

Education in the ISD has been forever changed by the unprecedented shift we experienced in the 2019-2020 school year due to school closures because of the worldwide coronavirus pandemic. Each of us, students, families, staff, and leadership will need to commit to supporting each other emotionally, physically, academically, professionally, and personally. We will need flexibility and thoughtfulness to respond to and contribute to the mitigation of the forecasted wave of new infection as the Governor determines the phases of opening the economy and we each determine our comfort level with interaction with others beyond our family units. Further, because of the foresight of the ISD Board of Directors to adopt an “Equity Policy”, using such a lens to inform our decisions will be imperative and require discussion as our general equity work continues to develop and become cemented in our inquiries, responses, and actions.

To that end as we initiate plans and the process for reopening schools in the fall of 2020 District Leadership will need to hold in tension that which is “necessary and required” to reopen, particularly as the guidelines from the various governing agencies continues to evolve given the information and scientific understandings available, and that which is “expected”, as expectations will vary by stakeholder group and will require that the District instill confidence in our ability not only to provide a safe learning and work environment for students and staff, but also in our ability to fluidly respond to developing situations. Key aspects of the District’s ability to meet expectations is to:

- Provide opportunities, both formal and informal, for stakeholders, including the various labor organizations representing members in the ISD, to share their input, questions, or concerns;
- Share the consideration that shape the District decisions responsive to the conditions, criteria, and guidance as those will shift over time;
- Create understanding of the paradigm shift that guide and influence the instructional delivery in a hybrid or blended model;
- Communicate what the District will deliver (preliminary pledge delivered by Superintendent Thiele in his *Distance Learning 2.0* Update); and
- Communicate what this will be ongoing and transparent communication with District Stakeholders

Considerations for schedule development:

All students need to experience quality instruction, regardless of grade level, and in a manner that maintains the best possible academic, social, emotional, and physical health. Further, instruction needs to move fluidly between in-person and Continuous Learning 2.0 in order to combat loss of learning during future school closures as well as during the current atmosphere where a segment of the learning community will be unable to participate in person either because of choice made independent of the school or because of facilities’ physical limitations. Physical distancing (maintenance of six feet between individuals) impacts our ability to deliver instruction in-person in our facilities in our traditional, whole-class models to all students; however, it does allow us to prioritize for those for whom it will make the greatest impact. Optimally, and as an equity issue, a priority would be supporting a schedule that would enable students receiving special services (special education, ELL, Title/LAP, foster care, homelessness, other equity issues, etc) to have increased contact in order to support their learning needs and for the opportunity to receive appropriate therapies. Further, a schedule should provide some consistency for students both for days/week attended in order for students, families, and staff to plan. As a result, the focus on this will be for a “hybrid” model that allows for the fluidity of any necessary transition, the ability to meet physical distancing constraints, and the ability to offer the option to students and their families who do not want to partake of in-person instruction.

At the same time, consideration of certificated and classified staff to be able to work in-person and/or online is imperative given our staffing numbers and accordant allocation. Further, there are specific academic courses that will not be able to be offered at minimum during the early phases of reopening if not until there is a widely acceptable vaccine, given how the coronavirus spreads (choir, musical instruments, physical education, among others). We also have staff who are in the “higher risk” category and/or may not come to work given the lack of testing, knowledge of the Governor’s Proclamation Amending 20-05 and 20-46 regarding employees, and contact tracing currently available where COVID19 is concerned. It is considered for time purposes that the certificated staff work day is of the same length and timeframe as started the 2019-2020 school year (not the flexible exception bargained during the closure).

Schedule Options (driven from education perspective):

Option based on priority of learning impact: To support a “hybrid” schedule that is organized by priority of impact, fits within the physical distancing limits, and supports consistent modes and methods of instruction by certificated staff, the first hybrid would be to operate in-person school for PreK-6th grade students (approximately 11,500 students; 15,000 PreK-8th grade) across all of our facilities. Grades 7-12 (9,235 students) would be involved fully in remote learning. One consideration for Grades 7-12 would be for students who qualify for special services to be served in-person as well. PreK-3 would be housed in the elementary schools as the size of furniture and facilities fit them (considering the use of libraries as instructional spaces for physical distancing), while Grades 4-6 could be in the middle and parts of the high schools. Teachers of grades 7-12 would be in the remaining rooms of the HS’s in office-type situations, taking into account physical distancing. In this hybrid, all staff would be on campus in order to facilitate collaboration, professional meetings, interventions, support of students with learning challenges, etc.

The benefit of this is that half the system would work in something close to “traditional” formats, routine engagement, and the generalists of the elementary school staff. While a focus may be then on the heuristics (PPE, etc) there is relief from the familiarity of task if we can meet the physical distancing guidelines. For grades 7-12 it would also allow a focus of modality of remote learning, rather than creation of managing between dynamically different techniques.

Elementary School Day	Begin	End
School Begins	9:15	
First recess for those with later lunch	10:30	10:45
All students in classes	10:45	11:20
Lunch and recess (2 grades 45 mins) rotations with class occurring for others	11:20	1:00
Afternoon recesses (15 mins) alternating with class	2:00	2:30
Class	2:30	3:40

Master Schedule implications/questions:

- Anticipation is that 20% of the student and staff population may not be able to or choose not to be in-person
- Handwashing and/or sanitizing will need to be regular and routine part of in-person instruction.
- Maximizing equity and engagement
 - Special services students go daily, maximizing engagement
 - Insertion of SEL at elementary levels using PBSES Coaches and Counselors
 - Using one day per week for collaboration between staff in support of students, PD, educational meetings, and professional meetings
- Student Cohorts:
 - HS and MS students pursue graduation requirements in remote learning. Consideration needs to be given for the delivery of some content (chemistry labs, choir, CTE) and may impact the “informed self-select” pursuit of graduation requirements
 - Do we look at Trimester for HS in order to increase our options/flexibility?
 - Impact on Running Start/WaNIC students
 - ES Students Loop from this year to next? Does this allow us to “make up” loss?
 - Physical distancing in elementary schools
 - Elimination of desks for social distancing (keep cubby for individualized supplies?)
 - Depending upon class size “mat time” or reading circles—small group instruction is impacted
- Balance of in-person and remote instruction by appropriateness of age
 - Minimizing of transitions for students between modalities
 - Familiarity with specific modalities (ES: in-person and MS/HS: remote)
 - Student:staff ratios—class sizes aren’t smaller, so how does a HS teacher reach 150 students given that students out of necessity will be remote?
 - Implications for “lead” and “support” roles for staff in order to provide support as well as avoid burnout
 - Implications for the use of paraprofessionals?

- Implications for the use of particular teachers currently assigned to positions that can't be taught in-person (ex: choir) or can't be taught remotely (ex: chemistry or woodshop)
- Implications for how to use TOSAs, Instructional Coaches, PBSES Coaches, Specialists, etc.

Academic delivery:

- Familiarity of instructional methods at the elementary level for students and staff
- Increased consistency of live virtual interactions between teachers and students when MS/HS teachers are allowed to focus on delivering solely remote learning
 - Consistent direct instruction either through pre-recorded instructional lessons or live virtual teaching rather than rote assignments
- Proactive "classroom" management strategies and techniques for remote learning of secondary students
- Opportunities for small group instruction (use of paraprofessionals in-person and online)
- Opportunities for practice the skill by students
- Assessment of learning: probably done in person; however, for those students that are choosing full remote, how do we improve the assessment of student learning?
- Attendance and proof of engagement routine for ES students and those needing special services; work still required on that for MS/HS student in remote learning.
- No common or shared art, academic, or therapeutic supplies.

Options based on all students receiving in-person: Students should be scheduled to attend school, alphabetically by last name to enable families, particularly those that have children at multiple grade levels, to plan their schedules and to enable school district transportation, given this should minimize stops and maintain student cohorts. (An alternate could be assignment of day by geographic area, thus students who may "play together" in the neighborhood, would also be at school together, again minimizing the mixing of student groups.) A schedule should maximize student in-person contact time for the strongest academic experience in a way that is in accordance with physical distancing requirements and minimize movement in a school building for student cohorts. Lastly, the District needs to continue to provide steps toward the pursuit and fulfillment of graduation requirements; however, it means that the District will need to narrow the options in order to meet staffing, state guidelines, and facility limitations, rather than continue to provide for traditional options, including "informed self-select". Optimally, the schedule should also increase support for students needing special services, (IEPs, 504s, ELL, Title/LAP, and other equity issues including those experiencing homelessness or foster care) as well as family options for flexible attendance given family choices made independent of the school. Further, a schedule should provide some consistency for students both for days/week attended in order for students, families, and staff to plan.

Taking into account the need to support the strongest academic options available given the physical distancing and health constraints that will compete there are two options that are most optional: attending 2 days/week (either M/T or Th/F; other three days remote) or to attend 4 days/2 weeks (M-Th during week one; remote during week two). **Note that the second 10-day rotation provides the best option to combat COVID for either staff or student because of incubation and cleaning routines.

5 day rotation	M/T	W (day of cleaning/prepping)	TH/F
Students A-L	In person	Remote	Remote
Students M-Z	Remote	Remote	In person
Special Services	In person	Remote	In person

10 day rotation	MTWTH Week one	F (day of cleaning)	MTWTH Week 2
Students A-L	In person	Remote	Remote
Students M-Z	Remote	Remote	In person
Special Services	In person	Remote	In person

To accomplish this, the daily HS student contact schedule could be:

Classes	Time	Instructional Minutes	Staff move/Students wash or sanitize hands
Class 1	8:00-9:30	90	9:30-9:45
Class 2	9:45-11:15	90	11:15-11:30
Class 3	11:30-1:00	90: students depart at 1:00	1:00-1:30 lunch
			1:30-3:10 office hours/preparation

- HS would schedule classes for students in cohort:
 - For grades 9-10: LA/SS/Science and either Health, Art or WL. Math because of multi-age= entirely remote.
 - For grade 11-12: LA/SS and Leadership, CTE (those options such as computer science or business that can also be remote).
- MS Schedule would be similar, augmented by transportation delivery/pick up needs
- ES Schedule would be similar for student assignment. Daily schedule would have minute delivery per TLS schedule, with specialists pushing in to deliver art instruction. Instructional coaches and/or TOSAs create common lessons for delivery by classroom teachers so that they can focus on small group instruction and working with paraprofessionals to deliver in-person and live remote instruction. Recesses, specialist push-in and use of paraprofessionals will be necessary in order to meet breaks and appropriate hand hygiene guidance.

Master Schedule implications/questions:

- Anticipation is that 20-40% of the student and staff population may not be able to or choose not to be in-person
- Handwashing and/or sanitizing will need to be regular and routine part of in-person instruction.
- Maximizing equity and engagement
 - Special services students go daily, maximizing engagement
 - Or on Wednesdays, an additional day for interventions?
 - Insertion of SEL at all levels using PBSES Coaches, Graduation Specialists, and Counselors
 - Using one day per week for collaboration between staff in support of students, PD, educational meetings, professional meetings, small group targeted instruction
 - Do we need to consider Trimester at HS level for increased flexibility and responsiveness?
- Student Cohorts:
 - HS Cohort of students by age to meet/dictate graduation requirements
 - ES Students Loop from this year to next? Does this allow us to “make up” loss?
 - Impact on Running Start/WaNIC students
- Balance of in-person and remote instruction
 - Minimizing of transitions for students
 - Student:staff ratios—class sizes aren’t smaller, so how does a HS teacher reach 150 students given that students out of necessity will be in-person and remote?
 - Implications for “lead” and “support” roles for staff in order to provide support as well as avoid burnout
 - Implications for the use of paraprofessionals?
 - Implications for the use of particular teachers currently assigned to positions that can’t be taught in-person (ex: choir) or can’t be taught remotely (ex: chemistry or woodshop)
 - Implications for how to use TOSAs, Instructional Coaches, PBSES Coaches, Specialists, etc.

Academic delivery:

- Scope and sequence and complexity of instruction in a hybrid model where teacher is responsible for both in-person and remote learning
- Proactive “classroom” management strategies and techniques for remote learning
- Increased responsiveness to student need for PK-12 because of in-person access
- Increased consistency of live virtual interactions between teachers and students
- Consistent direct instruction either through pre-recorded instructional lessons or live virtual teaching rather than rote assignments
- Opportunities for small group instruction (use of paraprofessionals in-person and online)

- Opportunities for practice the skill by students
- No common or shared art, academic, or therapeutic supplies.
- Attendance/Proof of engagement: work will need to be done for the system as students PreK-12 do remote learning
 - Assessment of learning: probably done in person; however, for those students that are choosing full remote, how do we improve the assessment of student learning?
 - Assessment—inquiry-based vs fact based? Production of an application and demonstration of skill rather than the knowledge inherent?

Options based on Continuous Learning 2.0:

Fully remote enables the entire system to focus on the improvement of quality instruction for online learning. It would allow for streamlined and focused professional development for certificated staff. Certificated staff could come to work daily in “office”-type atmospheres concentrated in the HS buildings (because of size of rooms/space), with regular schedules for collaboration, recording of lessons, “working smarter not harder” of sharing lessons, etc. BASC could run a full child care program for staff and community in the MS and ES facilities, during which laptops are used to receive the remote learning from teachers for those students choosing to participate and with paraprofessionals available for learning assistance. Paraprofessionals and cert staff would also communicate with those students choosing to stay in a completely remote atmosphere, such that there may be two “classrooms”, an “in-person” assisted one and remote online for consistency of participants. This schedule could also increase support for students needing special services, (IEPs, 504s, ELL, Title/LAP, and other equity issues including those experiencing homelessness or foster care) without labeling those students or increasing their isolation/exclusion. Further, a schedule should provide some consistency for students both for days/week attended in order for students, families, and staff to plan.

Master Schedule considerations then focus on instruction and the instructional staff. This option does allow for most/all employees to remain employed and working, and child care could be guaranteed for staff. Given the learning community’s spring experience with the unevenness of delivery of academic learning and support, there will be concern from the community, particularly for the older students; however, such concern may be mitigated by the social/emotion/physical opportunities provided by child care during the day and the ability for us to interact with students receiving special services daily. Clearly, implications for accepting the Academic Delivery concerns must be upheld for CL 2.0 to be acceptable.

Systemic questions beyond schedule formats:

Equity:

- Equity—engaging the student and family
 - Parents not professional teachers—so providing instruction/training to parent may/will be new role for TLS
 - Issues for families for whom technology is not familiar
 - Language barriers for student and families (ELL/Title/LAP)
 - Special education access and support
 - 504 Use and support

Executive Director emphases re Equity:

- Knowing family’s home or preferred language and using the Language Line or Zoom interpreters to engage with those families
- Proof that students/families have been engaged with in multiple modalities
- What data do we have for those students we have failed to engage?
- Develop relationships: students need the face-to-face connection with teachers and peers
- Explicit direct instruction, particularly those students who have learning challenges, closing gaps, as we can’t rely on the parents to be the teachers. They 1) don’t have the expertise and 2) may be balancing their own/family’s life commitments
- Consistent engagement plan (as a foundational baseline) in order to support the interventionists across the system and enable the requisite collaboration

Executive Director emphases re special services:

- We have to get our special services students into face-to-face, in-building contact. THE way to increase our contact time
- LRC 1 with reading disability need to have direct-instruction, visual contact with teacher, not just a push-out of more text to read through and independent self-instruction or instruction from a parent
- How do we deliver the accommodations/modifications we can during remote learning? In a hybrid?

Director emphases re 504 and Student Interventions from Counseling and PBSES:

- Data consistency in order to offer appropriate support
- Each teacher who has to use a student FM system has their own lanyard that the FM system hooks to
 - Working with students to clean the system before handing to teacher
- Need to know where students are remote learning from, particularly if student leaves a session upset or emotional
- Callie is working on strategies to assist teachers with an appropriate response for students who are acting out in a remote learning environment
- How do we use the Tiered Team approach to support students and teachers with the appropriate interventions?

Technology:

- Do we have the capacity to deliver “live stream” while we teach in-person?
 - Bandwidth questions? Can we support the work of students and staff?
- Common LMS Platforms—minimum by school (OSPI Guidance is all District). Concern that feedback from parents has been that Seesaw is “clunky”
 - Answers reached regarding communication with Skyward?
 - Answers reached regarding recording academic history and transcripts?
 - To be ready for instruction via common technology platforms (Canvas, Seesaw, MS Teams, Zoom) means focus of August “return to work” days both from building and District days. This is key to having us as a system “solid” for the fluidity we’ll need to move back and forth in a “hybrid” system. Modules on Canvas, Seesaw, MS Teams, Zoom will be necessary for ISD Conference and building days—probably with some “work product” so that we know a teacher has worked in those systems.
- Working “smarter not harder”
 - In the split week/month hybrid recording teachers in-person lesson for remote instruction, thus reducing workload for staff.
 - Could TLS TOSAs (or others) make instructional recordings to provide “library” so that teachers can access and focus on providing the practice and/or small group tutoring/instruction?
- Moving between in-person and remote: no snow days, COVID days, etc. Maybe declare 48 hour “closure” unless first day is on a Friday?
- Getting the technology promptly into the hands of students who need it
 - Going full remote allows for distribution of tech week of August 24 (Aug 25 is first Tech Spec day—concern expressed that other staff would need to be used to distribute)
 - Going hybrid makes tech more difficult, unless priorities are rearranged/communicated that tech not distributed until after start of school (per conversation with KC 6/16/20)
- Microphones necessary for teachers bc of masks; regular cleaning with isopropyl alcohol
 - FM Systems for hard of hearing students and staff
 - Computer labs
 - Any shared laptops
- Focus on cleaning if any shared use in in-person; Grade 7-12 remote reduces possibility of cross-contamination

School Milestones

- Calendars
 - Implication for first day of K, or at school, or at new school
- Handbook edits to accommodate guidance—edits and sign-offs?
- Promotions/commencements
- State Assessments (F & P; Common Assessments [adjustment given scope and sequence adjustments])
- National Assessments (AP & IB; SAT; ACT; NAEP)

BASC: completely depends upon school schedule

- If we do first priority option, BASC functions at ES sites, taking care of age groups up to 6th grade
- If we do split week, do we have BASC function as extension of school day at the end of the day? Wednesdays?
- Do we use BASC staff to assist with all of the temp checks in the morning upon arrival at school?
- Child care priority for our employees? Do we look at one site for all child care? Physical distancing implications?

Athletics and Activities

- Recess
- HS Competitive:
 - WIAA current guidance (6/16/20) was delayed start to fall sports, but overarching structure of games/championships unchanged, regardless of schools/Districts ability to participate given difference in county guidance
 - Guidance re participation if school closed due to COVID to be forthcoming
 - Guidance re participation given remote learning to be forthcoming
- MS intramurals: consideration of type of sport? Individual v team?
- Assemblies: impacted by physical distancing guidelines
- Field Trips and Guest Speakers
- Socials/dances
- Concerts
- Evening events for parents (PTA, Curriculum Night, Parent Conferences)
- What would/does ASB card pay for?
- Students charged “full boat” for parking? More students parking on hybrid schedule bc alternating days?

Staffing

- Appropriate PPE for assigned tasks
 - May differ based on tasks even though same labor organization
 - Assignment/wear is nuanced and responsive to task of employee
- Assignment of cert staff, given their endorsement and/or class assignment, to supporting roles for other certs
 - Internal ALE-type platform? Implication of use of ALE for general assignment?
 - Assisting with other building needs?
 - Any “skimming” concerns?
- What meetings can be held virtually to reduce in-building traffic?
 - Staff meetings
 - IEP Meetings
 - Coffee with the Principal
 - PTA Meetings
 - ISF Meetings
 - New Hire Academy/Kickoff August 12-18; Building Orientation is August 17
- Professional Development for staff, including safety precautions
 - In both priority and share week schedules time is built into the schedule for staff PD
- Evaluation of staff

- Increase in the numbers of staff to support instruction, in order to meet physical distancing, supervision, temperature checks/attestations; cleaning, disinfecting, and sanitizing
 - Assigning support staff to certificated staff teams/departments?
 - Assigning support staff to clean recess equipment?
 - Assigning of staff regular hours to accommodate length of in-person school day and requisite temp-taking and attestations
- Do we need longer shifts or more people (mainly paraprofessionals? Ex: crossing guard and morning supervision)
- Substitutes:
 - training before entering?
 - Difference btw day-to-day or LTS for certs?
 - Should it be determined by assignment? For example, a sub can't do the temp taking
- Communication of daily staff health to supervisors
 - Electronic attestation
- How does our staff work with child care considerations of their own?
- Options to work remotely?
- Options for leave taking?
 - What happens to/for employees who are exposed at work?

Food Service

- Social distancing/ventilation is driver; production of meal is not
- Secondary has lunch grab and go upon departure depending upon schedule (equity implications)
- Recent guidance is about ventilation so using large spaces (commons, gym, multi-purpose space)
- Setting up stations in larger spaces to reduce group gatherings
- Using bleachers with indicated spaces for seating
- Do we assign seating even at the upper grades?
- How many seats per lunch in multiple permutations with social distancing as control factor?
- Lunch delivery influences some cleaning schedules

Transportation

- Key consideration from labor perspective is the safety—when are students tested/attested?
- Alphabetical or geographical student assignment for school
- Timing of runs dependent upon schedule
- Protocols for lining up at neighborhood bus stops—or increasing the number of stops to decrease size of student groups
- Protocols for loading buses from neighborhood bus stops
- Protocols for exiting buses and entering schools
- Protocols for exiting schools and loading buses for travel to home
- Video of the protocols to have on website to communicate to parents/students
- Other mitigation
 - Windows open when appropriate
 - As much distance spacing as possible with assigned seats

Facility Health and rentals

- No common pen usage in main office; protocol for office professionals
- Moving of furniture to maximize classroom space for students; student-contact schedule dependent
- Appropriate staffing for during the day cleaning of high-touch?
- Multiple Plan B's during previous year—increase in coming year? So more staff?
- At least into Phase 2 do “passive” field access—no locks, but no restricting students. Phase 2 can begin rentals following guidance for group size, social distancing, etc.
- Deliveries and mail pick up from buildings

- Posting of mask and hand washing reminders
- Supplies of tape for buildings
- How building staff should ask for supplies
- Cleaning of health room and isolation rooms
- Who/What/When cleaning, disinfecting, sanitizing occurs
 - nightly?
 - upon a closure?
 - In anticipation of an opening?
- Concern for those who have fragrance sensitivity

Miscellaneous Movement

- List of PPE from central coming to All Admin June 25
 - Want central ordering of most equipment in order to maintain standard and to monitor issues
- Posters for masks and hand hygiene
- Parent drop off, temp checks, and attestations
 - Who is supervising students who arrive prior to “first bell”?
 - Parents attest at home or at school? Either? Both?
- Student drivers at HS—funnel and temp taking/attestations
- Daily temp taking, in-person attestation for students, electronic for staff
- Parent check-in access for ill child, attendance, appointments.
 - Call ahead?
 - Response by staff for those refusing to be temp checked or wear mask
- Hallway directions; rubber stand/sit spots for quick establishment of temporary space
- What personal equipment/bags should staff and student be allowed to bring in daily?
- Access to lockers, particularly by MS students
- Students in rows, not groups.
 - Going to need square footage for the classrooms
 - What happens with classrooms of different sizes?
 - Must wear masks regardless of any desk “shield”
- Class size implications due to physical distancing
- Facility use—theater, music rooms, library, gymnasiums—for instruction other than traditional
 - What does that look like for a “gradual reopening” when phasing targets are hit?
- Cleaning of recess equipment after each use
- Isolation rooms and protocols
 - Protocols to for student to be isolated
 - Protocols for staff to be isolated
 - Communication of isolation to parent of student
 - Communication of isolation or case in a classroom/school/facility
- Video of expected mask wearing and behavior
 - Hand-washing
 - Process to assess “opting out” of mask-wearing?
 - How to protect student/staff from harassment bc inability to wear mask?
- Fire and other required drills
 - Knotted ropes for elementary students?
 - Physical distancing training for MS/HS when in gathering spaces
- Schedule of administration building employees to meet 6 ft social distancing, particularly those in cubicles
- Access limitations (if any) by visitors and/or volunteers
 - Parents
 - CPS
 - Parole Officers

- College and service recruiters
- PTA

Leadership

- Promoting realistic but can-do attitude
- Defining autonomy and building in flexibility to respond to issues and concerns, both anticipated and emergent
- Planning and commitment of timelines for action in order to be able to provide stability and reduce anxiety:
 - commitment of timeline phasing because of furniture, staff assignment, academic support implications
- Defining the criteria for closing a classroom/wing/building/school
- Defining the criteria for length of closure
- Defining the criteria for opening after a closure
- Regular and routine communication regarding school and health status
- Provide language for boundary drawing and for refusal to wear mask or participate in social distancing
- Financial allocations and consideration

Development and Process:

Task groups to take on sub-topics. Meet 2 x per week for 2.5-3 hours. Begin no later than June 25, 2020.

- Meeting dates/times/method are published; no meetings on Mondays
- Membership is District leadership, Dept leadership, building leadership, and representatives from appropriate labor organizations pertinent to the topic. HR is across groups depending upon topic in order to inform ongoing negotiations
 - Incorporation of certificated staff on grade-level teams particularly for Scope & Sequence/Assessment alignment to inform delivery modalities and PD
- Task groups post their minutes and proposals to common server site no later than noon on Fridays. Cabinet has responsibility to read/reflect prior to Monday meeting.
- Monday meeting is from 9-1:00 pm and focused on deliberation, decision-making, and action planning to push back out to each task group.
 - Appropriate communication to staff/cmty is also decided for week
- PD for staff (including trainings for COVID responses)

Final Product of fleshed out school structure is complete by JULY 24

- Office Professionals return August 12
- EVP begins August 7
- NHA begins August 12
- Special Ed staff return August 24
- All staff return August 25
- School begins Tuesday, Sept 1; first day of K is Friday, Sept 4

Consulted:

CDC: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>;
<https://www.cdc.gov/flu/school/cleaning.htm>; https://www.cdc.gov/coronavirus/2019-ncov/community/guidance-business-response.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fspecific-groups%2Fguidance-business-response.html

Center for Reinventing Public Education: <https://www.crpe.org/current-research/covid-19-school-closures>

District Policy and Regulation, particularly EL 16

DOH Summer Guidance: <https://www.doh.wa.gov/Portals/1/Documents/1600/coronavirus/SummerGuidanceK-12.pdf>;
<https://www.doh.wa.gov/Portals/1/Documents/1600/coronavirus/DOH-OSPI-DYCF-SchoolsChildCareGuidance.pdf>
<https://www.doh.wa.gov/Portals/1/Documents/1600/coronavirus/ClothFacemasks.pdf>

Governor's Office: <https://www.governor.wa.gov/>

Governor's Proclamation 20-05 and 20-46 (Amended)
<https://www.governor.wa.gov/sites/default/files/proclamations/20-46%20-%20COVID-19%20High%20Risk%20Employees.pdf>

Governor's *Safe Start Washington*
https://www.governor.wa.gov/sites/default/files/SafeStartWA_4May20.pdf?utm_medium=email&utm_source=govdelivery

L&I: <https://lni.wa.gov/agency/outreach/novel-coronavirus-outbreak-covid-19-resources>;
<https://www.lni.wa.gov/agency/docs/wacoronavirushazardconsiderationemployers.pdf>

OSHA: <https://www.osha.gov/Publications/OSHA3990.pdf>; <https://lni.wa.gov/forms-publications/F414-164-000.pdf>

OSPI Guidance and internal references:
<https://www.k12.wa.us/sites/default/files/public/workgroups/Reopening%20Washington%20Schools%202020%20Planning%20Guide.pdf>

Public Health Seattle & King Co (PHSKC): <https://www.kingcounty.gov/depts/health/covid-19.aspx>;
<https://www.kingcounty.gov/depts/health/covid-19/schools-childcare/positive-cases.aspx>

Reopening plan documents from Connecticut, Denver, Los Angeles, Maryland, Ohio, British Columbia, South Korea
WIAA <https://seaintsol.net/wiaasecure/default.aspx>