) for FAPE in light of the lapse in services caused by COVID19. The team should identify the rationale behind offering or declining recovery services.
- **Data/Information Considered:** Progress reporting, student participation in remote instruction, benchmark assessments, teacher observations, evaluations, grades, IEP goals, work completion, formative assessments, unit assessments, informal reading and math inventories, parent and student input, etc.

- **Other Options Considered:** If recovery services are provided, other options considered could be not providing recovery services. Provide a rationale for why this option was rejected–for example, student data supported a need for recovery services.
- **Other Factors:** Ideally include a timeline for when the request for recovery services was made and the district's actions taken upon request.

English Language Learners

PASD will continue to provide equitable access and support for our students receiving ELL services. Our ELL staff will continue to collaborate with families and staff to create intentional academic support both in school and within remote learning times. We will work together to create a plan that meets the needs of each student and ensures their success as a learner.

Core-4 Platform

A set of "Core-4" tools will make up our learning platform. It will be used to keep instruction and communication consistent across the district. The district will craft resources for parents for any specific learning tools or apps that will be used for instruction during the 2021-2022 school year.
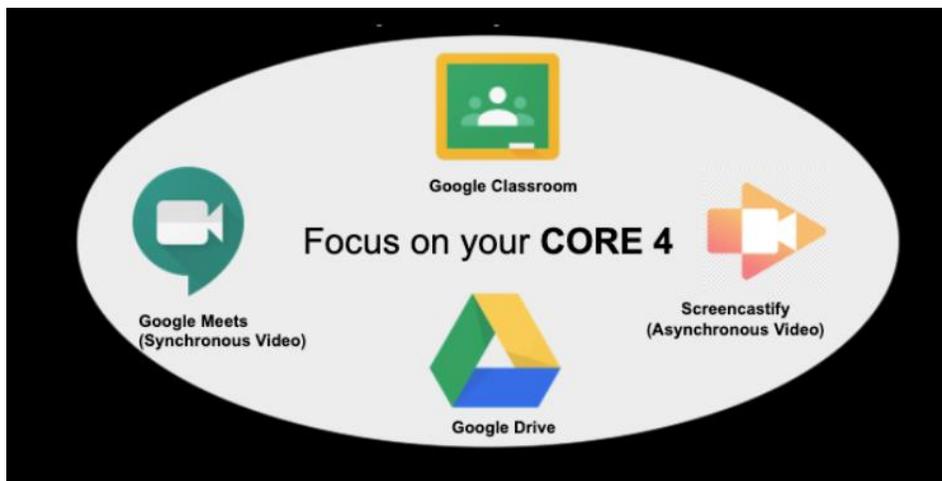
Seaview Academy

Port Angeles School District will also provide a choice for families seeking a 100% remote option. Seaview Academy is a K-12 online program, dedicated to meeting the individual needs of each student. Seaview Academy uses primarily online curriculum through the Edgenuity platform, but also incorporates district adopted curriculum, and contract classes to support the learning needs of each student. Seaview Academy is a state approved multi-district ALE program, offering services to students across the state of Washington. Benefits of Seaview Academy include having a single Port Angeles School District Teacher facilitate the students' courses, daily in-person tutoring, participation in athletics at local schools, and weekly enrichment activities.

Port Angeles School District staff will coordinate with local schools to design schedules for students who wish to take some of their classes at their local school and some classes at Seaview.

Social Emotional Learning

We have a plan to perform a universal screening of each student when they return to school to better understand their strengths, learning needs, and social-emotional needs. We want to create equitable learning environments where all students and adults' process, heal, and thrive. We will continue to use the K-12 Curriculum-Character Strong as a foundation to support students in their well-being and social-emotional learning.

1. We are using the *SEL Roadmap for Reopening School* by CASEL (Collaborative for Academic, Social and Emotional Learning) as a guide. Our district team will continue to guide this work.

2. We will be focused on the four SEL Critical Practices to foster the competencies and learning environments that students and adults need to reunite, renew, and thrive:

> a. Take time to cultivate and deepen relationships, build partnerships, and plan for SEL.
>
> b. Design opportunities where adults can connect, heal, and build their capacity to support students.
>
> c. Create safe, supportive, and equitable learning environments that promote all students' social and emotional development.
>
> d. Use data as an opportunity to share power, deepen relationships, and continuously improve support for students, families, and staff.

3. Key competencies:

> a. Self-awareness
>
> b. Self-management
>
> c. Social awareness
>
> d. Relationship skills
>
> e. Responsible decision-making

4. We support these practices and competencies by:

> a. Providing SEL curriculum and instruction,
>
> b. Aligning school wide practices and policies to support practices/competencies,
>
> c. Create family/community partnerships to support our students in the classrooms, at school, at home, and throughout our community.

Technology

Our district is implementing a 1:1 technology plan for the 2021-2022 school year. Every student will have access to a Chromebook to support their learning at school and at home for remote learning. Students and parents will have access to training to support using this tool. Our technology department will provide tech support as needed to students, staff, and families as it relates to district-issued devices and supported applications. Our district will continue to partner with our community to assist families in need of reliable internet service

Glossary

ALE	Alternative Learning Experience is a public education where some or all of the instruction is delivered outside of a regular classroom schedule. Seaview Academy is an ALE program for PASD and is open to students across the state of Washington.
Asynchronous Video	Staff use Screencastify to create videos sharing new instruction or learning. *Students* can watch on demand, review or replay as needed.
Core 4	A set district learning platform to support a blended learning program using Google Drive, Google Classroom, Screencastify, and Google Meets.
DOH	Department of Health
IEP	An Individual Education Plan lays out the program of instruction for students receiving special education services.
OSPI	Office of Superintendent of Public Instruction, provides guidance and rules for school districts in the state of Washington.
Physical Distancing	Individuals remain at least 3 feet apart in classroom settings and do not share objects with individuals outside of their home.
PPE	Personal Protective Equipment
SEL	Social Emotional Learning