



Valley School District #070 SY2020-21 SCHOOL REOPENING PLAN

1. INTRODUCTION

1.1. Engaging with Flexibility and Adaptability

The Valley School District Board of Directors and administrators enter the 2020-21 school year prepared to support students and families *where they are at* in learning and family circumstances. We are all in this together, and together we must be flexible, adjust when necessary, and continue to adapt as information and data on the COVID-19 health emergency emerges and affects our abilities to come together safely as a school community. As always, we encourage family input and involvement in our efforts to educate your children, to guide us in understanding student and family needs so we may respond and help our kids be successful.

1.2. Planned Reopening Dates

Paideia High School: TUESDAY, SEPT. 1ST

Valley K-8 School: TUESDAY, SEPT. 1ST for Grades 1-8
FRIDAY, SEPT. 4TH for Kindergarten

Valley Early Learning Center: FRIDAY, SEPT. 4TH for Transitional Kindergarten
WEDNESDAY, SEPT. 9TH for Preschool

Columbia Virtual Academy: THURSDAY, SEPT. 10TH

1.3. District Points of Contact

- Ben Ferney, Superintendent
(509) 937-2770; Ben.Ferney@valleysd.org
- Kellie Martinez, Principal – Paideia High School
(509) 937-2674; Kellie.Martinez@paideiahs.org
- Rebecca Parrill, Principal – Valley K-8 School
(509) 937-2632; Becky.Parrill@valleyk8.org
- Candace Harris, Director – Valley Early Learning Center
Family Engagement Coordinator
(509) 937-2638; Candace.Harris@velc.org
- Ken Davis, Director/Psychologist – K-12 Special Services
(509) 937-2642; Ken.Davis@valleysd.org
- Andrea Morgan, District Registered Nurse
(509) 937-2830; Andrea.Morgan@valleysd.org
- Northeast Tri-County Health District
Dr. Sam Artzis, Health Officer
(509) 684-2262, Opt. 1; comhealth@netchd.org

2. GENERAL EDUCATIONAL SERVICES

- 2.1. Valley School District will start the 2020-21 school year with students participating in distance learning from home. As the first semester unfolds, the District Leadership Team will make decisions about phasing in face-to-face learning, using a “hybrid” learning model combining some remote and some in-person instruction for some or all students. Decisions will be based on current local and regional COVID-19 infection levels indicating more favorable conditions for operating schools effectively with health and safety measures in place.
- 2.2. District employees, school staff, and parents will work together as best we can to support our students during transitions from distance learning to in-person learning at school and, perhaps, back again. VSD will offer in-person educational services to the extent students, staff and parents can come together with confidence in everyone’s health and safety, including family members at home. Regardless of *where* we work and learn, we are committed to helping all students achieve learning goals.
- 2.3. Valley School District typically has small class sizes (15-20 students) per grade, allowing ample space in classrooms to support social distancing when students and staff are at school. Auxiliary spaces such as the gymnasiums, multi-purpose rooms, and music rooms will be utilized when needed for larger cohorts to support physical distancing requirements.
- 2.4. Families with students in K-8 grade levels have the option of transferring their enrollment in Valley School to the district’s Alternative Learning Experience program, Columbia Virtual Academy, for the 2020-21 school year.

SCHEDULE	Grades TK/K-5	Grades 6-8	Grades 9-12
STAGE 1 100% Learning from a Distance	All students learn from home at their own pace, blending - virtual class time and phone student/teacher/parent interactions - paper/pencil worksheets and assignments - extended learning opportunities	All students learn from home on a modified schedule, blending - virtual class time and phone student/teacher/parent interactions - online coursework - book/paper assignments - extended learning opportunities	All students login and complete coursework and assignments online on a modified schedule, working at their own pace, but with weekly assignment due dates.
STAGE 2 Limited Hybrid	Distance learning. Students in greatest need of support participating in limited in-person instruction* at school.	Distance learning. Students in greatest need of support participating in limited in-person instruction* at school.	Distance learning. Students in greatest need of support participating in limited in-person instruction* at school.
STAGE 3 Small Cohort Hybrid	Distance learning combined with in-person learning* at school in small cohorts/groups. All students participating with schedules to be determined.	Distance learning combined with in-person learning* at school in small cohorts/groups. All students participating with schedules to be determined.	Distance learning combined with in-person learning* at school in small cohorts/groups. All students participating with schedules to be determined.
STAGE 4 All Rotating Hybrid	All students participate with in-person learning* at school on a rotating schedule, supplemented with distance learning at home.	All students participate with in-person learning* at school on a rotating schedule, supplemented with distance learning at home.	All students participate with in-person learning* at school on a rotating schedule, supplemented with distance learning at home.
STAGE 5 100% In-Person at School All Day	Students attend Mon-Fri in regular classroom.* Standard schedule with some modification for staggered recesses and meals.	Students attend Mon-Fri.* Block schedules with two core classes per day and staggered rotation through classrooms; with some modification for recesses and meals.	Students attend Mon-Fri.* Standard schedule with some modification.
	*All in-person learning arrangements require daily health screening, masks and social distancing.	*All in-person learning arrangements require daily health screening, masks and social distancing.	*All in-person learning arrangements require daily health screening, masks and social distancing.

2.5. 2020-2021 School Term

- 2.5.1. District calendars have been developed and approved by the Board. Additional days have been included in the calendars to address any potential and unforeseen school closures. The length of the school term will be adjusted as needed for COVID-related closures not alleviated through distance learning.
- 2.5.2. As required by [RCW 28A.225.005](#) and [.010](#) (compulsory attendance laws), attendance at school is mandatory. School staff will be documenting student attendance and participation daily during all learning models and schedules. Schools are guided by Chapter [392-401 WAC](#) regulations (as amended for school year 2020-21, WAC 392-401A) and district Policy 3122-Excused and Unexcused Absences and related procedures for addressing attendance issues and mitigating chronic absenteeism.
- 2.5.3. Valley K-8 School Calendar – Valley School will follow the standard 180 instructional days as in past years and will meet the minimum annual instructional time of 1000 hours for grades K-8, following the quarter/semester grading system.
- 2.5.4. Paideia High School Calendar – PHS will follow the standard 180 instructional days as in past years and will meet the minimum annual instructional time of 1,080 hours for grades 9-12, following the quarter/semester grading system.
- 2.5.5. Columbia Virtual Academy Calendar – CVA K-8 will follow the state ALE attendance requirements and standard calendar. CVA students will participate continuously from a distance (no schedule changes).

2.6. Determination of Learning Model and Scheduling

- 2.6.1. As local community and/or school health conditions exist and change, warranting a shift in the learning model and school schedule, the Superintendent will consult with and follow the Tri County Health District Health Officer guidance as well as information from the Department of Health, Department of Labor & Industries, and the Washington Governor's Office.
- 2.6.2. The Superintendent will convene a meeting with the District Leadership Team (DLT; principals, program directors) as needed to determine and address immediate needs and concerns (physical, safety, mental well-being) for staff and students in preparation for transitioning to a different stage in the distance/hybrid/in-person learning continuum. Distance learning (Stage 1), a blend of distance and face-to-face instruction (Stages 2-4), or full in-person learning at school (Stage 5) may be implemented at any time, depending on the extent community health factors indicate favorable conditions for students to be in school buildings.
- 2.6.3. Schools will set and/or modify daily or weekly class schedules in accord with the current learning model in place. Refer to sections 3.3.4. (Valley K-8) and 3.4.4. (Paideia High School) for examples of weekly schedules during Stage 1 (distance learning). Typical schedules for students during Stage 5 (in-person, at school) by grade band follow below:

2.7. Communication

- 2.7.1. Principals and program supervisors will consult with the Superintendent and members of the DLT to write, confirm and distribute consistent and standard notifications to staff and students of the change in learning model and schedule for his/her respective programs. Messages to the school community will be sent out via the standard district methods:
 - (a) Blackboard Communications auto-call system, text messages, and email
 - (b) Written messages posted to district/school websites
 - (c) Written messages posted to social media sites (Facebook) in accord with district Policy 4011-Social Media and related procedures.
- 2.7.2. Messages to individual staff, students or class/cohorts may be sent via email. For recordkeeping and auditing purposes, staff should provide written messaging to students and families, in addition to documenting in-person conversations. As needed, essential communications will be provided to families in the parents/guardians preferred language. Interpretation and translation services will continue as standard practice in all schools in accordance with district Policy 4218-Language Access Plan and related procedures.
- 2.7.3. Supervisors will communicate work assignments and expectations to teachers and staff. Staff work schedules will be determined and set for variance from the regular workday schedule as needed.

2.8. Professional Development

- 2.8.1. All staff are given the opportunity to attend two online webinars titled, "Learning Management System (LMS) 101" through AESD and "Mindsets for Remote Learning" offered through ESD 101. Both trainings will enforce and enhance the distance learning experience for students and staff.
- 2.8.2. Teachers and staff will receive training in use of Microsoft Teams and other platforms as needed to engage in online staff and organizational workgroup meetings. Staff are encouraged to create learning communities with other educators and share best practices. As available, instructional videos and documents will be made available to all staff to support use of technology and online platforms and improve skill levels.

3. LEARNING AT A DISTANCE

3.1. School Services

3.1.1. *Food Service*

- 3.1.1.1. The district food service program operates within USDA Child Nutrition Program regulations and guidelines. During Stage 1, meals will be available to students on a 'Grab and Go' or 'Delivery' food distribution model during the school week at predetermined times and locations. Multiple meals may be provided at one time for family pick-up. Telephone surveys will be conducted to determine number of student participants in the school meal program.
- 3.1.1.2. All meals provided to students will be counted by name and category (free/reduced-price or full pay) and charged to student accounts in accordance with program requirements and district policy/procedures. Standard accounting, reservations/roster and food preparation guidelines will be followed, with modifications as allowed by state and federal agencies during the pandemic.
- 3.1.1.3. District staff will communicate meal service schedules and options for families in accordance with Distance Learning (Stage 1) or Hybrid (Stages 2-4) scheduling. Communications will be disseminated through all standard channels.

3.1.2. *Transportation*

- 3.1.2.1. Standard transportation by bus will be offered for students as needed in Stages 2-5 in accordance with state regulations and guidelines. Refer to sections 4.4. and 5.6.2. for additional information on health and safety protocols.

3.1.3. *Childcare*

- 3.1.3.1. Childcare services will be offered at the regular rates and times at Valley Early Learning Center. Capacity is limited. School instructional staff required to be on campus with no viable alternatives for childcare may be given priority for service.

3.2. **Delivery of services to students with special needs**

- 3.2.1. The individualized design of distance learning allows teachers to design instruction as it best fits each individual student based on the group the student may have an affiliation with.
- 3.2.2. Teachers and staff providing additional educational services and supports for students in special groups will often exceed regular weekly or monthly contacts and levels of academic assistance provided to students and parents to ensure equity in delivery of educational services.
- 3.2.3. All contacts with students and families will be made using virtual platforms (Microsoft Teams) and asynchronous and synchronous video; coaching via phone calls; email; and through learning packets sent to the home. Whenever possible, virtual platforms are the preferred method for delivering instructional and/or therapy supports.
- 3.2.4. Monitoring of student progress occurs using a combination of work completed, formative assessments, and input from families.
- 3.2.5. *Special Education/504 Services*
 - 3.2.5.1. Special education teachers, therapists, and para-educators trained in the use of virtual instruction will provide individualized instruction using research-based materials consistent with each student's individualized education program (IEP). IEP teams will continue to meet virtually in Microsoft Teams to address student social, emotional and learning needs.
 - 3.2.5.2. Specially designed instruction (SDI) will be provided according to a student's current IEP. In the event the current IEP cannot be implemented as written, the IEP will be amended or a new IEP will be written to reflect student needs in a distance learning environment. Students who are unable to receive a free appropriate public education using distance learning instruction will be considered for in-school special education services and/or home-based services.
 - 3.2.5.3. Students receiving accommodations through a 504 Accommodation Plan will continue to have access to all accommodations as deemed necessary by school staff and families. The school district will create new 504 plans and modify existing 504 plans if needed.
 - 3.2.5.4. Special education teachers will provide additional support to groups of students using virtual office hours. The purpose for virtual office hours is to provide social and emotional support for students. Instruction is not delivered during office hours; however, the special education teacher may address student questions related to instruction.
 - 3.2.5.5. Students referred for initial special education eligibility will be evaluated when it is safe to conduct in-person assessments or through alternative methods for conducting a comprehensive evaluation that do not require in-person assessment.
 - 3.2.5.6. Whenever possible, student reevaluations occur using existing data with the consent of families. If in-person assessment is required, testing will occur when it is safe to assess the student in-person.
 - 3.2.5.7. Evaluation and IEP meetings are held using alternative methods (video conference, phone conference).
- 3.2.6. *Other special programs*
 - 3.2.6.1. School staff will be cognizant of and work to meet the individual needs of students in all special groups identified in the district, including students of color, English language learners, students in out-of-home (foster) care, students experiencing homelessness or in low-income or military families, and those participating in Highly Capable Programs.

- 3.2.6.2. VSD's traditional brick-and-mortar programs typically do not have any enrolled students requiring English language development services. As needed, essential communications will be provided to families in the parents/guardians preferred language. Interpretation and translation services will continue as standard practice in all schools.
- 3.2.6.3. The school district homeless and foster care liaison, district nurse, school counselor, and other district staff will work together to ensure continuity of educational services for these youth. Staff will continue to provide operational and academic services in accordance with policies and procedures for these student groups.
- 3.2.6.4. Because the needs of highly capable students are addressed primarily through course and curriculum differentiation, academic services for the highly capable will continue to be provided along with regular instruction. Students remain in advanced classes, and/or use curriculum materials appropriate to their academic needs.

3.3. Valley TK/K-8 Continuous Learning Program

3.3.1. General Description of Services

- 3.3.1.1. Whenever local community and/or school health conditions warrant classroom and/or building closures, Valley School staff and students will shift to a distance learning model or hybrid learning model, using Microsoft Office 365 and Teams as the primary platform for delivery of remote educational services.
- 3.3.1.2. Teachers will shift to online transmittal of instruction and assignments in accord with each student's access to the Internet-based tools/platforms. Alternative methods will be determined and implemented to ensure equitable access to and delivery of educational services for all students.
- 3.3.1.3. As local community and/or health conditions fluctuate, Valley School will follow guidance of the Valley School District Leadership Team to coordinate safe opportunities (i.e. following established health and safety protocols) for individual students and/or small groups of students to receive some services on campus (students in the greatest need of additional support).
- 3.3.1.4. Further, Valley School will follow established health and safety protocols as well as district protocols whenever individual families need to access resources on campus (i.e. personal belongings, books, learning materials, supplies, etc.) All students will be provided with the equipment and supplies needed for their classes (for example, calculators, art supplies, course syllabus, etc.)

3.3.2. Primary Learning Management System

- 3.3.2.1. Students and families will utilize Microsoft 365 applications for email (Outlook), engagement with classes and teachers (Teams) and instruction/assignments (SharePoint). Parents and students can access course/assignment grades and monitor progress on the district's student information system (SIS), Skyward.
- 3.3.2.2. Each teacher will create a Teams group for his/her course(s). Students will go to www.office.com to login, using the school-assigned username and individual password.

3.3.3. Classes, Scheduling and Teacher Availability

- 3.3.3.1. The weekly schedule for classes and/or coursework will be reviewed with all students and families by teachers. Grade level advisors will work with individual students within the cohort. Each teacher will set and publicize his/her office hours and availability to students and parents.
- 3.3.3.2. Teachers prepare coursework that is grounded in the state learning standards for the subject area he/she is responsible for. Staff will prioritize helping students with failing grades complete missing work. Tutoring time is available each week for students.

- 3.3.3.3. Teachers will prepare printed learning materials, worksheets, list of assignments, letters to families, list of online learning tools and resources, etc., for distribution to each student in his/her classroom. Work packets may be mailed and returned by U.S. Postal Service (USPS). Work packets will be organized in boxes outdoors in the Bus Loop by grade and classroom.
- 3.3.3.4. A variety of methods may be used by students and parents to turn in assignments, such as scanning or taking a photo of the document/work and emailing or texting the file to the teacher.

3.3.4. *Sample weekly class schedule*

K-8 Student Day Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:40 – 8:50	Real Time Class Meeting: Social Emotional Learning				
8:50 – 9:50	Real Time Instructional Block I				
9:50 – 10:50	Real Time Instructional Block II				
10:50 – 11:50	Real Time Instructional Block III				
11:50 – 12:50	Lunch				
12:50 – 1:50	Independent Work Time/Play				
1:50 – 2:30	Real Time Personalized Learning Block/Support and Enrichment				
2:30 – 3:10	Student and Parent Access Time				

3.3.5. *Connectivity*

- 3.3.5.1. Staff will meet each week using Microsoft Teams video conferencing tools to identify student connectivity and engagement concerns and implement solutions for removing distance and technology barriers for students. A combination of online and offline access to and distribution of instructional materials and communication means will be utilized to accommodate student/family preferences and connectivity levels.
- 3.3.5.2. On-campus wireless access to the Internet is provided through the guest network for users from the district office parking lot. (The district is potentially adding Wi-Fi hotspots around campus and/or boosting transmission.) Availability of on-campus Internet will be conveyed to students/families through all communication channels, as well as guidelines for use for educational purposes only and the importance of utilizing proper social distancing practices while on campus.
- 3.3.5.3. As student/family technology needs and capabilities are identified, laptops are loaned to students for use at home on an as-needed basis. All students/parents must sign an equipment loan and acceptable use agreement in accordance with district Policy 2022-Electronic Resources and Internet Safety.
- 3.3.5.4. For students lacking electronic equipment and resources at home, hard copy materials and printing services will be provided. Staff may utilize portable USB flash drives to deliver instructional videos and lesson materials. Students may contact the school office by phone or email to request printed materials, which will be mailed along with a prepaid, preaddressed return envelope.

3.3.6. *Student Engagement, Progress*

- 3.3.6.1. Daily student attendance and participation in learning activities is expected and staff will emphasize the importance of continuing to learn daily. To engage students and families in learning, staff will implement a variety of strategies that are flexible, supportive, and creative, such as choice grids/boards, reading challenges, topic-focused projects, outdoor activities, and suggestions for daily schedules and routines.
- 3.3.6.2. Each teacher will track in a journal or online record their contacts with students and/or families as it applies. Staff will utilize a chart that indicates the various times

that each are holding class meetings with their students to help families and staff coordinate communications and limit overlapping schedules.

- 3.3.6.3. Emphasis will be placed on development of skills in Reading, Writing and Math as a base for all learning with developmentally appropriate tasks or projects that provide opportunities for students to engage meaningfully in content through different ways, being mindful of the needs of special student learning groups.
- 3.3.6.4. Staff will gauge engagement through student participation in online class meetings and video chats. Staff will coordinate with individual families that lack effective internet connectivity to arrange alternate methods of connecting, such as phone conferences and letter writing. Staff may also utilize portable USB flash drives to deliver asynchronous videos and lesson materials to students.
- 3.3.6.5. Staff will meet virtually by grade band workgroups to identify progress towards essential learning standards. Staff will utilize an online system using Teams to hold class meetings for checking in with students and providing feedback on their learning activities.
- 3.3.6.6. As staff evaluate student work, grades will be entered in Skyward so parents may monitor how their child is progressing. Students can demonstrate their participation in learning in multiple ways:
 - (a) return completed learning packets by USPS mail or in drop boxes located at predetermined areas on campus
 - (b) send/post work documents (scans, photos, snapshots) to teacher via text messaging or email
 - (c) use USB flash drives to transfer student lesson materials between teacher and home
 - (d) online options including but not limited to Teams groups, private classroom Facebook groups, and email
 - (e) discuss schoolwork in regular phone conversation with parents or students

3.3.7. *School & Family Communications, Engagement*

- 3.3.7.1. Students and families will be informed through weekly contact that engagement in schoolwork is expected and will be evaluated, with emphasis on demonstrating effort and learning through both structured and suggested activities. Parents will be informed that it is the school's responsibility to continue to evaluate and communicate student educational growth and progress during school building closures. Each family will be encouraged to do their best in support of their child's learning.
- 3.3.7.2. Staff will establish and communicate to parents his/her office hours when they may be contacted to discuss student progress and offer guidance to support students.

3.3.8. *Grading Practices*

- 3.3.8.1. Teachers will determine what learning standards, skills and knowledge are necessary for each student to be prepared for the next level of learning.
- 3.3.8.2. Students will be challenged to demonstrate effort and achievement in learning standards for the subject and grade level. Students will earn a letter grade or a competency rating as it relates to the grade level or situation. Teachers will assign a grade of A, B, C, D or I as determined by the student's engagement and progress in learning.
- 3.3.8.3. A grade of "I" (incomplete) may be given for a course/classwork if the student cannot engage in an equitable manner and/or demonstrates unreliable online connectivity. No failing grade will be assigned during the 2020-21 school term. Students will move on to

the next grade, unless teachers and parents/guardians mutually agree it is best for the student to repeat a grade or a portion of learning missed.

3.3.9. *Formative Assessments, Diagnostics, Screeners*

3.3.9.1. The Principal will convene a workgroup to analyze student participation and the successes, limitations, or obstacles of the off-site instructional strategies by working through a P-D-S-A cycle. This exercise will inform and direct changes to the school's distance learning model.

3.3.9.2. Staff will utilize standard assessments and diagnostic tools as described in section 4.6.2.

3.3.10. *Universal screening/assessments of student progress, social-emotional status*

3.3.10.1. To assess student and family social-emotional status, classroom/homeroom teachers will make direct, in-person contact with his/her students initially at the start of school and weekly thereafter, and with parents no less than once monthly. Contact will be made by phone, followed up by email.

3.3.10.2. Staff will report student/family physiological, safety and/or mental health needs and concerns to the principal and school counselor for provision of support and services or referrals to state agencies for assistance.

3.3.10.3. Staff will provide information about community-based or online resources to students and families as identified, needed or requested.

(a) Northeast Tri-County Health District

(b) Rural Resources of Stevens County

(c) Helping Children Cope with Emergencies, and other online resources from the Center for Disease Control and Prevention website at www.cdc.gov

(d) Various Social-Emotional Learning (SEL) resources online, such as <https://sites.google.com/egusd.net/family-resources/social-emotional-learning>

3.3.10.4. Staff will utilize Multi-Tiered Systems of Support (MTSS) and PBIS strategies, interventions, and other SEL resources.

3.3.11. *Interventions/Mitigating Incompletes*

3.3.11.1. A student assigned an "I" grade will be provided multiple ways or opportunities to re-engage in learning to earn a letter grade using an age- and school-appropriate approach. The Principal and teacher in consultation with parents will determine the best ways to improve student mastery of essential standards for a subject area, which may include one-on-one tutoring. Refer to section 4.6.3.2. for additional guidance.

3.4. Paideia High School Continuous Learning Program

3.4.1. *General Description of Services*

3.4.1.1. Whenever in-person instruction at school is not practicable, Paideia staff and students will shift to "Bear Away Mode," using Microsoft Office 365 and Teams as the primary platform for delivery of remote educational services.

3.4.1.2. Teachers will shift to online transmittal of instruction and assignments in accord with each student's cohort, enrolled courses, skill level and home access to the Internet-based tools/platforms. Alternative methods will be determined and implemented on a case-by-case basis to ensure equitable access to and delivery of educational services for all students.

3.4.1.3. As necessary to the situation, staff will coordinate safe opportunities (i.e. following established health and safety protocols) for individual students to obtain personal belongings, books, and learning materials from the school. All students will be provided

with the equipment and supplies needed for coursework (for example, calculators, art supplies, course syllabus, etc.)

3.4.2. *Primary Learning Management System (LMS)*

- 3.4.2.1. Students and families will utilize Microsoft Office 365 applications for email (Outlook), engagement with classes and teachers (Teams) and instruction/assignments (SharePoint). Parents and students can access course/assignment grades and monitor progress on the district's student information system (SIS), Skyward.
- 3.4.2.2. Each teacher will create a Teams group for his/her course(s). Students will go to www.office.com to login, using the school-assigned username and individual password. Students will view 'General & Grades' to access assignments via Teams.

3.4.3. *Coursework and Teacher Availability*

- 3.4.3.1. Daily student attendance and participation in classes and/or coursework is expected and staff will emphasize the importance of continuing to learn daily. The weekly schedule for classes and/or coursework will be reviewed with all students and families. Grade level advisors will work with individual students within the cohort. Each teacher will set and publicize his/her office hours and availability to students and parents.
- 3.4.3.2. Teachers prepare coursework that is grounded in the state learning standards for the subject area he/she is responsible for. Staff will prioritize helping students with failing grades complete missing work. Tutoring time is available each week for students.
- 3.4.3.3. Teachers will provide assignments, learning opportunities/projects, list of resources, etc. in accord with expected learning standards and goals for each grade and course. Course assignments are posted online in the PHS website in the "Assignment Warehouse" by course/period. The master schedule in the Warehouse includes links to courses, organized by period, that open teachers' instructions (video or written), assignments and due dates for the coursework.
- 3.4.3.4. For students enrolled in College in the High School (CiH) courses, teachers are expected to use the curriculum required by the universities and will teach the learning standards specified for each CiH course.
- 3.4.3.5. Students must return all completed assignments for the previous week by the Drop Deadline of Tuesday at 11:00 a.m. A variety of methods may be used by students to turn in assignments, such as scanning or taking a photo of the document/work and emailing the file to the teacher. In-person delivery of completed assignments may be left for teachers in the secure outdoor mailbox at the PHS Office Building or may be mailed via U.S. postal service in self-addressed stamped envelopes provided by the PHS office.

3.4.4. *Sample weekly class schedule*

Welcome to the Paideia High School Assignment Warehouse. Click on a class to view the assignments students should be working on for 2nd semester 2019-20. Check your grades on [Skyward](#).

Teacher/Email Address	1 st Period	2 nd Period	3 rd Period	4 th Period	5 th Period	6 th Period	7 th Period
Angela Jackson-Selle@paideiahs.org Office hours: T-F 8:30-3:30 Phone: 509-937-2796	CWP/Civics	Visual Art			English I	English III/IV CIH English 102	9 th Grade HS & Beyond Plan
Angela Rapp@paideiahs.org			Math in the Modern World	Algebra II	Spanish III	English II	
JaLynne Winters@paideiahs.org			Algebra I	Geometry			10 th Grade HS & Beyond Plan
Pete Whittekiend@paideiahs.org	U.S. History	WA State History	Pre Calc	Calculus		U.S. History	12th Grade HSBP
Matthew Cox@paideiahs.org	Friday Focus Weekly Newsletter		Principles of Algebra and Geometry	Physics: Astronomy			CIH Archery
Chris Broz@paideiahs.org	Biology		Health Science		Environmental Science	Prep	
Garin Dupuis@paideiahs.org	Latin II	Latin I			Spanish II		
Brian McDougall@paideiahs.org	Music in the Humanities	Advanced Ensemble	Choir	Choir			11 th Grade HS & Beyond Plan
	Amy Roy Amy.Roy@paideiahs.org		Jessica LeDoux Jessica.Ledoux@cva.org		Natalee Reid Natalee.Reid@valleyk8.org		Nicole May Nicole.May@paideiahs.org

3.4.5. Connectivity

- 3.4.5.1. Staff will meet each week using Microsoft Teams video conferencing tools to identify student connectivity and engagement concerns and implement solutions for removing distance and technology barriers for students. A combination of online and offline access to and distribution of instructional materials and communication means will be utilized to accommodate student/family preferences and connectivity levels.
- 3.4.5.2. On-campus wireless access to the Internet is provided through the guest network for users from the district office parking lot. (The district is potentially adding Wi-Fi hotspots around campus and/or boosting transmission.) Availability of on-campus Internet will be conveyed to students/families through all communication channels, as well as guidelines for use for educational purposes only and the importance of utilizing proper social distancing practices while on campus.
- 3.4.5.3. As student/family technology needs and capabilities are identified, laptops are loaned to students for use at home on an as-needed basis. All students/parents must sign an equipment loan and acceptable use agreement in accordance with district Policy 2022-Electronic Resources and Internet Safety.
- 3.4.5.4. For students lacking electronic equipment and resources at home, hard copy materials and printing services will be provided. Students may contact the school office by phone or email to request printed materials, which will be mailed on Wednesdays along with a prepaid, preaddressed return envelope.

3.4.6. Student Engagement

- 3.4.6.1. Paideia High School staff use a variety of means to interact with students and record student engagement. Students and teachers connect multiple times weekly using the preferred method(s) for the teacher/student/family, such as via Teams, email, telephone, text, video conferencing, in-person communication, and USPS mail.
- 3.4.6.2. Students will check in (direct, in-person communication) with their grade level advisors each week. These advisors will monitor and assess student's overall engagement in learning.

- 3.4.6.3. Besides course attendance records, teachers maintain contact logs to monitor student participation. Engagement is also documented whenever a teacher enters a graded assignment into Skyward. Synchronous video is another means by which student engagement is monitored.

3.4.7. *School & Family Communications, Engagement*

- 3.4.7.1. During all learning activities, emphasis is placed on effective student-teacher-parent communication processes, which are managed individually by family in accord with family circumstances. Staff will make daily and/or weekly efforts to contact parents as needed. Staff will be aware that expectations amongst parents for the frequency of communication from PHS staff differ greatly.
- 3.4.7.2. Staff will communicate their office hours and contact information to students/families and may be reached by phone, email, text, and USPS mail.
- 3.4.7.3. School communications and information will be posted on the district website at www.valleysd.org and the Paideia High School webpage at <https://www.valleysd.org/site/Default.aspx?PageID=27>.
- 3.4.7.4. Each week parents receive the "Friday Focus" newsletter via email, U.S. mail, or teleconference, which contains information and updates about current and upcoming student and school activities.
- 3.4.7.5. The Senior Class advisors and guidance counselor will meet with senior students and their parents throughout the year via teleconference to confirm each student's status towards graduation and options for meeting local graduation requirements, attaining foundational course credits, credit waivers, completing the HSBP, and other concerns. PHS staff, students, and families will utilize the Graduation Toolkit and other resources found on the OSPI website at www.k12.wa.us.
- 3.4.7.6. Parents also have opportunities to engage in PHS activities through participation in the monthly parent meetings, the Boosters for Bears organization, and the district's Family Engagement Committee.

3.4.8. *Grading Practices*

- 3.4.8.1. PHS will comply with grading standards directed by OSPI regulations. Letter grades of A, B, C, D or I will be awarded to reflect student engagement and progress in learning in non-CiH courses. Paideia High School uses competency/proficiency-based grading in most every subject area. For CiH classes, teachers will follow the directions supplied by the universities.

A grade of "I" (incomplete) may be given for a course/classwork if the student cannot engage in an equitable manner and/or demonstrates unreliable online connectivity. No failing grade will be assigned for any non-CiH class during the 2020-21 school term.
- 3.4.8.2. A student assigned an "I" grade will be provided multiple ways or opportunities to re-engage in learning to earn a letter grade. The Principal and teacher in consultation with parents will determine the best ways to improve student mastery of essential standards for a subject area. Examples of possible opportunities include:
 - (a) Summer school
 - (b) Courses in the following term or year
 - (c) Independent study
 - (d) Competency-based courses
 - (e) Online courses
 - (f) Backfilling the incomplete grade with the letter grade obtained in the next course taken in that subject area.

3.4.9. *Formative Assessments, Diagnostics, Screeners*

3.4.9.1. Staff meetings will be held Monday, Wednesday and Friday each week via Microsoft Teams to identify levels of progress towards learning essential learning standards in HS courses. Staff will coordinate as a team to plan a multi-faceted approach for delivery of appropriate instruction, utilizing guidance from the various OSPI website resources for Continuous Learning at a Distance.

3.4.10. *Universal screening/assessments of student progress, social-emotional status*

3.4.10.1. Paideia's principal will call all families to get an initial needs assessment. This will include asking about student's social-emotional status. Those students who need support for their social and emotional needs will be referred to our school counselor. Teachers will use a capacity matrix in each subject area to assess student progress. Capacity matrices listing the learning goals for a specific class provide a record for students' progress in mastering the goals. These capacity matrices are shared with students and parents.

3.4.11. *Interventions/Mitigating Incompletes*

3.4.11.1. Students needing additional support can work with teachers in a 1:1 capacity via Teams, phone call or when allowed, in small groups on campus.

3.4.11.2. The first week of school students and families will meet with teachers and staff to receive materials, review their schedule and to learn the LMS. This time on campus is beneficial in helping students connect to Paideia staff, this contact should help to engage students. Engagement will include contacting students as much as is necessary but at least once a week. Staff will schedule regular Teams check-ins for students to engage in talking and visiting with their classmates. Realtime instruction through Teams will also engage students more effectively.

4. SAFE OPERATIONAL STRATEGIES WHILE LEARNING AT SCHOOL

4.1. Throughout the district's schools and auxiliary buildings, strategies and processes will be implemented to support a safe and healthy learning and working environment. These will include:

- Daily health screenings and temperature checks prior to entry on bus or facility
- Wearing of masks/face coverings/shields by everyone in accordance with current state guidance
- Signage, markers and zones to direct flow of people and minimize close contacts
- Designated one-way entrances and exits
- Hand washing and sanitizing stations
- Ample building cleaning and sanitation measures, emphasizing disinfection of high-touch areas; in alignment with CDC recommendations
- Staff training and protocols

4.2. Refer to section 5, General Health Management Plan for additional details and guidance on health and safety practices being implemented in district facilities for staff and students.

4.3. Limited Entry to Facilities

4.3.1. Entry to school facilities will be limited to those persons with immediate and legitimate educational or business purposes that cannot be handled via telephone, email or video conference. Refer to sections 5.4. – 5.6. for guidance on controlling viral transmission.

4.4. Student Transportation (Buses)

4.4.1. Transportation by regular bus routes will be available to all students. As an alternative, parents/guardians may elect to transport their own children to and from school in response to current local COVID-19 infection trends. The district will coordinate with parents/guardians to reasonably accommodate health and safety measures for high-risk students on a case-by-case basis. Parents/guardians of students at high-risk for infection will be strongly encouraged to transport their children to and from school in accord with local health trends.

4.4.2. Student pick-up/drop-off points

4.4.2.1. While waiting for arrival of buses, students and parents will be encouraged to observe local social distancing and face masks/covering guidelines. Disembarking students will be encouraged to observe social distancing guidelines as they promptly disperse to their homes.

The Transportation Supervisor will consult with school principals to coordinate scheduling modifications as needed. Stops will be designated for each student (rural, city). Drop times/unloading will be staggered by grade bands as requested by schools to help control building entry congestion and traffic flow. Paideia High School students will be dropped and disembark first at the bus loop west of the PHS buildings. Valley K-8 students will be dropped and disembark second at the school bus loop west entrance.

4.4.3. Boarding & Personal Hygiene/PPE

4.4.3.1. Drivers will prepare seating charts for each student and route. Seating assignments will start in the front and fill towards the back of the bus. Passengers will be seated following 6-foot physical distancing guidelines.

4.4.3.2. All drivers will wear face masks/coverings. Safety glasses or goggles will be available to drivers as requested. Use of face shields by the driver must be pre-approved through the Transportation Supervisor. Upon boarding a bus, drivers will ensure passengers are wearing facial coverings. Students will use hand sanitizer upon entry and/or are recommended to wear gloves when boarding and riding buses.

4.4.3.3. Weather permitting, windows will be slightly open throughout the bus to ensure consistent ventilation.

4.5. Food Service

4.5.1. Promoting physical distancing, limiting transmission

4.5.1.1. School staff will coordinate with the food service manager to set staggered mealtimes by class/cohort. Students may bring food for their personal consumption or participate in the school meal program. Meals (hot or cold) will be provided to elementary students to eat in their classroom, supervised by school personnel. No sharing of outside food items is allowed during school hours. Kitchen staff will plate/serve food to individual students. All students and staff will maintain social distancing guidelines and conduct personal hygiene protocols during mealtimes. Along with handwashing lessons, posters showing proper handwashing techniques will be displayed throughout campus in bathrooms and hygiene stations.

4.5.1.2. Valley K-8/Breakfast: Designated one-way lanes and 6 ft. spacing markings will be implemented to direct student traffic flow and seating for all grades in the Multi-Purpose Room. Ample space will accommodate physical distancing requirements.

4.5.1.3. Paideia HS/Breakfast: Designated one-way lanes and 6 ft. spacing markings will be implemented to direct student traffic flow and seating in the Paideia Center.

- 4.5.1.4. Valley K-8/Lunch: Grades TK/K-3 will be serviced in the Multi-Purpose Room by class. Kitchen staff will plate and serve hot lunches to students in grades 4-8 in the classroom or homeroom. Students will eat meals in same group/cohort.
- 4.5.1.5. Paideia HS/Lunch: Kitchen staff will plate and deliver hot lunches to students in their fourth period classroom or students can sit outside to eat.

4.5.2. *Meal Reservations/Payments*

- 4.5.2.1. Families will be strongly encouraged to submit meal fees online through *e-Funds for Schools*, which may be accessed through Skyward Family Access accounts. Payment by cash or check will be discouraged, but if received staff will use gloves when handling such payments followed by proper hygiene protocols. Meal funds must be verified online in student meal service accounts prior to mealtime to keep students and staff safe.
- 4.5.2.2. Standard meal accounting processes prescribed in Procedure 6701P2-Food Service Accounting will be adjusted to limit potential viral transmission.

4.5.3. *Hygiene practices*

- 4.5.3.1. Food service/kitchen staff will follow all requirements and recommended guidelines of the state and federal child nutrition programs, Department of Health and Dept. of Labor and Industries. Kitchen staff will implement infection control plans for COVID-19, including disinfecting surfaces with approved supplies between student use. All kitchen staff will follow current recommended PPE and personal hygiene protocols (refer to section 5).
- 4.5.3.2. Staff and students will wash their hands before and after all meals and refrain from sharing food or utensils. Poster showing proper handwashing techniques will be displayed in bathrooms and other hygiene stations.

4.6. **General Program Guidance**

4.6.1. *Grading Practices*

- 4.6.1.1. Grades K-8: The standard grading practices established for all grade bands will be used during all learning models (Stages 1-5). Refer to section 3.3.8. for more information.
- 4.6.1.2. Grades 9-12: PHS will continue to use the standardized high school transcript, with the A-F/4.0-0.0 grading structure during all learning models. Refer to section 3.4.8. for more information.

4.6.2. *Universal screening/assessments of student progress, social-emotional status*

- 4.6.2.1. Staff development and implementation of the MTSS framework will continue to support evidence-based practices, including the advancement of a universal screening program. This includes RTI and PBIS strategies for responding to student needs and supporting improved outcomes for all students.
- 4.6.2.2. STAR reading and math assessments and MAP reading and math assessments will continue to be used for benchmarking and determining student progress.

4.6.3. *Interventions and Mitigating Incompletes from SY2019-20*

- 4.6.3.1. For students receiving special education services, individualized instruction and support will be provided to re-engage students with incomplete assignments and learning.
- 4.6.3.2. Valley K-8 School: No incompletes were given for students in grades K-3 during 2019-20. Summer school was provided to the students regularly participating in the Skills Room and most at-need. This work will continue into the fall on an individual basis to help bridge any learning gaps as the student transitions into the next learning levels.

In grades 3-5, the teacher will accommodate differentiated instruction within the classroom and work with the regular intervention program (“WIN”) to bridge any gaps in learning from 2019-20. In grades 6-8, one period per day will be designated for the purpose of individualized support and remediation.

Small group/cohort practices will be limited to focus on individual student supports. The intervention team will provide services in the classroom when practicable to minimize students traveling through the building.

- 4.6.3.3. Paideia High School: To mitigate an incomplete (“I”) grade in any subject, summer school was offered to 22 students and 20 participated with some success. To continue to improve 2019-20 grades and achievement levels, staff will build time into their weekly schedule to work with individual students. Traditionally, 7th period is set aside to complete make-up work or do additional coursework to improve grades.

4.6.4. *Delivery of services to students with special needs in safe environment*

- 4.6.4.1. Students furthest from educational justice and those who require in-person services to fulfill their basic education needs are the district’s highest priority. Students with disabilities and those who did not or cannot have equitable access to learning with remote technologies will be prioritized for in-person services.

- 4.6.4.2. IEP Teams will consider, identify and support home-based services for those students with intensive medical needs and who may be at greater risk from COVID-19 and those with severe disabilities who may not receive a FAPE in the distance learning model.

4.6.5. *Family engagement*

- 4.6.5.1. The VSD Family Engagement Committee will continue to meet the second Thursday of every month either virtually through Microsoft Teams app or in person with social distancing and PPE in place as current state guidance allows.

- 4.6.5.2. The Paideia Boosters for Bears and regularly scheduled parent meetings will continue to be held every month either virtually through Microsoft Teams app or in person with social distancing and PPE in place as current state guidance allows.

- 4.6.5.3. VSD communicates regularly with families through a variety of means, including news releases by phone, website postings, text messaging, Facebook, and school bulletins.

- 4.6.5.4. Family surveys and person-to-person conversations through phone or email provide opportunities for teacher/parent interactions and parent input on their child’s learning progress and school activities.

5. GENERAL HEALTH MANAGEMENT PLAN

5.1. Staff Health Screenings

- 5.1.1. VSD employees will be instructed to conduct daily health monitoring and temperature checks prior to arrival on campus and reporting for work. Staff will be provided training on the symptoms and response to COVID-19 as described in section 5.2. Each school or program administrator will determine, after consultation with staff, the best method for reporting health attestations (building sign-in logs, paper tickets, email, etc.)

- 5.1.2. Staff will follow standard procedures for notifying their supervisors of illness and registering absences/leave requests in Frontline. Supervisors will monitor and/or arrange for substitute staff as needed to cover the staff member’s duties and responsibilities.

5.2. Staff Training on Health and Safety Protocols

- 5.2.1. Staff will receive training and/or information during in-services from the district nurse and administrator prior to the first day of school about the following:

- How to safely screen students and visitors for symptoms of respiratory illness

- Personal hygiene practices – proper hand washing protocols; covering mouth/nose when around others and when sneezing, coughing; cleaning of daily personal/workspace; monitoring health daily
- PPE protocols – when/where to wear masks, gloves
- Current state protocols/requirements for wearing masks/face coverings
- Physical Distancing
- Transition Areas – staggering, one-way passages
- Classroom management

5.3. Student/Parent/Visitor Health Screenings

5.3.1. In accordance with the current status of risk of viral transmission in the Valley community (low, medium, high) each school/building will determine the best method(s) for health monitoring and/or screening for illness. Results of daily screenings will be documented by building office staff in accord with state guidelines.

5.3.1.1. Two key factors will determine admittance to any facility – absence of symptoms of COVID-19, and affirmation of no close contact with person who has confirmed or suspected case of COVID-19 in the last 14 days.

5.3.1.2. The school community (staff, students, family members, visitors) will be consistently reminded to stay home when sick with ANY illness.

5.3.1.3. As appropriate to the situation, VSD staff will provide current Dept. of Health guidance to staff, students and parents about actions to take should they experience symptoms or have been potentially exposed to COVID-19:

- [“What to do if you have COVID-19 symptoms but have not been around anyone diagnosed with COVID-19”](#); refer to Appendix A
- [“What to do if you were potentially exposed to someone with COVID-19”](#); refer to Appendix A

5.3.2. **PREFERRED SCREENING METHOD:** *Daily Off-Site (Home) Health Monitoring with Attestation before or upon Arrival to Campus*

5.3.2.1. Parents/guardians/caregivers will be responsible for conducting daily health monitoring and temperature checks for their child/children prior to the child’s arrival at school or school activity. Parents will be provided information about the symptoms that may indicate COVID-19 illness and will be instructed to report to the school whether:

- The student has any of the symptoms associated with COVID-19.
- The student or a family member has had close contact with a person with confirmed or suspected COVID-19 in the past 14 days, has recently traveled to an area reporting high numbers of COVID-19 cases, or live in areas reporting high community transmission.

5.3.2.2. Parents reporting student illness will be instructed to keep students at home when sick and follow the Dept. of Health guidance in section 5.3.1.3.

5.3.2.3. Prior to entry into any school/building, parents will attest in writing that the student is free of symptoms and has not had close contact with a person potentially infected or sick with COVID-19.

5.3.3. **ALTERNATE SCREENING:** *On-Site Health Screening at Building Entry Points, following [CDC guidance](#), for those persons needing screening upon arrival for entry to building.*

5.3.3.1. CDC Method 1: Reliance on Social Distancing – parents/guardians take child’s temperature either before arrival at the facility OR upon arrival at a sanitation station.

Parent will review COVID symptoms chart and attest to child's health condition in writing on a paper form. Upon arrival, staff will do visual inspection of child for any signs of illness (flushed cheeks, rapid breathing, fatigue or fussiness). Staff and parent/student must remain 6 feet apart.

- 5.3.3.2. CDC Method 2: Reliance on Barrier/Partition Controls – Staff conduct temperature check and visual inspection of child's health while standing behind and keeping face behind a physical barrier. Staff interacting with child must perform hand hygiene, wear gloves, and disinfect equipment after each check.
- 5.3.3.3. CDC Method 3: Reliance on PPE with no barrier or 6 ft. social distancing – Staff don PPE (face mask, eye protection, gloves; gown optional) conduct temperature check (using non-contact thermometer) and visual inspection of child's health. Staff interacting with child must perform hand hygiene, wear gloves, and disinfect equipment after each check. Recommendation to sanitize hands and change PPE between screenings.
- 5.3.4. *Managing High Risk Individuals – refer to [CDC definition](#); generally older adults and those with [underlying medical conditions](#)*
 - 5.3.4.1. Parents will identify students with a potentially high risk for infection and consult with administrators and the district nurse on the best course of action for the child. Parents will be instructed to consult with the child's healthcare practitioner for guidance on whether to participate in person at school.
 - 5.3.4.2. Staff will consult with their licensed healthcare practitioner (LHP) for guidance on managing personal medical conditions in relation to COVID-19. Staff will consult promptly with their supervisor about their health status. Staff unable to work in regular position with safety measures in place must provide a verification letter from the LHP to request a reassignment or access FMLA benefits.
 - 5.3.4.3. For employees or students who cannot or should not wear masks consistent with DOH exemption criteria, the district will provide, as practicable, additional safeguards to address the additional risk, such as the option to work or receive services remotely, or implement use of face shields or barriers whenever social distancing guidelines cannot be met.
- 5.3.5. *Accommodating Students with High Needs, Disabilities (providing equitable services)*
 - 5.3.5.1. The Student Learning Team will assess, manage, and support the student's educational, physical, and emotional needs on a case by case basis. IEP teams will consider additional safeguards, such as the use of physical barriers, face shields, rotating schedules, and home-based instruction to ensure a safe learning environment. Students who are unable to consistently wear PPE or maintain physical distance due to sensory, behavioral, or other disabilities must not be disciplined or denied access to educational services as a result.
- 5.3.6. *Managing Individuals Reporting Illness at School*
 - 5.3.6.1. Students will be directed to promptly report any symptom(s) of illness directly to their teacher or the paraeducator in charge. Staff will promptly alert the school office for contacting a parent/guardian, and the student will be escorted to the area in the school designated for isolating sick individuals.
 - 5.3.6.2. Sick students or staff will wait for transportation home, as warranted, in the space set up for isolation, which will include washable partitions, cots, chairs and minimal other furniture, equipment and supplies to support ease of frequent cleaning and disinfection.

5.3.6.3. If an individual believes they have had close contact with someone with COVID-19 but they are not sick, he/she should self-isolate and monitor for symptoms for 14 days after contact, and report to the school or supervisor accordingly.

5.3.7. *Management of spaces affected by probable or confirmed COVID-19 illness*

5.3.7.1. Any classrooms or work areas where an employee or student with probable COVID-19 illness must be cordoned off, with access allowed only by maintenance staff in proper PPE for thorough cleaning and sanitizing, including any equipment and frequently touched surfaces. The building administrator and Superintendent in consultation with the regional Health Officer will determine the time frame for isolating staff and students, barring entrance to the affected area or building, and readmitting people for resumption of class or operations. If in-person educational services will be interrupted, administrators will guide staff and families in transitioning to distance learning practices for the period of time areas or buildings are closed.

5.3.8. *Requirements for return to work/school*

5.3.8.1. A staff member or student who had symptoms of probable or confirmed COVID-19 illness may return to work or school in accordance with current local health district guidance. Generally, resumption of attendance would occur after three days (72 hours) have passed with no fever (without use of medication) and marked improvement in respiratory signs (cough, shortness of breath); OR ten (10) days have passed since first symptoms appeared; OR a LHP certifies that the individual does not have suspected or confirmed COVID-19. Administrators and staff may consult with the district nurse to assess the individual's health status and readiness for return to work/school.

5.4. Controlling/Reducing Viral Transmission During School

5.4.1. *Managing traffic flow inside facilities*

5.4.1.1. Valley K-8: Halls will be divided into two "lanes" and staff and students will be directed to walk on the right-hand side and close to the wall of any passageway for the direction they are moving, creating one-way zones. Staff and students will be discouraged from mingling or lingering in any passageway, doorways or common areas.

5.4.1.2. Paideia High School: Paideia walkways will be divided into two "lanes" and staff and students will be directed to walk on the right-hand side and as close to the side of the path for the direction they are moving, creating one-way zones. Staff and students will be discouraged from mingling or lingering in any passageways, doorways or common areas.

5.4.2. *Controlling who enters school buildings, classrooms*

5.4.2.1. Grades TK/K-8: Parents/students not utilizing VSD transportation are encouraged to drop students at the curb of the parking lot. Parents of younger students may accompany students to the main entrance door but are discouraged from entering the building. Parents with an immediate and legitimate need to enter the building or classroom will be required to wear a proper face covering and complete a health screening or provide an attestation in accord with section 5.3.

5.4.2.2. Grades 9-12: Parent/students not utilizing VSD transportation are encouraged to drop students at the curb in front of the high school. Parents/visitors are discouraged from entering the building. Parents/guardians with an immediate and legitimate need to enter any Paideia building or classroom will be required to wear a proper face covering and complete a health screening or provide an attestation in accord with section 5.3.

5.4.2.3. Visitors: Persons with a legitimate educational or operational need to enter a school and/or meet with staff must call the school office to make an appointment. Visitors

must complete a health screening or provide an attestation in accord with section 5.3. and will be required to wear PPE during the visit.

5.4.3. *Managing classroom layouts to promote physical distancing, cleanliness*

5.4.3.1. Grades TK/K-5: Small student enrollment numbers per grade accommodate regular operations in designated classrooms with forward facing desks 6 feet apart. PPE will be utilized as required, and face covering will be in place whenever social distancing is not practicable. All classrooms have hand washing/sanitizing stations, which staff and students will utilize regularly following recommended local/state protocols, such as before/after restroom use, meals and snacks, breaks and recesses. Sharing of learning materials, supplies and equipment will be minimized, and items will be sanitized by staff and students prior to use by any individual.

5.4.3.2. Grades 6-8: Classrooms will be arranged to accommodate regular operations with forward facing desks 6 feet apart. To accommodate those courses with larger student attendance, additional class times will be arranged with staggered rotations. PPE will be utilized as required, and face covering will be in place whenever social distancing is not practicable. All classrooms have hand washing/sanitizing stations, which staff and students will utilize regularly following recommended local/state protocols, such as before/after restroom use, meals and snacks, breaks and recesses. Sharing of learning materials, supplies and equipment will be minimized. Students will assist teachers with disinfection of items, desktops and highly touched surfaces at the end of each class.

5.4.3.3. Grades 9-12: Classrooms will be arranged to accommodate regular operations with forward facing desks 6 feet apart. To accommodate those courses with larger student attendance, class will be split between the lead teacher and the second teacher (team teaching is practiced). PPE will be utilized as required, and face covering will be in place whenever social distancing is not practicable. All classrooms have hand washing/sanitizing stations, which staff and students will utilize regularly following recommended local/state protocols, such as before/after restroom use, meals and snacks, and breaks. Sharing of learning materials, supplies and equipment will be minimized. Students will assist teachers with disinfection of items, desktops and highly touched surfaces at the end of each class.

5.4.4. *Accommodating special cases (when PPE isn't feasible)*

5.4.4.1. When wearing a face covering reduces the effectiveness of teaching (for example, during speech therapy, demonstrating enunciation, or language instruction), the educator may replace the face covering with a face shield for the period of time that the covering interferes with instruction. Physical distancing of at least six feet must be strictly maintained during this time.

5.4.4.2. Face shields, which cover the entire face without touching or hiding the mouth, are considered a safe alternative to cloth face coverings and may make it easier for staff members and students to communicate and be understood, as can clear physical barriers or shortened periods of close contact.

5.4.4.3. Students who are unable to consistently wear PPE or maintain physical distance due to sensory, behavioral, or other disabilities must not be disciplined or denied access to educational services as a result.

5.4.4.4. Accommodations and modifications to those requirements (based on disability) must be considered and implemented to the maximum extent possible by the district, upon request or identification of need for a student to receive a FAPE.

5.4.4.5. Positive behavior interventions, explicit instruction in safety compliance, and consultation with families are among the tools available for meeting FAPE obligations during COVID-19.

5.4.5. *Modification of/Alternatives to big group activities*

5.4.5.1. Large group assemblies and field trips will not be scheduled for 2020-21. Special programs may be presented to individual classrooms. WIAA guidelines for sports activities and league competitions will be strictly followed to ensure consistency and safety.

5.4.6. *Outdoor Learning, Activities*

5.4.6.1. The Valley School Field STEM program will continue to be developed with outdoor activities that allow physical distancing and safety measures.

5.4.7. *Recess/Playground/Breaks*

5.4.7.1. Valley K-8 School: Students will have recess on a staggered schedule to limit the number of children on the playground at any given time. Children will play with their classroom cohort and will be assigned a designated play area.

5.4.7.2. Paideia High School: PHS students will adhere to social distancing and face covering guidelines during passing and break times.

5.4.8. *Using Instructional Materials & Equipment:*

5.4.8.1. Generally, schools/programs will encourage and support individual, project-based learning. Materials, supplies, manipulatives, and equipment will be provided for those students at-need so each individual student has his/her own set. Sharing of learning materials, supplies, manipulatives and equipment will be minimized. Any items that must be shared will be cleaned and sanitized by staff and/or students after each use.

5.5. Controlling/Reducing Viral Transmission in Workplace

5.5.1. The principal, supervisor or director of any school, department or program will be responsible for monitoring employee health and implementing general workplace safety requirements in accordance with the Washington Dept. of Labor and Industries (L&I) guidance for [COVID-19 Prevention](#). Refer to Appendix B.

5.5.2. *Controlling capacity of work areas and offices*

5.5.2.1. Workstations will be moved to provide physical distancing when needed. Staff will follow social distancing, use PPE, and take turns or stagger tasks in frequently used areas (staff rooms, work rooms, bathrooms) or while using equipment (copy machines, water coolers, etc.). Meetings will be held only in rooms providing ample physical distancing or will be held virtually via Microsoft Office 365/Teams.

5.5.3. *Requirements for high-risk interactions*

5.5.3.1. Staff will wear masks or face coverings appropriate to the type of work being done. Staff will refer to the Dept. of Labor and Industries (L&I) guidance, "[Which Mask for Which Task?](#)" to assess the level of risk for any activity and the type of mask to wear. Refer to Appendix C.

5.6. Cleaning & Maintenance Plan

5.6.1. *Facilities*

5.6.1.1. VSD facilities/buildings will be cleaned, then sanitized/disinfected daily as a part of the enhanced regular maintenance/custodial procedures in response to Covid-19. The Facilities Supervisor will refer to the [Cleaning for Healthier Schools – Infection Control Handbook 2010](#). for development of the facility cleaning protocols and procedures, following additional guidelines and recommendations set by the DOH, CDC, EPA and L&I.

5.6.1.2. As part of regular duties, after-business-hours custodial staff will provide comprehensive cleaning and disinfection of all frequently occupied spaces when the building is unoccupied. Day shift staff will be responsible for and will clean and disinfect at regular intervals through the day the common, high use/touch areas, such as bathrooms, doorknobs, fountains, equipment.

- Cleaning first with mild soap and water, followed by a diluted bleach solution for sanitizing and disinfecting as appropriate.

5.6.1.3. Classroom desks, work areas and other targeted, high-risk areas will be cleaned and disinfected as often as needed and practicable to mitigate viral transmission in shared spaces and equipment. This is best accomplished by involving all staff within a given work environment.

5.6.1.4. Sanitizing and disinfecting procedures will include use of approved products that have been proven effective against Covid-19. School staff will coordinate with custodial/maintenance staff on securing the products to be used for cleaning, sanitizing and disinfecting. Staff-supplied products may not be used in VSD cleaning practices.

5.6.1.5. After sanitizing or disinfecting surfaces, rooms will be aired out prior to students entering the spaces. Ventilation with fresh air will be practiced often, weather permitting. VSD has upgraded air filters throughout district facilities using the highest rated filters allowed for maximum equipment efficiency (up to MERV-8 when applicable).

5.6.2. *Buses & Vehicles*

5.6.2.1. Bus and vehicle interiors will be cleaned with soap and water and disinfected with a diluted bleach solution daily. Buses and alternate buses will be cleaned after morning and afternoon routes. Cleaning and disinfection will focus on high use/touch areas, such as seat bottoms/back, windows, handles, handrail, dash, driver control area (steering wheel, control panel, shifters, seat) as well as any auxiliary devices used to operate the vehicle safely. Additional follow-up applications of disinfectant will be applied by the driver throughout the day at regular intervals, such as at the beginning/end of work shifts, as needed to mitigate viral transmission.

5.6.2.2. The driver and/or custodial staff are responsible for this task and will leave the vehicle clean and ready for the next user. Staff will wear a face mask/covering and latex gloves when performing cleaning tasks. Every vehicle will be equipped with hand sanitizer and disposable disinfecting wipes for operator use.

5.6.3. *Outdoor Equipment*

5.6.3.1. The cleaning of outdoor equipment on playgrounds will be once per day following current recommendations, prior to student use. High contact areas with hard surfaces will be targeted. Equipment will be washed and rinsed. It is not currently recommended to disinfect outdoor playground equipment. Guidance for this may change.

What to do if you have COVID-19 symptoms but have not been around anyone diagnosed with COVID-19

Could I have COVID-19?

Common [symptoms](#) of COVID-19 are fever, cough, and shortness of breath. Other symptoms may include chills, muscle pain, headache, sore throat, and new loss of taste or smell. You might have COVID-19 if you have these symptoms.

Should I get tested for COVID-19?

Yes. If you have symptoms of COVID-19, or if you have been exposed to someone with confirmed COVID-19, contact your health care provider for a test.

Participate in a public health interview

If you test positive for COVID-19, someone from public health will reach out to you, usually by phone. The interviewer will help you understand what to do and what kind of support is available. They will ask for the names and contact information of people you have been in close contact with recently. They ask for this information so they can let them know they might have been exposed. They won't share your name with close contacts when they reach out to them.

What should I do to keep my illness from spreading to my family and other people in the community?

- **Stay home, except to get medical care.**
 - Do not go to work, school, or public areas. Avoid using public transportation, ride-sharing, or taxis.
- **Separate yourself from other people and animals in your home.**
 - As much as possible, stay in a specific room and away from other people.
 - Use a separate bathroom, if available.
 - Wear a cloth face covering when you are around others. If you cannot wear a face covering, other people should wear a face covering when they enter your room.
 - Restrict contact with pets and other animals while sick. When possible, have another member of your household care for your animals. If you must care for your pet, wash your hands before and after you interact with pets and wear a face covering, if possible. See [COVID-19 and Animals](#) for more information.
 - Don't share personal items with people or pets, including dishes, drinking glasses, cups, utensils, towels, or bedding.
- **Clean your hands often.** Wash hands with soap and water for at least 20 seconds. If soap and water are not available, use an alcohol-based hand sanitizer that has at least 60% alcohol. Avoid touching your face with unwashed hands.
- **Cover your coughs and sneezes with tissues.** Throw away the used tissues and then wash your hands.

- **Clean “high-touch” surfaces every day**, including counters, tabletops, doorknobs, bathroom fixtures, toilets, phones, keyboards, tablets, and bedside tables. Use a household cleaning spray or wipe and follow the directions on the label.

Monitor your symptoms

Get medical help right away if your symptoms get worse. Before you get care, call your health care provider and tell them that you have COVID-19 symptoms. Put on a face covering before you enter the health care facility to prevent the spread of germs to other people in the waiting room and exam rooms.

If you have a medical emergency and need to call 911, tell the dispatch personnel that you have COVID-19 symptoms. If possible, put on a face covering before emergency medical services arrive.

How long do I need to isolate myself?

1. If you have confirmed or suspected COVID-19 and **have symptoms**, you can end home isolation when:
 - You have been fever-free for at least 24 hours without the use of fever-reducing medication **AND**
 - Your [symptoms](#) have improved, **AND**
 - At least 10 days have gone by since your symptoms first appeared.
2. If you test positive for COVID-19, but **have not had any symptoms**, you can end home isolation when:
 - At least 10 days have passed since the date of your first positive COVID-19 test, **AND**
 - You have had no subsequent illness.

More guidance is available for [people who have or are suspected to have COVID-19](#).

What’s the difference between isolation and quarantine?

- **Isolation** is what you do if you have COVID-19 symptoms, or have tested positive for COVID-19. Isolation means you stay home and away from others (including household members) for the recommended period of time to avoid spreading illness.
- **Quarantine** is what you do if you have been exposed to COVID-19. Quarantine means you stay home and away from others for the recommended period of time in case you are infected and are contagious. Quarantine becomes isolation if you later test positive for COVID-19 or develop COVID-19 symptoms.

More COVID-19 Information and Resources

Stay up-to-date on the [current COVID-19 situation in Washington](#), [Governor Inslee’s proclamations](#), [symptoms](#), [how it spreads](#), and [how and when people should get tested](#). See our [Frequently Asked Questions](#) for more information.

The risk of COVID-19 is not connected to race, ethnicity or nationality. [Stigma will not help to fight the illness](#). Share accurate information with others to keep rumors and misinformation from spreading.

Questions about COVID-19? Call our hotline at **1-800-525-0127 and press #**. For interpretative services, say your language when the call is answered. **Hotline hours:** 6 a.m. to 10 p.m. Monday-Friday and 8 a.m. to 6 p.m. on weekends. For questions about your health, COVID-19 testing, or testing results, contact your health care provider.

To request this document in another format, call 1-800-525-0127. Deaf or hard of hearing customers, please call 711 ([Washington Relay](#)) or email civil.rights@doh.wa.gov.

What to do if you were potentially exposed to someone with COVID-19

If you have been exposed to COVID-19, or think you have been exposed, you can help prevent the spread of the virus to others in your home and community. Please follow the guidance below.

Symptoms of COVID-19

Common [symptoms](#) are fever, cough and shortness of breath. Other symptoms may include chills, muscle pain, headache, sore throat, and new loss of taste or smell.

How do I know if I've been exposed to COVID-19?

You can get exposed when you come into direct contact with the secretions (droplets) of someone who has COVID-19 (being coughed or sneezed on, kissing, sharing utensils, etc.). People often get exposed by a household member or through close contact with another person. Close contact means that you have been within 6 feet of someone with COVID-19 for 15 minutes or more. Some people get COVID-19 without knowing how they were exposed.

Participate in a public health interview

If someone with COVID-19 tells public health they have recently been in close contact with you, you may hear from us by text or phone call. An interviewer will help you understand what to do and what support is available. The interviewer will not tell you who gave them your name.

If you later become ill, they will ask you for the names and contact information of people you were recently in close contact with to notify them about exposure. They will not share your name when they reach out to them.

I had close contact with someone who has COVID-19 but I am not sick. What should I do?

You should stay home and away from others. Check yourself for fever, cough, and shortness of breath for 14 days from the last day you had close contact with the person. Do not go to work or school, and avoid public places for 14 days (*self quarantine*).

I had close contact with someone who tested positive for COVID-19 and now I'm sick. What should I do?

If you were exposed to COVID-19 and get symptoms, you should stay home and away from other people, including household members (*self isolate*), even if you have very mild symptoms. Contact your health care provider for a test. Tell them you were exposed to someone with COVID-19 and are now sick.

How long do I need to isolate myself?

1. If you have confirmed or suspected COVID-19 and **have symptoms**, you can end home isolation when:
 - It's been at least 24 hours with no fever without using fever-reducing medication **AND**

- Your [symptoms](#) have improved, **AND**
 - At least 10 days since symptoms first appeared.
2. If you test positive for COVID-19, but **have not had any symptoms**, you can end home isolation when:
- At least 10 days have passed since the date of your first positive COVID-19 test, **AND**
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More guidance is available for [people who have or are suspected to have COVID-19](#).

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More COVID-19 Information and Resources

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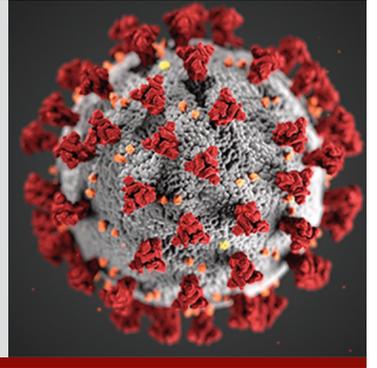
- [WA State Department of Health 2019 Novel Coronavirus Outbreak \(COVID-19\)](#)
- [WA State Coronavirus Response \(COVID-19\)](#)
- [Find Your Local Health Department or District](#)
- [CDC Coronavirus \(COVID-19\)](#)
- [Stigma Reduction Resources](#)

Questions about COVID-19? Call our hotline at **1-800-525-0127 and press #**. For interpretative services, say your language when the call is answered. **Hotline hours:** 6 a.m. to 10 p.m. Monday-Friday and 8 a.m. to 6 p.m. on weekends. For questions about your health, COVID-19 testing, or testing results, contact your health care provider.

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Coronavirus (COVID-19) Prevention:

General Requirements and Prevention Ideas for Workplaces



The Department of Labor & Industries (L&I) requires employers to provide a safe and healthy workplace and to implement the Governor's proclamation to ensure coronavirus prevention. Employers must ensure social distancing for employees and customers; frequent and adequate employee handwashing; and that sick employees stay home. Employers must also provide basic workplace hazard education about coronavirus and how to prevent transmission in the language best understood by the employee. www.governor.wa.gov/news-media/inslee-announces-stay-home-stay-healthy%C2%A0order

Workplace Discrimination

It is against the law for any employer to take any adverse action such as firing, demotion, or otherwise retaliate against a worker they suspect of exercising safety and health rights such as raising safety and health concerns to their employer, participating in union activities concerning safety and health matters, filing a safety and health complaint or participating in a DOSH investigation. Workers have 30 days to file a complaint with L&I DOSH and/or with Federal OSHA. www.Lni.wa.gov/workers-rights/workplace-complaints/discrimination-in-the-workplace

General Requirements

Employers must ensure social distancing practices for employees and control customer flow; frequent and adequate employee handwashing, facilities and surface sanitation; and ensure sick employees stay

home or go home if they feel ill. Employers must also provide basic workplace hazard education about coronavirus and how to prevent transmission in the language best understood by the employee.

Fact sheets for specific industries such as grocery, agriculture, and construction are available at www.Lni.wa.gov/safety-health/safety-topics/topics/coronavirus

Mandatory Social Distancing

Employers must ensure all employees keep at least six feet away from coworkers and the public, when feasible. Other prevention measures are required such as use of barriers to block sneezes and coughs, and ventilation improvements when social distancing isn't feasible.

Ideas for indoor work areas:

- Move workstations farther apart.
- Reduce the number of workstations in use at a given time.
- Move certain tasks or meetings to times and/or locations with fewer people present.
- Make provisions to prevent close contact between workers and others (e.g., coworkers and the public) when transferring items, tools, or materials. For example, require one-at-a-time access at designated drop-off/pick-up points.
- Control the number of people entering the building or office.
- Stagger work schedules so workers don't crowd when they arrive and leave work.



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Labor & Industries

- Use dividers or floors markings to distinguish appropriate spacing for people waiting in lines or in front of service counters.
- Designate one or more employee(s) as a “physical distance monitor” — similar to a safety monitor to ensure social distancing practices are consistently followed.

Ideas for break areas and meeting rooms:

- Stagger break and lunch schedules to minimize occupancy; or limit and monitor occupancy based on the size and layout of the room.
- Hold gatherings in larger spaces or outdoors — where workers can readily spread out.
- Set up rooms to facilitate appropriate distancing; for example, provide a limited number of chairs and spread them out.
- Utilize virtual online meetings and text messaging instead of in-person meetings.

Ideas for mobile or outdoor work areas:

- Have workers take separate vehicles when the passenger space in vans and trucks doesn't allow for social distancing.
- Reduce in-person visits with clients and customers; rely on email, text, and online meetings.
- Pre-arrange with clients and customers to drop off or pick up packages, materials, etc. at a location that ensures one-at-a-time access.
- Contact clients to inquire about COVID-19 symptoms before making a house visit; this helps ensure the worker can make necessary provisions for PPE and other precautions.
- Set up outdoor work and break areas to accommodate social distancing; for example, ensure shaded break areas are large enough to allow a minimum distance of six feet between workers.

Frequent and Adequate Handwashing is Required

- Provide enough fixed or portable hand washing facilities or stations at workplaces and jobsites so employees can wash their hands frequently with soap and hot and cold (or tepid) running water.
- Ensure an adequate supply of soap, water, and towels; set up a schedule for frequent restocking of supplies and emptying of trash.

- Require workers to wash hands frequently and effectively when they arrive at work, leave their workstations for breaks, use the bathroom; before and after they eat or drink or use tobacco products; and after touching any surfaces suspected of being contaminated.
- Provide supplemental hand sanitizer stations, wipes or towelettes, or clean water and soap in portable containers to facilitate more frequent handwashing after handling objects touched by others.
- Gloves may be provided, but also must be washed regularly to prevent the spread of the virus. This may help for workers whose hands are bothered by frequent washing and sanitizing.

Routine and Frequent Cleaning is Required

Employers must:

- Establish a housekeeping schedule to address regular, frequent, and periodic cleaning.
- Provide appropriate and adequate cleaning supplies for scheduled and, when necessary, spot cleaning and cleaning after a suspected or confirmed COVID-19 case.
- Ensure floors, counters, and other surfaces are regularly cleaned with water and soap, or other cleaning liquids to prevent build-up of dirt and residues that can harbor contamination.
- Make sure high-touch surfaces are properly disinfected on a frequent or periodic basis using a bleach solution or other EPA-approved disinfectant (see link to CDC cleaning guidelines below).
- Ensure employees follow effective cleaning procedures and use protective gloves and eye/face protection (e.g. face shields and/or goggles) when mixing, spraying, and wiping with liquid cleaning products, like diluted bleach.
- Make sure shared work vehicles are regularly cleaned and disinfected.
- Keep Safety Data Sheets (SDSs) for all disinfectants on site.
- Don't mix chemicals — many are incompatible; and be sure to dilute and use chemicals per manufacturer specifications.

Ideas for all workplaces:

- Follow cleaning guidelines set by the CDC. www.cdc.gov/coronavirus/2019-ncov/community/organizations/cleaning-disinfection.html
- Be sure to wash and rinse visible dirt/debris from equipment, tools, and other items before disinfecting.
- Cover fabric and rough surfaces with smooth materials so they are easier to clean.

Procedures to Address Sick Employees

Employers must establish procedures to:

- Require sick workers to stay home or go home if they feel or appear sick.
- Identify and isolate workers who exhibit signs or symptoms of COVID-19 illness.
- Follow cleaning guidelines set by the CDC (see link above) to deep clean after reports of an employee with suspected or confirmed COVID-19 illness.
- Keep workers away from areas being deep cleaned.

Ideas for all workplaces:

- Encourage workers to report concerns and use paid sick leave.
- Conduct daily COVID-19 symptoms checks of employees, contractors, suppliers, customers and visitors entering the worksite; for example, use a brief questionnaire.

Employee Education is Required

Basic workplace hazard education about coronavirus must be provided to employees in a language they best understand. Ensure employees know:

- The signs, symptoms, and risk factors associated with COVID-19 illness.
- How to prevent the spread of the coronavirus at work; including steps being taken in the workplace to establish social distancing, frequent handwashing, and other precautions.
- The importance of hand washing and how to effectively wash hands with soap and water for at least twenty seconds.
- Proper respiratory etiquette, including covering coughs and sneezes and not touching eyes, noses, or mouths with unwashed hands or gloves.

Ideas for all workplaces:

- Regularly communicate important safety messages and updates.
- Post readable signs prominently throughout the worksite with messages about social distancing, frequent hand washing, required PPE, respiratory etiquette, and illness reporting.
- Post relevant information from DOSH, OSHA, local and state health departments, the Centers for Disease Control and Prevention, and other similar COVID-19 authorities.
- Provide ways for workers to express any concerns and ideas to improve safety.

Personal Protective Equipment

Personal protective equipment may be helpful when social distancing and other protective measures are infeasible or not effective.

- Face shields can prevent direct exposure to sneezes or coughs; they also provide protection from cleaning chemicals and disinfectants.
- Approved respirators such as N95s are not normally recommended, but may be appropriate where workers must remain in very close proximity to others. Employers must establish a Respiratory Protection Program per the Respirators Rule (Chapter 296-842 WAC) to ensure proper use and care when respirators are necessary.
- Loose-fitting face masks or cloth face covers (e.g., scarves and homemade masks) may be voluntarily worn by workers as a best practice measure to prevent the wearer from transmitting droplets from coughs and sneezes; but they do not prevent inhalation of fine aerosols and are not protective in close proximity.
- Workers should not touch their mouth, nose, eyes, and nearby surfaces when putting on, using, and removing PPE and masks.

Other Protective Measures

- Update your Accident Prevention Program (APP) to include awareness and prevention measures for diseases and viruses.
- Businesses are strongly encouraged to coordinate with state and local health officials so timely and accurate information can guide appropriate responses.

Resources

Employers, please call a consultant near you or email DOSHConsultation@Lni.wa.gov for free help. Visit www.Lni.wa.gov/DOSHConsultation to learn more.

From WA DOSH: www.Lni.wa.gov/safety-health/safety-topics/topics/coronavirus includes resources from CDC, OSHA, and WA DOH

To find the Respirators rule (Chapter 296-842 WAC) and other workplace safety and health rules, visit: www.Lni.wa.gov/safety-health/safety-rules/find-safety-rules/#term=&filter=all&page=1

Employers should reference the CDC's, Interim Guidance for Businesses and Employers, found at www.cdc.gov/coronavirus/2019-ncov/community/guidance-business-response.html

Control and Prevention webpage from OSHA: www.osha.gov/SLTC/covid-19; www.osha.gov/Publications/OSHA-FS-3747.pdf; www.osha.gov/SLTC/covid-19/controlprevention.html

Resources from Washington State Department of Health: www.doh.wa.gov/Emergencies/NovelCoronavirusOutbreak2020COVID19/ResourcesandRecommendations

Upon request, foreign language support and formats for persons with disabilities are available. Call 1-800-547-8367. TDD users, call 711. L&I is an equal opportunity employer.

Which Mask for Which Task?

*COVID-19 Prevention at Work:
When to Use Face Coverings and Respirators*



Division of Occupational Safety and Health



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Labor & Industries

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This information is current as of June 1, 2020.

Introduction

Face coverings and masks are important tools in preventing the spread of coronavirus. Used in conjunction with social distancing and physical barriers, they can help protect workers and the public.

This publication explains when workers should use cloth face coverings and masks to protect others from the coronavirus, and when workers are required to use respirators to protect themselves.

This information supplements the technical guidance in *Washington Coronavirus Hazard Considerations for Employers (except hospitals/clinics)*, issued in May 2020, and available online at www.Lni.wa.gov/agency/outreach/novel-coronavirus-outbreak-covid-19-resources.

Both documents set out the minimum level of face coverings required if there are no other feasible measures to prevent spreading the virus.

The information in this document does not apply to workers treating active COVID-19 patients in hospitals and clinics. Those workers must follow Centers for Disease Control (CDC) guidelines for selecting respirators and other personal protective equipment (PPE). For more information, visit www.cdc.gov/coronavirus/2019-nCoV/hcp/index.html.

Why wear a face covering, mask, or respirator?

You may be required to wear a face covering, mask, or respirator at work to lessen the risk for spreading the coronavirus.

The virus can spread into the air on tiny particles of saliva when an infected person breathes, talks, coughs, or sneezes. Many people who are infected don't have noticeable symptoms (asymptomatic), so they might spread the virus to others without knowing it.

Cloth face coverings help keep particles you exhale from escaping into the air, but don't effectively filter out particles already in the air from others.

Masks are usually more protective than cloth face coverings.

Respirators offer a higher level of protection than face coverings and masks because they also prevent wearers from inhaling particles already in the air.

All three provide some protection when a person coughs and sneezes near you; some that are approved by the U.S. Food and Drug Administration (FDA) provide more protection against coughs and sneezes.

Is social distancing less important if I wear a face covering?

No. Face coverings, masks, and respirators do not replace social distancing. In addition to staying six feet away from others, you must still practice frequent handwashing, frequent cleaning and/or disinfecting of surfaces and tools, and follow other critical safety measures required by the Washington Department of Labor & Industries (L&I) (www.Lni.wa.gov/safety-health/safety-topics/topics/coronavirus#requirements-and-policies) and the Governor's guidelines (www.governor.wa.gov/issues/issues/covid-19-resources/covid-19-reopening-guidance-businesses-and-workers) to keep you safe from the coronavirus.

Negligible Risk

Cloth face coverings may be required in some circumstances when the risk for transmission is “negligible” (very low).

For example, you don’t need to wear a face covering if you work or drive alone. However, a cloth face covering is required if you work outdoors or in a building while around, but separate, from several other people, and only need to pass within six feet of them once or twice a day.

Examples of negligible-risk jobs:

- Telecommuters who are the sole occupant in an office with a door.
- Small landscaping crews of three or four workers who drive alone and work outdoors apart from each other all day.
- A crane operator isolated in an enclosed cab.
- Delivery drivers who have no face-to-face interaction with others when they pick up or drop off packages.



This is a home-made reusable cloth face covering for use in negligible- or low-risk situations. It provides some protection when a person coughs or sneezes near you.

*This unaltered photo provided by author Doc James,
<https://commons.wikimedia.org/wiki/File:HomemadeFacemask.jpg>*

Low Risk

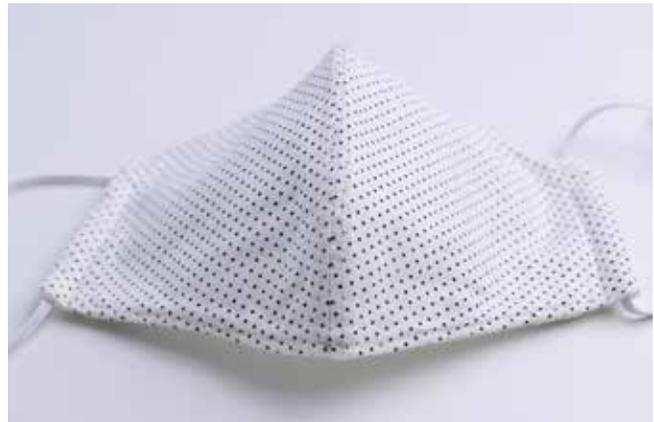
A reusable cloth face covering is required when risk for transmission is low.

Risk for transmission is low when you work around or travel with others and you stay at least six feet apart, except for briefly passing by others up to several times a day.

Risk is also considered low when one or two workers provide personal services to healthy clients who also wear a cloth face covering.

Examples of low-risk workplaces and jobs with low-risk activities:

- Light manufacturing facilities that are set up to keep workers separated while they operate machinery and perform other tasks.
- Custodial staff who work after hours and do not clean up after known COVID-19 cases.
- One or two healthy workers in a room providing haircuts or other personal services to clients who also wear a face covering.
- Waiters at restaurants and cafes with curbside pick-up services only.
- Mechanics working on vehicles at repair shops.



This is a home-made reusable cloth face covering for use in negligible- or low-risk situations. It provides some protection when a person coughs or sneezes near you.

Medium Risk

Disposable masks are required when risk for transmission is medium. Examples of disposable masks include dust masks used for hobbies, but not approved by the National Institute for Occupational Safety and Health (NIOSH); surgical-style masks not approved by the FDA; and masks such as KN90s or KN95s approved in other countries.

Risk for transmission is considered medium when you stay at least six feet away from others except for several times throughout the day when the six-foot distance is broken for several minutes and prevention measures such as physical barriers aren't feasible.

Risk is also considered medium when three to six people work in a room providing personal services to healthy clients who wear a cloth face covering.

Examples of medium-risk jobs and medium-risk activities:

- Commercial fishing crews.
- Field workers being transported to a nearby planting site.
- Grocery-store-produce stockers who work during store hours around customers.
- Manicurists working with clients wearing cloth face coverings.
- Kitchen workers in restaurants.
- Ride-service drivers who only pick up masked passengers.
- Transit operators.



This is a non-NIOSH approved disposable mask for use in medium-risk situations. You wear this to protect yourself and others from saliva particles in the air and it offers some protection when a person coughs or sneezes near you. Your employer will inform you about proper use and care.

*This unaltered photo provided by author byrev,
https://commons.wikimedia.org/wiki/File:Cone-88240_1920.jpg*

High Risk

Respirators are required when risk for transmission is high.

Respirators for high-risk activities must be approved by NIOSH (or by an equivalent approval body from outside the United States). Examples include: elastomeric (rubber-like) half- or full-facepiece respirators with cartridges, tight or loose-fitting powered-air purifying respirators (PAPRs) with particulate cartridges, and filtering facepiece N-, R-, or P-95s to P100s (when supplies allow).

Risk for transmission is considered high when you work or travel within three feet of others for more than 10 minutes an hour, many times a day and other prevention measures aren't feasible.

Risk is also considered high when you:

- Clean and sanitize areas recently occupied by a person with known COVID-19 illness.
- Provide services in residences of clients with known COVID-19 illness.
- Perform procedures that aerosolize saliva, mucous, or secretions from eyes; or that cause increased or forced breathing, coughs, sneezes, or yawning.

Examples of high-risk activities:

- Working with multiple people in a small room, confined space, vehicle or other small space where saliva particles can accumulate in the air.
- Using an ultrasonic scaler or air and water syringe on clients in a dentist office.
- Administering medication via nebulizers.
- Performing spirometry or coaching clients on deep or forced breathing exercises.
- Providing in-home maintenance or pet euthanasia services to a masked client with known or potential COVID-19 illness.



This is a NIOSH-approved elastomeric half-facepiece respirator with reusable cartridges. Use this in high-risk situations to protect yourself from saliva particles in the air. It also offers some protection when a person coughs or sneezes near you.

This unaltered photo provided by author Haragayato, https://commons.wikimedia.org/wiki/File:HEPA_half-face_respirator.jpg

Examples of high-risk jobs:

- Custodial staff who clean up after known COVID-19 cases.
- Dentists and dental hygienists.
- Mortuary services.
- Veterinarians who provide in-home pet euthanasia.

Extremely High Risk

When risk for transmission is extremely high you must wear NIOSH-approved N95s, half- or full-facepiece elastomeric respirators with cartridges, or PAPRs (Powered Air-Purifying Respirators) with cartridges; FDA-approved N95s or surgical masks; or other respirators with NIOSH-equivalent approval.

You must also use additional personal protective equipment (PPE), including:

- Goggles or face shields to protect your eyes or face during face-to-face interactions.
- Surgical masks or other types of masks (as supplies allow) for the client to wear, when feasible, during face-to-face tasks for as long as possible while you are present.

Transmission risk is extremely high when you work in residential or non-hospital or clinic settings within six feet of people with COVID-19. You may come into close contact with their exhaled or expelled saliva, mucous, or tears that may contain the coronavirus.

Transmission risk is also extremely high when your work brings you into direct contact with peoples' mouth, nose, or eyes, even if they appear to be healthy or asymptomatic.

Examples of extremely high-risk jobs:

- Emergency Medical Technicians (EMTs).
- Long-term care facility workers who care for clients ill with COVID-19.
- Occupational or physical therapists providing therapy to quarantined clients.

Examples of extremely high-risk tasks:

- Conducting visual eye exams or tonometry.
- Taking mouth or nose swab samples at drive-up testing stations.



This is a NIOSH-approved N95 filtering-facepiece respirator. Use this, or a more protective respirator in high- or extremely-high risk situations to protect yourself from saliva particles in the air. It also provides some protection when a person coughs or sneezes near you, but isn't liquid-resistant like an FDA-approved surgical mask or N95 respirator.

This unaltered photo provided by author Banej, https://commons.wikimedia.org/wiki/File:3M_N95_Part particulate_Respirator.JPG

Use and Care

When respirators are required, your employer must provide NIOSH-approved (or equivalent approval from a country outside the United States) respirators and follow requirements to ensure you receive a medical evaluation, fit test, training, maintenance, storage, and other necessary provisions as required by the Respirators rule in Chapter 296-842 WAC (www.Lni.wa.gov/safety-health/safety-rules/rules-by-chapter/?chapter=842) to ensure effective protection from your respirator.

If you will use an N95 or other tight-fitting respirator, you must be clean shaven so that the respirator can form a reliably tight face seal. PAPRs with loose-fitting hoods do not require fit-testing and may be an alternative for bearded workers.

Workplace Discrimination

It is against the law for employers to fire, demote, or otherwise retaliate against a worker they suspect of exercising safety and health rights. Those worker rights include raising safety and health concerns to their employer, participating in union activities concerning safety and health matters, filing a safety and health complaint or participating in an L&I Division of Occupational Safety and Health (DOSH) investigation. Workers have 30 days to file a complaint with DOSH and/or with the federal Occupational Safety and Health Administration (OSHA). www.Lni.wa.gov/workers-rights/workplace-complaints/discrimination-in-the-workplace.

Resources

Call a consultant near you at 1-800-547-8367 or email DOSHConsultation@Lni.wa.gov for free, confidential help. www.Lni.wa.gov/DOSHConsultation.

The DOSH coronavirus website (www.Lni.wa.gov/safety-health/safety-topics/topics/coronavirus) includes resources from the CDC and OSHA.

Washington State Department of Health:
www.doh.wa.gov/Emergencies/Coronavirus.

Upon request, foreign language support and formats for persons with disabilities are available. Call 1-800-547-8367. TDD users, call 711. L&I is an equal opportunity employer.

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