

GRIFFIN SCHOOL DISTRICT #324

6530 – 33rd Avenue NW, Olympia, Washington 98502

School Office (360) 866-2515 Elementary Ext. 5911 – Middle School Ext. 5910

District Office (360) 866-4918 – Fax (360) 866-9684 - District/School Webpage: griffinschool.us

Griffin School District Distance Learning Instructional Model Reopening Plan for 2020-2021

*This letter was previously sent to Griffin families.

Dear GSD Staff & Families,

As you are aware, we have been focused the past few months on preparing for a full or modified in-person return to school for the fall. I have previously informed you that with the support of the Griffin School Board and guided by a strong recommendation/directive from Thurston County Public Health, Griffin has decided to begin the school year school year in a full distance learning model in September. We will not initially be returning with in-person instruction.

There are many factors that went into this decision, but none are more important than the communication all Thurston County Superintendents received recently from the Thurston County Public Health Department (see attached), that said it is not currently safe to start the school year face-to-face. We are unsure how long we will remain in a distance learning model, but we will closely monitor infection rates and continue to rely on our local public health agencies to determine when we can safely reopen our school for our students. When it is deemed safe, we will transition directly from 100% distance learning to a hybrid (distance and face to face) instructional model.

Please know this is not a decision I was hoping we would have to make for the beginning of our new school year, but we must put health and safety first and that means listening to our local health officials. For many of you this may be a welcome decision met with relief. For others, this may be extremely frustrating and I apologize for the anxiety and stress it may be causing you. I understand and respect both sets of feelings, but we must do what is best for the health and safety of our students, staff and families; I believe this is the best decision for us right now. We are absolutely still planning for a return to in-person instruction in a hybrid or full-time model when public health authorities advise it is safe.

During the spring closure we learned a great deal about distance learning. Our administrators and staff had very little time to prepare for distance learning, but even without the benefit of time, I feel our staff did a great job, given very difficult circumstances. I feel the same can be said about our students and families who rose to the challenge of learning in new ways. Having said that, the distance learning that will happen as we begin our new school year will look different and will be much improved from that of last spring's emergency closure. We are using the remainder of summer to prepare for a K-8 distance learning model that will engage and challenge our students, which means we will be utilizing the valuable feedback you gave us concerning the distance teaching and learning that took place during our spring closure.

“Lifelong learners leading productive, healthy, and responsible lives.”



This fall, our students can expect a distance learning program that is relevant, challenging and engaging. Teachers and students will have set schedules for classes, and will use technology for live and independent interaction. Technology will be available for all students to take home prior to or during the first week of school. Staff and students will be trained on the resources that are to be used for class meetings and communication. Teachers and principals will regularly monitor student engagement and progress. Grading practices and daily attendance expectations will return. In short, there will be new expectations for everyone and distance learning will look different in the fall. I believe that every Griffin teacher and support staff member will embrace this challenge and will provide our students with the highest quality distance learning possible. We recognize that distance learning may not fully meet the needs of some students with special needs and we are evaluating the extent to which we can provide in-person services to students who need them. We will have more information in the coming weeks.

Again, it is our hope that cases and transmission rates decrease and the curve flattens, allowing us to bring back face-to-face teaching and learning (when it is deemed safe by our local health department). It is my current thought that even once we are able to initially return to school in-person, we would allow students and families to stay online 100% of the time if that meets their needs and/or they are not comfortable returning to school during the 2020-21 school year.

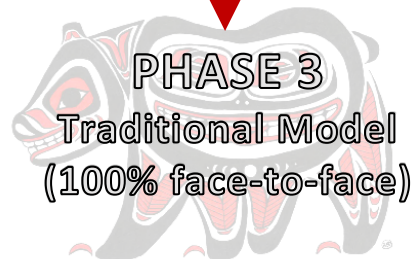
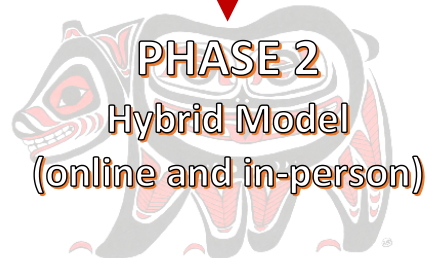
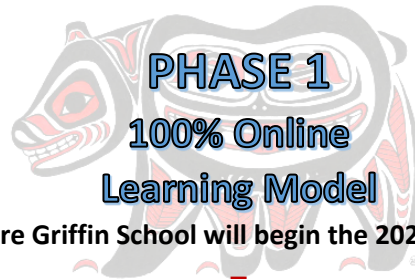
All Thurston County school districts will be delivering this kind of message to their families. We work closely together and are all committed to making decisions based upon the health and safety of our school communities and that means following the strong advice we received today from Thurston County Public Health. We are making this decision today to give you time to prepare and to give ourselves time to focus, plan and train for a successful distance learning model.

There is no substitute for the face-to-face learning that takes place in a school. We absolutely wish that we could safely begin the school year that way, but that is not our current reality. Until that time, we will work to provide the best possible distance learning experience for Griffin students.

Sincerely,

Greg Woods
Superintendent, Griffin School District

Learning Models



Griffin School District's Reopening Plan is to open in PHASE 1, but continue planning to move into PHASE 2 and PHASE 3 as health and safety conditions improve.

Elementary Distance Learning Model 2.0

Monday	Tuesday	Wednesday	Thursday	Friday
Zoom Class Meeting; Social-Emotional Check-in, Morning Announcements	Zoom Class Meeting; Social-Emotional Check-in, Morning Announcements	Zoom Class Meeting; Social-Emotional Check-in, Morning Announcements	Zoom Class Meeting; Social-Emotional Check-in, Morning Announcements	Zoom Class Meeting; Social-Emotional Check-in, Morning Announcements
Group A; Direct Instruction	Group A; Direct Instruction	Group A & B; Special Populations	Group B; Direct Instruction	Group B; Direct Instruction
Individual/Small Group Direct Instruction via Zoom with a focus on Reading, Writing, and Mathematics	Individual/Small Group Direct Instruction via Zoom with a focus on Reading, Writing, and Mathematics	Additional instructional support via Zoom or face-to-face in groups of 5 or less when safely possible)	Individual/Small Group Direct Instruction via Zoom with a focus on Reading, Writing, and Mathematics	Individual/Small Group Direct Instruction via Zoom with a focus on Reading, Writing, and Mathematics
Independent Student Work;	Independent Student Work;	Independent Student Work;	Independent Student Work;	Independent Student Work;
Social Emotional Learning, Social Justice Lessons, Academic Lessons	Social Emotional Learning, Social Justice Lessons, Academic Lessons	Social Emotional Learning, Social Justice Lessons, Academic Lessons	Social Emotional Learning, Social Justice Lessons, Academic Lessons	Social Emotional Learning, Social Justice Lessons, Academic Lessons
Group B; Independent Learning	Group B; Independent Learning		Group A; Independent Learning	Group A; Independent Learning
Individual/Small Group/Independent Learning via Google Classroom with a focus on Social Studies and Science	Individual/Small Group/Independent Learning via Google Classroom with a focus on Social Studies and Science	-Develop Parent Training Modules	Individual/Small Group/Independent Learning via Google Classroom with a focus on Social Studies and Science	Individual/Small Group/Independent Learning via Google Classroom with a focus on Social Studies and Science
-Specialist Instruction	-Specialist Instruction	-Preparation time for teachers to create pre-recorded instructional materials	-Specialist Instruction	-Specialist Instruction
-Additional small groups	-Additional small groups	-Professional Development	-Additional small groups	-Additional small groups
Special Populations; (Pre-recorded instruction via Zoom or face-to-face in groups of 5 or less when safely possible)	Special Populations; (Pre-recorded instruction via Zoom or face-to-face in groups of 5 or less when safely possible)	-Teacher/Support Staff Collaboration	Special Populations; (Pre-recorded instruction via Zoom or face-to-face in groups of 5 or less when safely possible)	Special Populations; (Pre-recorded instruction via Zoom or face-to-face in groups of 5 or less when safely possible)
Office Hours; Family Outreach, Parent Training Modules	Office Hours; Family Outreach, Parent Training Modules	Office Hours; Family Outreach, Parent Training Modules	Office Hours; Family Outreach, Parent Training Modules	Office Hours; Family Outreach, Parent Training Modules
Teacher Planning	Teacher Planning	Teacher Planning	Teacher Planning	Teacher Planning

*Specific Times for Zoom meetings will be dependent on individual schedules established between teachers and families.

*This Distance Learning Model has the ability to pivot to a Hybrid Model when face-to-face instruction is deemed safe by the Department of Health.

Elementary Distance Learning-Additional Details

- **Class Lists-** Class lists will be created to ensure students are connected with teachers in which there is already an established relationship with the family. Student groups (Group A and B) will consist of 10-12 students (or less) per grouping.
- **Flexibility for Families-** Individual family meetings/training will take place the first full week of school; September 14-18. Classroom teachers will create a Zoom Schedule (including specific times) with input from families during the meetings. Scheduled Zoom times will be for both direct instruction and small group Zoom meetings scheduled on the independent learning days.
- **Streamlined Platforms (K-8)-** All grade levels (K-8) will utilize Google Classroom for communication with students and instructional resources and Zoom for direct instructional delivery (live).
- **Direct Instructional Delivery-** Classroom teachers will connect with students via Zoom and provide direct instruction on assignments/lessons (one-on-one or in small groups) for 2 consecutive days per week. Direct instruction will focus on Mathematics, Reading, and Writing. Support staff will provide additional opportunities to connect with students on the student's Independent Learning days via Zoom.
- **Pre-recorded Instructional Delivery-** Support staff will connect with students on the Independent Learning days to provide additional assistance as needed. Instruction will be pre-recorded and will focus on Science, Social Studies, and Specialist activities. These lessons will be available on Google Classroom and families can access them anytime/any day of the week.
- **Training-** Training opportunities will be provided to families on an ongoing basis via training modules. Training will include topics such as Google Classroom, accessing resources in Clever, etc. Teachers and support staff will continue to be trained each Wednesday and on the three LID days prior to the start of school.
- **Accessibility to School Resources-** iPads will be checked out to all students. 'School-at-Home' bins will be assembled for each child; curricular consumables, manipulatives, iPad, school supplies, etc. These supplies will be distributed the first three days of school (September 9-11) and provide students and families an opportunity to 'see' their teacher in person with safety measures in place. If families are unable to pick up their 'bins', supplies will be delivered to families.
- **Clear Weekly Expectations-** Weekly checklist of assignments/tasks posted in Google Classroom each Monday.
- **Support for Special Populations-** Face-to-Face instruction in groups of no more than 5 students will be provided when safely possible. This includes Special Education, 504, ELL, Title/LAP, homeless students and students with connectivity issues or that previously had difficulty with distance learning during the spring closure. Off-site locations will be utilized if available.
- **Attendance/Grading-** Attendance will be taken each day and entered into Skyward. Students will be counted 'present' when they log into Google Classroom and participate in remote learning. Automated attendance calls will be made to families if students are 'absent'. Elementary teachers will continue to use a standards-based grading system. Individual student performance will be monitored and communicated to families.

Middle School Distance Learning Model 2.0

(General Weekly Schedule for 6th, 7th & 8th Grade Students: schedules may vary depending on grade level)

Monday <i>Zoom/Independent Work</i>	Tuesday <i>Zoom/Independent Work</i>	Wednesday	Thursday <i>Zoom/Independent Work</i>	Friday <i>Zoom/Independent Work</i>
1st Period: 9:00 – 10:15 LA- 6A, 6E SS- 6B, 6F Science- 6C, 6G Math- 6D, 6H	1st Period: 9:00 – 10:15 LA- 6A, 6E SS- 6B, 6F Science- 6C, 6G Math- 6D, 6H	Whole Class Check in/Office Hours	1st Period: 9:00 – 10:15 LA- 6A, 6E SS- 6B, 6F Science- 6C, 6G Math- 6D, 6H	1st Period: 9:00 – 10:15 LA- 6A, 6E SS- 6B, 6F Science- 6C, 6G Math- 6D, 6H
10:15 – 10:30 Break/Transition Time	10:15 – 10:30 Break/Transition Time		10:15 – 10:30 Break/Transition Time	10:15 – 10:30 Break/Transition Time
2nd Period: 10:30 – 11:45 LA- 6D, 6H SS- 6A, 6E Science- 6B, 6F Math- 6C, 6G	2nd Period: 10:30 – 11:45 LA- 6D, 6H SS- 6A, 6E Science- 6B, 6F Math- 6C, 6G	Equity/special Needs Meetings/ Planning Parent Outreach/Training Modules	2nd Period: 10:30 – 11:45 LA- 6D, 6H SS- 6A, 6E Science- 6B, 6F Math- 6C, 6G	2nd Period: 10:30 – 11:45 LA- 6D, 6H SS- 6A, 6E Science- 6B, 6F Math- 6C, 6G
11:45 – 12:30 Lunch	11:45 – 12:30 Lunch		11:45 – 12:30 Lunch	11:45 – 12:30 Lunch
3rd Period 12:30 – 1:45 LA- 6C, 6G SS- 6D, 6H Science- 6A, 6E Math- 6B, 6F	3rd Period 12:30 – 1:45 LA- 6C, 6G SS- 6D, 6H Science- 6A, 6E Math- 6B, 6F	Advisory: SEL, games, lunch, Social justice lessons and connection opportunities	3rd Period 12:30 – 1:45 LA- 6C, 6G SS- 6D, 6H Science- 6A, 6E Math- 6B, 6F	3rd Period 12:30 – 1:45 LA- 6C, 6G SS- 6D, 6H Science- 6A, 6E Math- 6B, 6F
1:45 – 2:00 Break/Transition Time	1:45 – 2:00 Break/Transition Time		1:45 – 2:00 Break/Transition Time	1:45 – 2:00 Break/Transition Time
4th Period 2:00 – 3:15 LA- 6B, 6F SS- 6C, 6G Science- 6D, 6H Math- 6A, 6E	4th Period 2:00 – 3:15 LA- 6B, 6F SS- 6C, 6G Science- 6D, 6H Math- 6A, 6E	Professional Collaboration/ Grade Team Planning	4th Period 2:00 – 3:15 LA- 6B, 6F SS- 6C, 6G Science- 6D, 6H Math- 6A, 6E	4th Period 2:00 – 3:15 LA- 6B, 6F SS- 6C, 6G Science- 6D, 6H Math- 6A, 6E

Middle School Distance Learning-Additional Details

Special thanks to the staff and parents who assisted in the creation of the Middle School Distance Learning Model 2.0. This group met numerous times throughout the summer to develop and design a distance learning model that provides the best learning opportunity for all of our middle school students.

- **Streamlined Platforms:**
 - We will use Google Classroom, Zoom and Skyward
 - As we did in the spring, teachers will collaborate to put a weekly bulletin together outlining upcoming assignments, reminders and projects. This will be sent out each Monday.
- **Class format for Distance Learning:**
 - Students will be taking four classes (Language Arts, Social Studies, Science and Math).
 - For math, we will offer 6th – 8th grade math, compressed math (6th and 7th graders), Algebra (7th and 8th graders) and Geometry (8th graders).
 - Students will be placed in cohorts of peers (same grade) that will consist between 10 -12 students. These cohorts will be used for the hybrid model as well to determine who will be at school and who will be at home.
 - Depending on the grade level, there will be an opportunity for parents to provide general feedback for the construction of the cohorts. This opportunity will be made available soon through a Google survey in an upcoming email.
- **Parent Training:**
 - We plan to offer parent training sessions through a module system, video links and Zoom meetings (current topics include: logging in to Google Classroom, logging into Skyward, logging into email accounts).
- **Instructional Delivery:**
 - Teachers are in grade level teams and will provide a rigorous combination of regular and integrated subject models. The classes will be powerful, engaging and exciting with every opportunity for students to dig deep into interactive subject contents.
 - Teachers will use large and small group Zoom meetings, online interactive curriculum, and both independent and collaborative work experiences.
 - Teachers will provide elective opportunities for students within their grade level bands to start. After the first quarter of the school year we will re-visit electives as a staff and determine whether or not to offer electives in the format that we have done in the past school years.
 - Teachers will also provide social emotional learning opportunities, embed technology standards, embed health standards through the use of engaging and interactive lessons during the week.
- **Attendance/Grading:**
 - Daily attendance will be taken and entered into Skyward.
 - Grades will be given for assignments/projects/participation and progress will be tracked in Skyward.
 - We will monitor these measurements weekly for trends and concerns. We will provide necessary interventions and assistance to give every student the opportunity to be successful. If there are home variables that we can provide assistance, we are prepared to do so. We are ready to think outside the box to provide an equitable education for every student.

Calendar

The Griffin School District has established a school calendar to accommodate 180 instructional days and the required instructional hours assuming all of the guided learning planned by and under the direction of the certificated teacher counts (in-person face-to-face, distance learning on screen with a teacher, independent learning assigned and evaluated by a teacher, and any other directed learning) subject to the State Board of Education requirements outlined in [WAC 180-16-200](#). Due to the ongoing pandemic, some aspects of the calendar may change throughout the year.

Technology

Devices will be provided to Griffin students (K-8) for at school and at home learning. Students will be able to take devices home and keep them home as needed. We have created a distribution and tracking system so students can check out devices the first week of school.

Learning Standards

We are in the process of engaging teachers and administrators in leading the work of identifying the most essential learning standards for each grade level, program, and content for 2020-21 online instruction.

Grading

See specific grading information included in the Elementary and Middle School Distance Learning Models (additional details section). Griffin will work with guidance from OSPI on grading as it becomes available and will continue to examine how decisions about grading policies will affect each student group and continue to implement an equitable system of instruction, assessment, and grading.

Professional Development

We will implement a professional development program for our teachers/staff around the following topics:

- Learning Management System Training (consistent platform across grade levels)
- Best practice strategies in rotating schedules and remote learning
- How to best use remote learning tools (Google Classroom etc.)
- Social and emotional needs of students, families, and staff in rotating/remote learning environments
- Essential standards, assessments and grading practices for the grade level, program area, or content area
- How to remediate gaps in learning in the online instructional model
- Collecting and responding to student feedback in a remote environment
- Understanding the latest guidance from the health experts on COVID-19 health and safety precautions

Family and Community Engagement and Communication

We will prioritize our efforts to ensure we meet the following targets with our Distance Learning Instructional Model:

- Engage families and community members in schooling decisions
- Provide consistent schedules for parents and families both in-school and remote
- Ensure families have a primary point of contact at school
- Use layered, targeted, and intentional outreach/communication approaches to reach families and students
- Work with community partners to provide support for families, such as childcare
- Consistent platforms across all grade levels (K-8)

Childcare

Families that need daycare can register through the YMCA for Y-Care by using the web address <https://southsoundymca.org/programs/>. If you have difficulty registering, please contact us at Griffin School and we will assist you.

Nutrition Services

Meals will be prepared following all health protocols. Meal types and containers will be determined based upon health requirements, efficiency in serving, cost and availability. Meal distribution will be facilitated to ensure as much social distancing as possible.

Remote Learners

- Pre-packaged grab and go meals will be made available to students who need meals on remote learning days.
- A system will be developed to receive orders, track meals served, and to distribute the take-home meals (breakfast & lunch).
- The option to receive a 5-day meal kit can be made available to families.

Onsite Learners (special populations, in groups of 5 or less when safely possible)

- Principals and staff will determine the safest procedure for student lunch time; likely having students eat in classrooms to minimize movement in the building. A plan will also be in place for breakfast, including a health screening prior to eating breakfast.
- A simplified menu of grab and go items may be offered for students to choose from.
- No salad bars or self-serve items will be offered.

Transportation

If transportation services are provided (for special student populations in groups of five (5) or less when safely possible). Student safety is at the core of transporting our students every day. Public health is now part of that safety, including face coverings and extra bus sanitation. If transportation is provided these parameters will be followed:

School Buses

- Drivers, paraeducators and students will utilize cloth face coverings or face shields. Drivers will have spare disposable face coverings on hand for students.
- Whenever possible, maintain a 6 ft. distance around driver's compartment and first/second row of bus seats.
- Maximize outside air and keep windows open as much as possible.

Loading and unloading buses

- All students will have assigned seats. Assign seat with one person per seat, first students to board will fill the rear of the bus first.
- If additional seats are needed, students in the same household will be assigned to the same seat.
- Staggered A.M. drop off times will be utilized to accommodate health-screening protocols.
- When unloading the bus, whenever possible unload the bus from the front to the rear, reducing crossing paths.
- School staff will assist with social distancing while exiting the bus at school, and in the afternoons while boarding (in order of assigned seats), rear to front.

Route/Driver Adjustments

- Time will be added between routes to allow for the cleaning of touch points.
- Additional time will be added to a driver's post trip for disinfecting.
- Bus touch points will be disinfected between routes and at the completion of each AM/Mid-day/PM route.
- Electrostatic sprayers will be utilized on all buses daily.
- Students who are identified as ill or examined for COVID-19 symptoms will be picked up by a parent/guardian and not transported home on the bus.

Student and Staff Health

The Logistics Team examined a variety of areas including recommendations from OSPI regarding health screenings, face coverings, physical distancing and protecting high-risk employees.

Physical Well-being:

- All 504 and Individualized Education Program (IEP) plans will be reviewed for accommodations regarding masks/shields and physical distancing
- Complete, implement, and communicate procedures for wellness screening
- Intentional teaching of respiratory hygiene, hand washing, mask/shield wearing, and social distancing/distance will be completed

Mental Well-being:

- Incorporate Trauma Informed Practices within each classroom/school with equity and cultural responsiveness; establish a safe place for students, families, and staff to share feelings and experiences at the school level
- Review all 504 and IEP student plans for additional supports regarding their disability and establish plans for supporting the students in this new environment
- Continue implementing universal screeners, target interventions to restore/increase mental well-being, monitor student mental wellbeing, communicate to families about their child's social emotional well-being
- Establish a point person for mental health, review crisis protocols, and partner with community mental health
- Continue to de-stigmatize mental health in the schools and with families and connect families with in-school and out-of-school mental health resources from community partners

Social Emotional Learning (SEL)

All staff utilizes the adopted curriculum as assigned to build strong relationships with students, make a brief personal connection with each student, and focus on listening to students.

Positive Behavior Interventions and Supports (PBIS)

Continue to implement PBIS strategies – review, revise and establish “routines” within the school and classroom to include COVID-19 expectations.

Trauma Informed Practices:

Traumatic experiences have increased because of COVID-19. Staff will be thoughtful of triggers, appreciate that the uncertainty of the COVID-19 environment will be challenging for them as well as the students. Communicate with families and allow them to tell you about the issues they anticipate will be a challenge to their student(s). Celebrate what they have accomplished this last year and create strategies to assist them, extended learning activities and time for students most impacted, utilize the translation and interpreting services provided by the District.

Behavior Management and Expectations:

Establish schoolwide management expectations and behavior routines. Communicate and calibrate expectations for staff responses to student behavior associated with distance learning.

Enrollment/Attendance and Reporting to OSPI

We will follow OSPI guidelines to report enrollment through the P-223 and P-223H processes. This plan will comply with requirements to receive state funding. We are working with OSPI on how to report 100% remote continuous learning and will follow all requirements to ensure continued funding. We will follow all guidance and direction from OSPI for student attendance and student engagement reporting requirements, including taking attendance and maintaining attendance records regardless of the model of instructional delivery (see OSPI Reopening Washington Schools: Questions & Answers for School Districts). Attendance will be taken each day and entered into Skyward.

Special Populations

Direct instruction via Zoom or face-to-face instruction at school (in groups of no more than 5 students or less will be provided when safely possible). This includes Special Education (IEP), 504, ELL, Title/LAP, homeless students (McKinney-Vento) and those students with connectivity issues or that previously had difficulty with distance learning in the spring closure. Off-site locations will be utilized if available.

Athletics and Activities

Our plan for middle school athletics will be in response to the guidance provided from state and local agencies, OSPI, DOH and Washington Interscholastic Activities Association (WIAA). The District and the Griffin School Board will make determinations as to the viability of middle school athletics throughout the 2020-21 school year.

The WIAA Executive Board took action to modify the 2020-21 WIAA sports season calendar in light of the COVID-19 pandemic. The changes will create four WIAA-sanctioned seasons and will also move moderate- and high-risk team sports, originally scheduled for the fall season, to the WIAA Season 3. The Griffin School Board recognizes that participation in any fall sports will depend on county progression through the phases laid out in Governor Inslee's Safe Start plan over the coming months.

Activities and Clubs

Activities and clubs that fall within the safety guidelines and are deemed viable by the District and would be allowed to happen remotely. The guidelines for these would be the same as the distance learning requirements.

Communications

Key information and changes to the distance plan will be posted to district website. Social media, email, phone calls and mailing will be utilized, as needed, to ensure all students and families are kept informed.

Community Use of Facilities

Decisions regarding requests to use school district facilities will be made based upon state and local guidance, including any state or local restrictions applicable to group gatherings, physical distancing, or any other health/safety precautions.

Contingency Plan

In the event state level guidance from OSPI, the governor's office and/or state/local health officials require changes to this plan, the Griffin School Board authorizes the Superintendent to make necessary adjustments to the distance learning plan to comply with these changes and communicate these changes to the Griffin School Board.

Operations Safety Measures

For students and staff in the building (student groups of five (5) or less when safely possible)

Griffin School District will be adhering to OSPI's guidance for reopening, requirements set by the CDC, Washington State Department of Health and the Department of Labor & Industries.

- Griffin Administrators, Leadership Team members and members of the Reopening Committee have reviewed Griffin's operations and plan to make significant health and safety adjustments. Adjustments include but are not limited to safe practices around facility use and cleaning, face coverings, handwashing stations, physical distancing and many other protocols to be implemented to mitigate risk and keep students/staff safe.
- A screening protocol for students, staff and visitors will be in place, including our school facility and buses. Screening will include all symptoms required by health officials and methods will conform to allowable options provided by state and local health officials/agencies. Screening will occur at the beginning of each school day, and as needed in the event any symptoms are observed during any school day.
- The school nurse will work to ensure screening protocols adhere to screening guidance, expectations and options. Building leaders will be responsible for implementing approved protocols. The school will determine which staff will be assigned student and staff screening duties; the school nurse will provide training.
- Wellness checks will occur for all students/staff members working in the building (in groups of five or less when safely possible). The District has purchased automatic, contactless, accurate, body temperature scanners for main entry points of our building. Handheld temperature scanners will also be available for use.
- All staff and families (on behalf of their student(s)) will need to answer a series of health screening questions each day if they are planning to enter the building. This will most likely be done at home in the form of a

quick online attestation or via an app or email before leaving for school or work in the morning. In addition, it is our current plan to also screen each student and staff member on site.

- If staff/students pass the health-screening questionnaire they will be able to enter the building upon arrival to school wearing appropriate face coverings (and only in groups of five or less when safely possible)
- Students who enter the building will then have their temperature taken either by staff with no touch thermometers or using a walk-up temperature kiosk that automatically registers temperature. A combination of both of these methods could be used.
- Maintaining social distancing, keeping cohorts together to help reduce transmission, privacy, appropriate screener training and PPE, as well as a plan for isolating an ill student will be the expectation during these screenings.

COVID 19 Symptoms/Positive Test for Students & Staff

To prepare for the potential of students or staff showing symptoms while at school (in student groups of five (5) or less when safely possible), we will have a response and communication plan in place that includes communication with staff, families and local health jurisdiction.

Response Plan Components

- Separate person from others, with supervision at a distance of six feet, until the sick person can leave.
- While waiting to leave school, the individual with symptoms should wear a cloth face covering.
- Air out and then clean/disinfect the areas where the person was after they leave.
- The person with symptoms should follow DOH guidance for their individual circumstances.
- Request that the employee or student's parents/caregiver inform the school right away if the person is diagnosed with COVID-19.
- If a student or staff member tests positive for COVID-19, the local health jurisdiction will advise regarding additional steps to take.

Returning to school after having suspected signs of COVID-19

- At least three days (72 hours) have passed since recovery – defined as no fever without the use of medications and improvement in respiratory signs like cough and shortness of breath; AND at least 10 days have passed since signs first showed up.
- OR it has been at least three days (72 hours) since recovery AND a health care provider has certified that the student does not have suspected or confirmed COVID-19.
- If a person believes that have had close contact to someone with COVID-19, but they are not sick, they should watch their health for signs of fever, cough, shortness of breath and other COVID-19 symptoms during the 14 days after the last day they were in close contact with the person sick with COVID-19. They should not go to work, childcare, school or public places for 14 days.

Students and Staff in high risk categories:

The District will request that students and staff at increased risk for severe illness due to medical categories as defined by the CDC "self-identify." No student or staff member in an increased risk category shall be required to work without PPE, on any task that cannot be performed without physical distancing or with students or staff who cannot wear face coverings.

Face Coverings for Students and Staff

All students, staff, volunteers, and guests will wear face coverings in district facilities. Exceptions to this mask requirement will be allowed within the parameters set forth in guidance provided by OSPI and state/local health officials. All visitors will be required to comply with statewide PPE requirements for public spaces and public schools.

- Schools will follow Center for Disease Control (CDC) and Washington State DOH guidelines with regards to rules for face coverings for all staff and students.
- Definition of a face covering: a hands-free fabric or plastic shield that covers the mouth and nose (this definition will be consistent throughout the District).
- Face coverings will be required for staff and students at school and on school buses.
- Staff and students will be provided with an appropriate face covering if needed.
- The District has arranged for the purchase Personal Protective Equipment (PPE) items.
- A process to enforce the face covering rules equitably will be established.
- Guidelines/processes related to face coverings will be communicated to families prior to the start of the year.
- Even when face coverings are worn, proper physical distancing will be practiced.

Physical Distancing for Students and Staff

Physical distancing within groups of students and staff (in student groups of five (5) or less when safely possible) will be facilitated. Physical distancing will apply to all students, staff and visitors at school. Efforts will be made to create space between students and reduce the amount of time they are close with each other. Any adjustments to physical distancing expectations will be communicated and implemented in the event state and local guidance changes.

Hygiene Practices for Students and Staff

- Students, staff and visitors will be advised to wash hands often with soap and water for at least 20 seconds.
- Hand washing or sanitizing will be facilitated upon arrival 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.
- Griffin may add standing hand washing stations in common areas.
- Universal signage will be posted throughout schools with regard to hygiene practices. Children and adults will be taught how to wash their hands and not touch their face.
- Videos to ensure hygiene practices and respecting personal boundaries will be created.
- Longer transition times will be implemented at the school for sanitizing or hand washing.

Facility Cleaning

Custodial Operations: Current COVID-19 standards recommend organizations clean and disinfect surfaces frequently, including high-touch areas. As a response, some of our cleaning and sanitizing changes are listed.

- Additional custodial staff will be added to all shifts.
- Frequent disinfection of bathroom touch points by custodians will take place.
- Touch free electronic towel dispensers to be installed in all areas.
- Custodial staff will frequently clean and disinfect touch points in common areas.
- There will be a plan for the cleaning/disinfecting of desks and work surfaces between and/or during classes.
- Surface sanitizer spray bottles and approved sanitizing solution will be provided in each classroom for use as determined by staff. Microfiber cloths will also be provided and replaced, as needed.
- Disinfecting of high touch surfaces and spaces in each site will occur daily and as needed.
- Classrooms, office spaces, restrooms and common areas will be disinfected daily.
- HVAC filtration systems will be inspected often, with filters changed three times throughout the school year.
- Hand sanitizing dispensers meeting state requirements will be installed and maintained in each classroom and in common areas.

We will be prepared to shift quickly from online continuous learning 2.0 to face-to-face instruction as required for the public health and safety of students and staff, when and if instructed to do so.