Quillayute Valley School District’s Reopening Plan

Health and Safety First – Together as ONE Spartan

QVSD BOARD OF DIRECTORS

APPROVED AT SPECIAL BOARD MEETING 8-17-2020
This document is subject to change, as local and/or state guidelines change.
Overview of Reopening

One of the three major goals of the Quillayute Valley School District is to build a climate and provide a safe and mutually respectful environment where challenges are embraced, effort is rewarded, and the success of others is celebrated. During the Pandemic and reopening of the schools in 2020-21, the safety and health of every student and employee are a priority. This plan addresses specific details to meet the federal, state and local health COVID-19 reopening guidelines. The document will provide guidance and a framework for staff, students, and parents who are on-site for the 2020-21 school year. Together, as ONE Spartan, we will embrace and adhere to the following guidelines. As a staff (ONE SPARTAN), our main goal is to monitor and enhance the physical, social and emotional well-being of our students, as well as deliver a menu of flexible options for content learning to meet the needs of every student and to provide equitable services. We will embrace the challenge of teaching during COVID-19 while utilizing the FuelEd platform as a primary tool to transition between in-person and remote learning throughout this period.

The District will utilize the following principles when making decisions for learning during COVID-19.
The District’s plan will allow our staff, students and families to transition smoothly through the following three scenarios of learning:

1. Remote Continuous Learning 2.0 (Online Learning 2.0)
2. Hybrid Model: Partial in-person learning and/or full in-person learning while utilizing FuelEd as the online platform, curriculum and assessment for remote learning.
3. Traditional brick and mortar (full on-site and in-person learning for all grade levels).

The District’s plan will allow our students and staff to move flexibly through any possible scenario based on community rates per 100,000 over the last 14 days and the success rate of implementing safety protocols in our schools. If we all work together as ONE SPARTAN, including our community, we can return to more normal circumstances in our schools. We, as a community, can lower our rate per 100,000, which means more students returning to school buildings in normal settings, by practicing social distancing of six feet, consistently wearing masks, practicing good hygiene, avoiding large gatherings outside of the household and staying home when sick or exposed to the COVID-19 virus.

The decision to move into one scenario or another as a District will be based on the community transmission rate per 100,000 over the last 14 days and success rate of implementing safety protocols in our schools as order the by the State of Washington. It will take everyone, including
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our community, to follow recommended guidelines from the Department of Health (DOH) in order to lower our rate per 100,000 so that students are able to return to a full in-person or traditional school model with extra-curricular activities resuming.

The Department of Health (DOH) guidance regarding cases per 100,000
- **High Level:** More than 75 cases per 100,000 in 14 days is considered a high COVID-19 activity level for a community. At this level, DOH recommends distance learning with the option for limited in-person learning who need it most – such as students with disabilities. Sports and extracurricular activities should remain on pause.
- **Moderate Level:** Between 25-75 cases per 100,000 in 14 days is considered a moderate COVID-19 activity level. At this level DOH recommends distance learning as described above, with gradual expansion of in-person education, beginning with elementary students.
- **Low Level:** Below 25 cases per 100,000 in 14 days is considered a low COVID-19 activity level. At this level, DOH recommends in-person learning for all elementary students and hybrid learning for middle and high school level, eventually moving to in-person for middle and high school.

Re-opening wellness actions are based on six priorities to reduce the risk of COVID-19 transmission and/or incidences.

![Department of Health Guidelines](image)

**Department of Health Guidelines**
Reopening for the 2020-21 School Year

1. *Daily staff and student attestations, temperature checks, and stay home order when sick or displaying respiratory or COVID symptoms.*
2. *Face coverings (masks) must be worn by staff and students at all times (medical exemptions for students only).*
4. *Six-foot social distancing at all times.*
5. *Hand-washing (explicitly taught and practiced throughout day).*
6. *Daily facility and bus cleaning (in accordance with state regulations).*
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These priorities apply to all facets of daily school functions, including transportation to and from school, classroom instruction, physical education, extra-curricular activities, food and nutrition, health services, counseling services, administration, maintenance and custodial services, and volunteer and/or visitor activities on campus. The responses are based on guidelines and regulations provided from the Centers for Disease Control (CDC), Office of Superintendent of Public Instruction (OSPI), Washington State Department of Health, and Clallam County Public Health Department-County Health Officer. The Quillayute Valley School District is working closely with county health officials to stay aware of current COVID-19 rates of infection and Safe Re-entry phases for reopening procedures.

The review and update of this document will be done as information changes and new recommendations are released. The protocols are to provide students and parents a healthy and safe environment and to provide employees a healthy and safe work site in accordance with state and federal laws and safety and health rules, including addressing hazards associated with COVID-19. Protocols will be proactively taught to staff and students and enforced in any one of the three proposed reopening scenarios.

In Forks, we will be able to follow the six primary safety and health guidelines (even the six-foot social distance requirement) and are recommending an in-person model, as much as possible with an online remote backbone for instructional delivery. We will also offer a remote online instructional model for families who do not feel comfortable sending their students to an in-person model during COVID-19.

The following school essentials are discussed in this reopening plan for providing the necessary actions to maintain the health and safety of students and staff in this model.

- Staff, student, and parent education regarding reopening with health and safety first
- Student Instruction, Special Education Services & English Language Learner Services
- Physical Education, Recess, Athletics & Extra-curricular Activities
- Attendance
- Grading
- Student movement through the day
- Food distribution
- Transportation
- Screening Protocols
- Cleaning and disinfection recommendations pertaining to COVID-19
General Guidance:

1. Training Guidelines:
   Staff and students (age appropriate) will receive health and safety training for specific health and safety standards and protocols, as well as implementation details for Quillayute Valley School District. This training includes the following:

   - Screening for symptoms-background and process
   - Maintaining physical distance in classrooms, halls, other buildings, playgrounds and other campus areas
   - Wearing appropriate PPE (gloves, masks, eye wear, gowns, etc.)
   - Frequent cleaning of rooms, carpets, electronic shared equipment, buses and maintenance and custodial COVID-19 activities.
   - Hand washing-protocols/processes and keeping hands away from face (not touching eyes, nose, and mouth with unwashed hands).
   - What to do if a staff member or student develops signs or symptoms of COVID-19.
   - What to do if a staff member or student is exposed to COVID-19 within or outside the school setting (reporting, communicating, and quarantine).
   - Providing of professional development in advance for substitutes.
   - Accessing mental health assistance for students through counseling services.
   - Communication between school personnel and parents/guardians regarding COVID-19.
   - The importance of staying home when sick or being exposed to COVID-19, physical distancing, wearing masks or cloth faced coverings when on-site, hand hygiene, and grouping of students. This will be done protocol training, handouts and classroom activities, virtual meetings, signage in buildings, Connect Ed announcements, FuelEd portals and email, and individually as calls or questions arise.
   - Signage and handouts, outlining key steps taken on campus for reduction of COVID-19 transmission, will be available in offices for visitors, parents/guardians/ substitute teachers and para-educators or other per-diem staff.

2. Transportation: Buses
   General Considerations:
   - Bus drivers will conduct a self-screen, attestation and temperature check prior to beginning their shift and will record in TalentEd.
   - Every student’s temperature will be monitored by the Thermal Check prior to loading on the bus. If a student’s temperature is 100.4 or greater, the bus driver will release the student to the parent. The bus driver will record the student’s name and temperature. This information will be shared with the building office coordinator after the bus route is complete.
   - Bus drivers will maximize outside air and keep windows open as much as possible (pending severe weather).
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- The district will encourage bike riding, walking, or riding with parents/guardians as much as possible.
- Bus drivers, riders and staff members must wear a cloth face covering/mask at all times on the bus.
- Bus drivers will conduct routine the cleaning and disinfecting of frequently touched surfaces.
- Bus riders will sit in a seating chart (family household members together) and as far apart as possible on the bus.
- Bus drivers will load the bus from back to front.

3. Screening and symptoms checks:

Staff, students, parents or visitors will NOT be allowed on campus (on-site) if they are showing symptoms of COVID-19. This will include those individuals with signs and symptoms of flu-like illness. These symptoms will be assessed for all individuals coming onto the Quillayute Valley School District building and sites. Staff will complete a self-assessment for symptoms and will take their temperature prior to entering the building or work site and will record this information in TalentEd. Staff and students’ temperature will be monitored by the Thermal Reader upon entrance at each building.

Each student will conduct a symptom check at the beginning of each daily school session as facilitated by the homeroom advisor or teacher:

- This will occur prior to breakfast.
- Students will fill out a self-assessment template, utilizing their Chromebook.
- For students coming onto the campus late or throughout the day, they must go through a symptom check at the front of the main office entrance as well as thermal check.

Staff members will be trained by the District to ensure the proper understanding of COVID-19 symptoms.

The symptoms and situations being checked for are:
- Cough
- Shortness of breath or difficulty breathing
- A fever of 100.4 degrees F or higher or a sense of having a fever (such as chills & aches)
- Headache
- Sore throat
- New loss of taste or smell
- Muscle or body aches
- Nausea/vomiting/diarrhea
- Congestion/runny nose-not related to seasonal allergies
- Unusual fatigue
For staff and students coming back after a break or for new students, the self-assessment will be based on the report of symptoms over the past three days. (This will also be done for staff who may be returning from an absence from work.) The additional questions will be asked of staff and students:

- Has anyone in the household has any of the symptoms?
- Have you had close contact with anyone with suspected or actual COVID 19 diagnosis within the last 14 days?
- Has the staff or student had any medication to reduce a fever before coming in to school?

Non-contact temperature checks are recorded daily for the student and staff and kept on file. Any variation from “No” answers to all questions will be evaluated and kept on file. Any “Yes” answer could result in exclusion from school.

If a student feels sick during the instructional day, the teacher will notify the front office and will be sent to a screening room. The student will be evaluated by the school nurse or assistant.

4. **On-site Nurse or Assistant Evaluation:**

If a student’s answers to the self-assessment are all “NO”, the nurse or assistant will check the student for signs of being sick, such as flushed checks or tiredness. The nurse or assistant will keep at least six feet between student. If the nurse or assistant must be closer than six feet of distance to take the student’s temperature, the screener must wear a face mask and face shield.

Visitors will have limited to access in the buildings during COVID-19. Parents and other visitors will call the front office prior to any visitation and will be allowed into the buildings by appointment and as distance/spacing/congestion indicate. By appointment, visitors will sign in at the front office and will wear the proper PPE (cloth face coverings) or they may not enter the building or district offices. Each front office in district buildings will have extra masks to provide for visitors in the event they do not have one with them but are willing to wear one. Visitor’s self-assessment screening will be done at the main office entrance.

5. **Face Coverings (Face Masks) Reduction of COVID-19 Transmission:**

Face coverings or masks will be required by every student, employee, and visitor who come into a building or on-site office.

School district personnel must wear surgical medical masks. Each school district employee will be provided two of such masks daily by the district. Students will be provided with two Spartan cloth masks. Any student who does not have a mask will be issued a surgical mask so that he/she may remain at school.
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Face coverings or masks will be worn throughout the school day for those who are continuously in contact with others regardless of maintaining 6-foot distancing (with the exception of when staff/students are eating or outdoors, as long as the 6-foot distance is maintained).

a. For staff working alone in an office with a door closed (or unless their role requires a higher level of protection) they do not have to wear the mask or face covering. However, if another person enters the office space or classroom, the staff member must wear a mask. For example, if an employee is working alone in an office, vehicle, or at a jobsite with no in-person interactions, he or she is not required to wear a face covering or mask. However, when leaving the area for more generally used spaces such as hallways, the mask/face covering must be worn.


b. If it is necessary for a student or staff member to remove his or her mask, the wearer must wash his or her hands before doing so and must be at least 6 feet apart from nearest person. The mask will be reapplied prior to reentering closer proximity to others. After reapplying, the wearer will wash hands.


c. Staff and students must throw away masks/face coverings that no longer cover the nose and mouth, are stretched out or do not stay on the face, have damaged ties or strap, or have holes or tears in the fabric

6. Handwashing:
Students and employees are required to wash hands when they arrive at school, before meals or snacks, after outside time, after going to the bathroom, after nose blowing or sneezing and before leaving to go home and before removing a mask. This is done for 20 seconds, cleaning finger-tips, between fingers, the palms, and back of hands and lower wrists. Drying is done with individual cloth or paper towels. District approved hand sanitizer will be used as approved by the Department of Health. The District will provide Purell hand sanitizer for classrooms and buildings.

7. High-risk Staff or Students:
If staff or student falls into a high-risk category for COVID-19 they should consult with their health care provider. Everyone is at risk for COVID-19 but some people fall into risk-categories for more severe symptoms. All ages can get severe symptoms but risk do increase with age.
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Currently high-risk categories include:
A. Any person over the age of 65.
B. People of any age with the following conditions are at increased risk of severe illness from COVID-19:

- Chronic kidney disease
- COPD (chronic obstructive pulmonary disease)
- Immunocompromised state (weakened immune system) from solid organ transplant
- Obesity (body mass index [BMI] of 30 or higher)
- Serious heart conditions, such as heart failure, coronary artery disease, or cardiomyopathies
- Sickle cell disease
- Type 2 diabetes mellitus
- Children who are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease are at higher risk for severe illness from COVID-19 than other children.

Based on what we know at this time, people with the following conditions might be at an increased risk for severe illness from COVID-19:

- Asthma (moderate-to-severe)
- Cerebrovascular disease (affects blood vessels and blood supply to the brain)
- Cystic fibrosis
- Hypertension or high blood pressure
- Immunocompromised state (weakened immune system) from blood or bone marrow transplant, immune deficiencies, HIV, use of corticosteroids, or use of other immune weakening medicines
- Neurologic conditions, such as dementia
- Liver disease
- Pregnancy
- Pulmonary fibrosis (having damaged or scarred lung tissues)
- Smoking
- Thalassemia (a type of blood disorder)
- Type 1 diabetes mellitus

8. Grouping/Cohorting of students:
The scheduling of students and instruction will be within the safety and health guidelines. Best practices to minimize exposure to COVID-19 are to keep students in a group with minimal to no co-mingling and dedicated staff and to maintain consistency from day-to-day among groups where at all possible. Multiple groups of students may use the same facility as long as they are in limited contact with other groups. Student will eat in their classroom for breakfast and lunch within their own group or cohort.
Other strategies related to the grouping of students which will be utilized are as follows:

- Canceling field trips, assemblies, and other large gatherings,
- Not allowing students on multiple campuses, such as Peninsula College Running Start & Forks High School.
- Limiting class size (cohort or group): Class size max - 18 students is recommended in Clallam County in a usable 900-square foot spaces.
- Limiting non-essential visitors to the buildings.
- Limiting or not allowing the interaction between classes or classrooms of cohorts

9. Physical Distancing:
All students and staff will practice social distancing (maintaining six feet apart) within each group of students as much as possible. It will be a function of safety and health standards to create space between students and reduce the amount of time when they are close with each other. This will depend on student’s ages and developmental and physical abilities. The general rule of thumb is that any close contact for more than 15 minutes at a concentrated time is when transmission is more likely to occur.

Not all strategies will be feasible for all schools. These strategies include but are not limited to:
- Canceling or modifying classes where students are likely to be in very close contact (such as labs).
- Suspending or making significant modifications to activities that are considered high risk, such as choir or other classes or activities that require students to remove face coverings, and may contribute to transmission of COVID-19.
- Increasing spaces between desks to accommodate 6-foot spacing requirements.
- Having desks face one direction. This helps reduce the transmission of the virus containing droplets.
- Reducing the number of students in the halls at one time.
- Labeling traffic directions in hallways.
- Keeping students outdoors in spacious areas when possible. (Playground use will be allowed only if six-foot social distancing is maintained).
- Reducing congestion in the front or health offices by limiting nonessential visitation by parents and volunteers.
- Conducting potential COVID-19 screening in a separate room away from the general public.

10. Health Screening vs. COVID-19 Symptom Screening
A health screening room will be dedicated for routine student issues such as first aide and other types of illness screening or assessment by the nurse or Unlicensed Assistive Personnel.

Of note, if a student is referred for COVID 19 symptoms, a follow up by the nurse or Unlicensed Assistive Personnel (UAP) will occur in a small health assessment room where the student will have a mask applied if not already worn for further assessment. The school nurse or UAP will be
notified. The door to the health assessment room will remain closed. Parents or those responsible for picking up the student will be notified. The student will be made comfortable, and the student will wear his or her mask/face covering and the health assessment room door will be kept closed as much as possible. Actual contact with the individual in the room will be limited. The nurse or UAP will wear a cloth covering, plastic face shield, and possibly a gown (such as when excessive sneezing or coughing is occurring) when interviewing or assisting the student in the isolation room. The student will stay in the office space with the mask until picked up. Equipment used in the screening or assessment will be cleaned and disinfected between use.

11. Food and Nutrition – During COVID-19, students will eat inside their classroom. Breakfast will be served after the bell, opening day activity and self-assessment or attestation. Outdoor eating is encouraged with good weather where students can maintain six-foot social distance; however, this must be arranged with the building principal so outdoor spaces are not congested or allow co-mingling of student groups. Meals will be delivered to the classes. Prior to taking off masks, students will wash their hands or use hand-sanitizer for hygiene. Six-foot distancing will be especially important as students will be eating and will have their masks off. Staff, not students, will handle utensils and serve food.

For staff, meals should be taken in areas where six-foot social distancing between individuals can be maintained. Outdoor eating is encouraged in good weather.

Each classroom will be provided a trash can for food clean-up. One student at a time will dispose of food and plates in trash can, wash hands, return to desk and put face mask back on. Trash cans will be rolled out into the hallway for custodial pick-up after breakfast and lunch.

12. Instruction:
The District will provide an in-person instructional model where students are divided into cohorts or groups. A flexible instructional delivery system will be provided with district certified instructors through the use of the FuelEd online platform, curriculum and assessment.

The District will also provide an online only instructional model delivered by district certified instructors with the use of the FuelEd platform, curriculum and assessment. Families may choose between the in-person or online model throughout the COVID-19 period.

Each building will publish a daily schedule for students which adheres to the aforementioned health and safety guidelines and allows student flexible access to teachers and their classes through the utilization of the FuelEd platform. In order to access the FuelEd platform, each student will be issued a Chromebook and headset for the year. As staff and students learn to utilize the FuelEd platform, schedules may change in order to better meet the needs of the students while utilizing the platform.
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FuelEd is a comprehensive online platform with standards-based aligned curriculum and assessment tools which allows for personalized learning. The platform supports communication and collaboration between the certified teacher, parent (learning coach), and student which enhances the opportunity for a more personalized learning plan, as well as the accountability of teaching and learning. Teachers, parents, and student will have access to FuelEd through a login system with a log-in identification number/name and a log-in password.

Students at every grade level will be required to attend daily, unless sick or ill whether enrolled in the online or in-person delivery model. Daily attendance will be taken in FuelEd and will be required for both the in-person and online instructional model. The District will be required to report daily attendance, as well as monitor student progress on learning to the Office of Superintendent for Public Instruction. Attendance on any asynchronous day (if a student is in quarantine, etc.) will be documented using evidence of student work (log-in to FuelED while working on an assignment, attending a synchronous session, attending office hours, etc.).

Student Attendance
If a student is not in attendance, the teacher will reach out to engage with the student and parent through the FuelEd communication email system or by phone. If the student continues to non-engage, the teacher will request a video conference with the teacher. If there is no evidence as a result of this communication, the teacher will notify the building principal and ask for support from the counseling or support team.

Students are not engaged entirely will referred to the building principal for intervention from the support team.

Grading Practices
Grading practices for each of the schools are as follows:

Forks High School – Students will earn a letter grade of A, B, C, D, F based on the mastery of essential learning standards.

Forks Alternative School – Students will earn a letter grade of A, B, C, D, F based on the mastery of essential learning standards.

Forks Middle School – Students will earn a letter grade of A, B, C, D, F based on the mastery of essential learning standards.

Forks Elementary School – Students will continue with standards-based grading

Forks Home School Plus – Traditional A, B, C, D, F
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All in-person fieldtrips, assemblies, large gatherings, school-wide parent meetings are cancelled and will only be conducted in an online setting.

All classroom spaces will be modified to accommodate and ensure physical distancing.
## Quillayute Valley School District
### Reopening Plan 2020-2021 School Year
#### Health and Safety First – Together as ONE Spartan

### In-Person School Schedules*

<table>
<thead>
<tr>
<th>Time</th>
<th>Mon/Tues &amp; Thurs/Fri</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15 – 8:40 a.m.</td>
<td>Arrive at School &amp; Attestation/Handwashing &amp; Breakfast</td>
<td></td>
</tr>
<tr>
<td>8:45 a.m.</td>
<td>Morning Announcements</td>
<td></td>
</tr>
<tr>
<td>8:50 – 10:30 a.m.</td>
<td>FuelEd Learning Platform</td>
<td></td>
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<tr>
<td></td>
<td>ELA- Reading/Writing</td>
<td></td>
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<tr>
<td></td>
<td>Recess: 9:20 – 9:40 2nd</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9:45 – 10:05 3rd</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10:10– 10:30 4th</td>
<td></td>
</tr>
<tr>
<td>10:30 – 11:30 a.m.</td>
<td>FuelEd Learning Platform</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td></td>
</tr>
<tr>
<td>11:30 – 12:30 p.m.</td>
<td>Lunch – Handwashing &amp; Sack lunch provided in classroom setting</td>
<td></td>
</tr>
<tr>
<td>12:30 – 1:30 p.m.</td>
<td>FuelEd Platform – NGSS Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recess: PK Small playground in back</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1:45 – 2:05 Kinder</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2:10 – 2:30 1st</td>
<td></td>
</tr>
<tr>
<td>1:30 – 3:00 p.m.</td>
<td>Learning sessions will vary on given day. Options are not limited to throughout the week:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Art</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Music</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Social Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Health/PE</td>
<td></td>
</tr>
<tr>
<td>3:10 p.m.</td>
<td>Dismissal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Staggered?)</td>
<td></td>
</tr>
</tbody>
</table>

* Subject to change based on needs of students, staff and implementation of FuelEd platform.
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**In-Person School Schedules**

<table>
<thead>
<tr>
<th>Time</th>
<th>Early Starters M/T &amp; Th/F</th>
<th>Late Starters M/T &amp; Th/F</th>
<th>Wednesday</th>
</tr>
</thead>
</table>
| 8:05 – 8:35 | *Advisory*  
Handwashing  
Attestations,  
Breakfast After the  
Bell Character  
Strong/SEL,  
Announcement | 8:00 - 9:00 | *Teacher Prep*                                      |
| 8:35 - Lunch Break | *Instruction*  
Intervention  
Physical  
Fitness/Health  
Math  
Elective  
ELA  
Social Studies | 9:05 - 9:35 | *Advisory*  
Handwashing  
Attestations  
Breakfast After the  
Bell Character  
Strong/SEL  
Announcement |
| 10:50 - 11:30 | 6th Grade  
Break/Lunch | 9:35 - Lunch Break | *Instruction*  
Physical  
Fitness/Health  
Math  
Elective  
ELA  
Social Studies |
| 11:15 - 11:55 | 5th Grade Break  
Lunch | | |
| 11:20 - 12:00 | 7th Grade  
Lunch/Break | | |
| 11:35 - 11:55 | 8th Grade  
Lunch/Break | | |
| Lunch Break 2:15 | *Instruction*  
ELA  
Science  
Physical Fitness | 12:25 - 1:05 | 5th/6th Grade  
Break/Lunch  
7th/8th Grade  
Lunch/Break |
| 2:15 - 3:15 | Teacher Prep | Lunch 3:15 | *Instruction*  
Health  
Intervention  
Physical Fitness  
CTE |
| 3:15 - 3:30 | Communication | 3:15 - 3:30 | Communication |

* Subject to change based on needs of students, staff and implementation of FuelEd platform.
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In-Person School Schedules*

<table>
<thead>
<tr>
<th>Times</th>
<th>Mon/Wed/Friday</th>
<th>Tuesday/Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15 – 8:45 a.m.</td>
<td>Spartan Homeroom: Arrive at School &amp; Attestation/Handwashing &amp; Breakfast</td>
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</tr>
<tr>
<td>8:45 a.m.</td>
<td>Morning Announcements</td>
<td></td>
</tr>
<tr>
<td>8:50 – 10:20 a.m.</td>
<td>FuelEd Learning Platform 1st Period</td>
<td>3rd Period</td>
</tr>
<tr>
<td>10:25 – 11:55 a.m.</td>
<td>FuelEd Learning Platform 2nd Period</td>
<td>4th Period</td>
</tr>
<tr>
<td>12:00 – 12:30 p.m.</td>
<td>FuelEd Platform – Intervention &amp; Enrichment Support</td>
<td>FuelEd Platform – Intervention &amp; Enrichment Support</td>
</tr>
<tr>
<td>12:30 p.m.</td>
<td>Grab and Go Lunch</td>
<td></td>
</tr>
<tr>
<td>30 Minutes Remote Learning</td>
<td>Flexible Time to Meet Needs of Student’s Schedule</td>
<td></td>
</tr>
<tr>
<td>3rd Period – 15 minutes</td>
<td>4th Period – 15 minutes</td>
<td>1st Period – 15 minutes 2nd Period – 15 minutes</td>
</tr>
</tbody>
</table>

* Subject to change based on needs of students, staff and implementation of FuelEd platform.
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Special Education Services

Child Find and Referrals
The Quillayute Valley School District (QVSD) will continue to carry out its child find obligation through existing and newly developed systems. Additional attention will be given to the unique situation of our child find process given the extraordinary circumstances of the spring 2020 closure. Our staff is committed to ensuring protection against exacerbating disproportionality in special education by understanding that some students may have been more significantly impacted by school facility closure in spring of 2020 than others. However, this does not necessarily constitute a disability. While a lack of instruction is not necessarily a disability, caution must be used to avoid or delay initiating comprehensive evaluations. Ongoing data collection through progress monitoring is key to ensuring effectiveness of interventions as they apply to student needs.

Referrals for special education can be made by parents, school personnel, district staff or other persons with knowledge about a student. Requests must be in writing either in paper form or email. Written referrals need to be directed the district’s Child Find Coordinator, Beth Torres. The district has 25 school days to decide whether to evaluate a student. If a referral meeting is scheduled by the district to take place, the person making the referral (in most cases parent/guardian) must be invited to attend the meeting.

Evaluations and Eligibility
The Quillayute Valley School District recognizes the need for adherence to state and federal timelines for evaluations and eligibility under the WAC and IDEA following safety recommendations, best practice and normative procedures. Communication by staff with students and families in a collaborative manner is paramount to ensuring the success of the evaluation and eligibility processes. Following WSASP Guidance of April 2020, teams should review the following guiding questions when determining each student’s need on a case-by-case basis:

- What is best for the student?
- Does the team have means to access all data needed to complete this evaluation?
- Is the parent/adult student/guardian comfortable proceeding with an evaluation during this time?

Additionally, special consideration is given to the requirements of evaluations for specific categorical determinations:

- Cognitive testing is only required for initial evaluations in Developmental Delay, Specific Learning Disability and Intellectual Disability. In most re-evaluation circumstances cognitive testing will not be required. Teams need to determine whether a repeat of cognitive testing is truly needed for a re-evaluation.
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- Adaptive, social-emotional, behavior – direct observation is not required and may not be possible. Use of information from surveys and questionnaires is acceptable.
- Specific Learning Disability (SLD) – QVSD utilizes the discrepancy model of determining eligibility for SLD. The WAC’s allow for the use of professional judgment when testing data is not representative of the learner or when properly validated tests are unavailable.
- Functional Behavior Assessments (FBA): For an existing FBA, teams need to integrate existing data, including progress monitoring, into the current plan. If there is enough information to provide a functional behavior hypothesis, teams can proceed with this update. In the instance of a new FBA, the team may consider using questionnaires, qualitative and intervention data. Same as before, if there is insufficient evidence for identifying a hypothesis of the behavior, the FBA cannot be completed. While a Behavior Intervention Plan (BIP) cannot be formulated without an FBA, teams can still recommend and formulate Specially Designed Instruction (SDI) in the recommended area of concern.

During the districtwide closure of spring 2020, QVSD was unable to conduct in-person evaluations for the majority of students receiving special education services. As such, there were many instances in which such evaluations were placed on hold until such time an in-person evaluation could be conducted adhering to standardized testing guidelines. Those evaluations which were delayed due to school closure will be prioritized for fall 2020. Each department ESA staff (Psych’s, SLP’s, OT and PT) will review the list of both outstanding and current evaluations in order to develop an action plan for addressing these needs.

During the summer of 2020, QVSD secured technology and resources to support our staff in the administration of assessments in the event of continued remote or hybrid learning operations.

Parent/Guardian consent is required for all Initial Evaluations and placement for Special Education. Alternative means of parental consent are acceptable such as:

- Email from the parent/guardian stating they give consent for the activity.
- Digital or e-signature
- Digital photo or scan of the parent’s signature on the applicable document.
- Having district staff note that consent was given verbally and documented in IEP Online.

*Individualized Education Plans (IEP’s)*
During the spring 2020 closure, the option of in-person IEP’s was not available to schools. In many instances, teams were able to conduct remote IEP meetings via the Google Meet platform or teleconference. Consideration was given to parent request in terms of whether to hold the meeting using distance technology or defer until such time in-person meetings could be held in the fall. Contact was made by the special education case manager with students and their
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parents/guardians to determine what the best platform would be for the delivery of both instruction and materials related directly to the student’s SDI as outlined on their IEP. In some instances these discussions were documented via progress reports, prior written notice, or a Continuous Learning Plan (CLP) may have been implemented.

Upon the resumption of school in fall 2020, each school’s special education team will meet to do the following:

- Conduct a review of outstanding IEP’s by team and building to determine an action plan that will address both outstanding IEP’s and upcoming IEP’s.
- For purposes of returning in the 2020-21 school year, CLP’s are no longer an option. **Each IEP team must amend the IEP to reflect the student’s current learning setting.** IEP Amendments serve the purpose of documenting a district offer of FAPE during a temporary change of services. IEP Amendments can be held without a full team meeting if the parent/guardian is in agreement. The District recognizes the volume of work that may be created given both the uncertainty and flexibility needed across the variety of instructional models that may be present at any given time.
- Additional guidance on identifying setting in a variety of models is given below.
- Special Education staff are encouraged to be cognizant of how many goals are written per area of SDI so that IEP’s are not unduly lengthy and difficult to write and/or monitor.

### Identifying Setting in Remote/Hybrid Models

<table>
<thead>
<tr>
<th>General Education Setting</th>
<th>Special Education Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student with an IEP participates in online learning in a course open to students with and without disabilities (i.e. the course is unrelated to the student’s disability)</td>
<td>A student with an IEP receives remote instruction with a teacher or paraeducator individually or in a group consisting primarily (51% or more) of students with IEP.</td>
</tr>
<tr>
<td>A student with an IEP participates in an online learning environment with no specific requirement as to location for participation (i.e. the student may participate in any remote location at their discretion in order to complete the class or program requirements)</td>
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<tr>
<td>A student with an IEP participates in instruction that DOES have a prescribed time/location (i.e. synchronous instruction), and at least half (50%) of students participating in this instruction do not have IEP’s</td>
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**Provision of Special Education and Related Services**
Quillayute Valley School District gives consideration to the prioritizing in-person services and supports for students with IEP’s based on student need, across the continuum of school reopening models. While the COVID19 pandemic has not changed a student’s right to be educated in the Least Restrictive Environment (LRE), it has changed how the general education system operates. LRE is determined by a student’s IEP team in the new context of which the District will operate. The following example illustrate how a team may provide FAPE across different operational models:

*Example*: Alec will be in 4th grade class with 21 students at the start of the 2020-21 school year. He receives 45 minutes daily of special education services in the general education classroom in math and written language and 30 minutes per week of speech-therapy outside the general education classroom under the disability classification of other health impaired.

**School Operational Models**

<table>
<thead>
<tr>
<th>Distance Learning</th>
<th>Hybrid</th>
<th>Traditional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will use Fuel Education learning platform for educational services. The special education case manager/teacher will plan with Alec’s 4th grade teacher will adapt lessons in math and written language.</td>
<td>Students will follow a modified schedule as defined by each building. Students will report to school five days a week with health and safety protocols in place. Students will be assigned to a cohort of peers. Each cohort will have a certificated and classified staff member overseeing supervision and instruction. Fuel Education will be the learning platform utilized throughout the day or in a distance learning mode. Special case managers continue to plan with 4th grade general education teachers to adapt lessons in math and written language.</td>
<td>Students report to school five days a week with health and safety protocols in place. Student’s receive in-person services as outlined in their IEP.</td>
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LRE Considerations for Alec

| Alec will participate in a virtual learning model with his general education fourth-grade class. His special education teacher could also host a small group virtual breakout session with him and other students in written language and math after large group instruction (or provided supports during large group instruction). Alec will also participate in weekly virtual speech session. | While on campus, Alec’s fourth-grade class will be split into two sections. Alec will remain in one classroom all day with his peers and classroom teacher, while the other half of his class will report to another room location with a paraeducator providing supervision and instructional support. Both sections of Alec’s fourth-grade class will receive instruction through the Fuel Education platform and lessons with be designed, delivered, and monitoring by Alec’s fourth-grade teacher. Alec will participate in weekly speech session with the district SLP. | Alec will receive his special education services inside his general education classroom five days per week following health and safety protocols from special education staff outside the general education classroom one day per week following health and safety protocols. |

Progress Monitoring
Special Education Case Managers and Related Service personnel must continue to document a student’s current level of performance throughout the school reopening process, across the continuum of school reopening models. Progress monitoring is not only a scientifically based practice to determine a student’s academic performance, but to also evaluate the effectiveness of instruction. Guidance was provided to QVSD special education staff during the spring 2020 closure instructing staff to ensure that minimum data points included student performance at the end of the second semester (January 31) and in-person instruction (June 18, 2020). For goals in which there was no reasonable method to collect data, the staff was instructed to document the reason why.

Sample forms were provided along with options for data collection during remote learning. These options for progress monitoring during remote learning models stay the same as outlined in the following table:
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Options for Data Collection during Remote Learning

<table>
<thead>
<tr>
<th>Option #1 (I Do)</th>
<th>Option #2 (We Do)</th>
<th>Option #3 (You Do)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher or service provider assesses students during your regular distance instructional times (e.g., when you meet with students by Google Meet/Google Classroom). During these distance learning meetings, students’ complete sections of their work with you, and you collect data as the student performs the task. Alternatively, a paraprofessional can be in the Classroom or Meet at the same time and collect data as instructed by the teacher or service provider.</td>
<td>You ask parents/guardians or other learning coach to track student learning for you. This is more typical for work that had to be sent home (such as packets), for whatever reason. For example, you ask parents to circle which problems were completed independently by their child. You can then see which problems were completed independently, and assume that the parents offered some sort of assistance or prompting on the others. You can then enter data as you otherwise would on a data sheet, noting the number of problems completed independently and accurately.</td>
<td>You teach students to self-monitor their progress on the activities you assign. For example, if you assign them to read one book per day at their reading level, the student can be in charge of checking off that they completed the book. As students learn to self-monitor, perhaps you also ask a parent/guardian to sign off too.</td>
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Recovery Services

The term Recovery Services describes the additional, supplemental services needed to address gaps in special education service delivery due to COVID-19 health and safety limitations, of which districts had no control. Additional services may be provided during the school day due to lack of expected progress during the closure in the form of increased or supplemental services in the student’s IEP provided this does not lead to a more restrictive placement for the student or contribute to additional general education instruction being missed. Examples of Recovery Services (OSPI Reopening Schools 2020: Special Education Guidance) include the following:

- A student who regressed behaviorally during the closure may need new or different positive behavior interventions during the school day.
- A student who lacked social skills opportunities during the closure may need additional instruction in social communication.
- A student who lost academic skills during the closure may need additional supplementary aids and services in the general education classroom.

Upon returning to school in fall 2020, each school’s special education team shall review each IEP and the student’s progress on IEP goals, in addition to the documentation showing the degree to which the student participated in remote learning opportunities during spring 2020, to determine whether recovery services are needed due to COVID-19 (OSPI guidance 7/10/2020, B-1).
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- Documentation was required and provided to the District by each special education teacher and service provider at the closure of the 2019-20 school year.
- Progress monitoring data to be reviewed will include a second data point by October 2020 (first data point included in CLP’s in June).
- The multiple data points (progress), the student participation (engagement) closure documentation along with IEP team input will provide the needed determination on an individualized basis.

14. PE//Recess/Extracurricular Activities:
- Activities that have students in close contact with one another are considered high risk for transmission. The District will follow Washington State Department of Health Guidelines for Athletics and Extra-curricular Activities, as per Washington State’s Return Safe Plan.
- Physical education and/or recess activities should be held outdoors when possible and non-contact in nature.
- Washington Interscholastic Activities Association has published a modified seasonal schedule which is subject to change.
- Outdoor play equipment does not need to be specially cleaned more than routine and does not need to be disinfected.
- Cohorts of students will NOT co-mingle on the playground, play shed or in the gymnasium. They will be staggered for scheduling in separate locations of play or recreational areas. They must socially distance six feet and wear masks.

15. Student and Staff Confidentiality:
It is our primary goal to build a safe and respectful environment. Staff and student privacy of health information is private and confidential. When screening for symptoms, information will be kept confidential. Staff members will not discuss a student or staff’s health information with others. Student information may be recorded in Skyward for private documentation only. For staff, keep information confidential and report as directed by law or regulation.

If there is a positive case of COVID-19 within the school setting, the Clallam County Department of Health will conduct contact tracing and will communicate with potentially exposed students and staff. The main point of contact with the Clallam County Department of Health will be the superintendent. The superintendent and the Clallam County Department of Health will communicate regularly and work together for COVID-19 communication to the community and staff.