



Process, Protocols, Information, Contacts

SPS Return to In Person Learning



Cascadia Elementary

Purpose and Use of this Guide for Students, Families, and Staff

This In-Person Re-entry Guide (the Guide) has been developed to assist schools in contextualizing their re-entry plans to their school sites, and for schools to share re-entry plans, including site-based details, with staff, students, and families. In the Guide, you will find what to expect as your learning community prepares for a return to in-person learning.

The Guide communicates protocols and processes foundational to re-entry: health, safety, operations, instruction, and community-based partnerships. These protocols and processes have been developed in coordination with multiple Central Office Departments and anchored to guidance from OSPI, the CDC, and Washington State. In the Guide you will see internal links for District staff and school leaders to access expanded details related to some protocols or processes. Protocols and processes can be accessed by families and other members of the learning community on [the In-Person Learning Plan](#) site on The Seattle Schools website.

Seattle Public Schools is committed to providing high-quality learning, no matter the circumstances. Throughout the district's response to COVID-19, the health and safety of our community has been our top priority. Following the recommendations of public health experts, most SPS students began the 2020-21 school year remotely. Since then, public health and the global medical community have learned a lot about the transmission of COVID-19. We are confident that while in-person learning will look different than in past years, the strong health and safety protocols we are successfully using have prepared us to return more students to our school buildings this spring.

Content Hyperlinks

Click on each topic to navigate to the protocol

Cascadia Elementary	1
Purpose and Use of this Guide for Students, Families, and Staff	1
In Person Learning: Health, Safety, and Operations	3
Cohort Guidance	4
COVID Legal Agreement and Family Instructions	5
Daily Health Screening for Students and Staff	5
Drop-off/Pick-up Procedures	7
Daily Health Screening Kiosks	18
Entry, Exit, Traffic Flow	19
Meal Procedures	21
Physical Distancing Protocols and Classroom Adjustments	22
Physical Distancing Classroom Checklists	23
Playground and Recess Protocol	25
PPE: Face Coverings	26
PPE: Inventory and Ordering	29
Enhanced PPE: Evaluation and Training	30
Protected Health Care Room	31
Reporting Health and Safety Violation	32
Restrooms	33
Signage	34
Student/Staff Health Alert and Contact Tracing	35
Water Fountains	36
Curricular and Instructional Practices	37
Learning Materials – Education Kit Management	37
Student Summary Guidance	39
In Person Learning: Community Based Organization Partnerships	40
Childcare	40
Appendices and Resources	41

In Person Learning: Health, Safety, and Operations

Procedures, Protocols, Processes, and Information

Cleaning Procedures and Schedules

Daily Cleaning

Seattle Public Schools follows the Washington Department of Health, Public Health, and CDC Cleaning and Disinfecting guidelines.

Daily cleaning schedule:

- High touch surfaces/points cleaning and disinfectant occurs at least three times a day and includes but is not limited to the following: doorknobs, door hardware, drinking fountains, stair rails, common areas, desks, tables, light switches, elevator buttons, and any other touchpoints in high traffic/common spaces.
- All restrooms are serviced and disinfected three times per day, with at least 2 hours between servicing. Common spaces used by childcare (hallways, gyms, cafeterias, etc.) are cleaned and disinfected daily.
- If there is a suspected or confirmed case of COVID-19, Seattle Public Schools will follow the CDC Cleaning and Disinfecting guidelines and communication plan for staff, families, and students.

Indoor Air Quality and Ventilation

Please view the SPS School Readiness website for more detailed information:

https://www.seattleschools.org/district/calendars/news/what_s_new/school_readiness_charts

A. The District has completed an evaluation of each building's HVAC system and air handling equipment and mitigation strategies for prompt repair, maintenance, and monitoring. Assessments follow state standards.

B. Prior to beginning in-person services, designated spaces within a building are identified for optimal air quality and ventilation.

Please have your student dress in layers as they will play outside as well as sit at a desk inside with windows open.

[Back to top](#)

Cohort Guidance

Creating cohorts or small groups of students and staff that remain together throughout the school day, so that there is minimal mixing between groups, is a key principle for limiting the spread of COVID-19. This practice helps to reduce opportunities for exposure or transmission of COVID-19 at school, facilitates contact tracing in the event of a positive case, and simplifies testing, quarantine, and/or isolation to a single cohort rather than school-wide measures.

Protocol:

Small groups (cohorts) of students will remain with dedicated staff throughout the school day, including lunch time and recess. Cohorts, consisting of 15 or fewer students and their educator(s), will remain consistent from day to day.

Staff, students, and families will receive orientation to the cohort model. Staff will receive building-specific training to support the implementation of the cohort model.

Procedures and training include:

- Cohorts will be color coded:
 - 1st grade is RED
 - 2nd grade is YELLOW
 - 3rd grade is BLUE
 - 4th grade is GREEN
 - 5th grade is ORANGE
- Each cohort will have its own unique drop off/pick up location, as well as inside building traffic patterns
- Assigned classroom seating will be part of classroom procedures
- Staggered classroom entrance/release times with staff supervision
- Designated restrooms for each cohort with capacity maximum of 2
- Recess for 20 minutes
 - Zones will be used to maintain separation between groups
 - 5 separate recess zones on playground and athletic field for up to 5 classes per recess
 - Some play equipment will be provided and cleaned between AM/PM sessions
- Attendance for in-person students will be taken; students who are not present will be marked absent
- Travel precautions: In King County, anyone arriving to the area from other states or countries (including returning Washington residents) should quarantine for 14 days after arrival and monitor for symptoms. This is the safest option. Please see [the Dept of Health Guidelines](#) for the most up to date recommendations.
- School lunch will be “grab and go”; there is no eating scheduled at school in the hybrid day, so please do not send food with your student.

[Back to top](#)

COVID Legal Agreement and Family Instructions

Prior to beginning in-person services, schools will need to obtain a signed agreement from each student's parent or guardian. Agreements have been translated into the top 5 languages.

For SPS Staff and School Leaders:

- [Use this link to access the COVID Legal Agreement – Purpose and Staff Instructions](#)
- [Use this link to access the COVID Legal Agreement and Family Instructions \(English\)](#)
- [Use this link to access the Translated COVID Legal Agreements and Family Instructions](#)

Daily Health Screening for Students and Staff

Daily health screening of both students and staff **before arrival / entry to school or work site** is done to reduce the transmission risk of COVID-19 and to confirm that staff and students entering the school/site are not experiencing any COVID-19 symptoms or have had any known exposure to the virus. Students and staff with any symptoms, known exposure, or who are ill must stay home or return home.

Daily Health Screening Process

The Daily Health Screening process is completed electronically:

- Student /staff receive, daily, an initial and follow-up notification (email/text) to complete the screening:

https://seattlepsb2s.qualtrics.com/jfe/form/SV_1MJ02N2Lv2IT5P0?Q_CHL
- After completion, instructions are given for *Approved* or *Not Approved* school/site entry.
- An *Approved* message gives a green indicator to proceed and enter.
- A *Not Approved* message gives a red indicator to stop, stay home and if indicated contact a health care provider.
- Note: Daily Health Screening notification is “live” for one time, or 24 hours, when another notification is emailed/texted.

Student Daily Health Screening Process

- Family of students PreK – grade 5 and students grades 6-12 complete the Daily Health Screening before departure for/arrival to school.
- If *Approved* message is received, students arrive to school with face coverings on and are instructed to line up 6 feet apart from non-household members.
- School staff will view the health screening dashboard and print classroom status reports to be given to designated staff greeting students. The reports identify the status of each student.
 - Students *Approved* to enter school will be escorted for school entry.

- Students with a *Not Approved* message will:
 - Be escorted to the Protected Health Care Room
 - Have family notified to confirm the *Not Approved* result
 - Receive health screening to determine next steps
 - Students without symptoms or having had NO known exposure will be escorted to the classroom.
 - Students exhibiting symptoms or having had known exposure will be sent home with notification to family.
 - a. Designated staff will email Health Information noting STUDENT HEALTH ALERT in the subject line.
- Students without a completed screening entry who:
 - Arrive with a family member present, or students in grade 6-12, will complete the health screening on site. If *Approved*, student will proceed to class.
 - Arrive without a family member will be escorted to a designated location to determine next steps. Family will be contacted to complete the health screening.
- If during the daily health screening, students are told to stay home, parent/guardian is still expected to contact the schools to notify them that their student will stay home.

Staff Daily Health Screening Process

- Staff complete the Daily Health Screening before departure for/arrival to school or building site.
- If *Approved* message received, staff travel to/arrive at school/site with mask on, remaining 6 feet apart from others whenever possible from non-household members.
- COVID Site Supervisor will view the health screening dashboard to determine staff approval to enter the worksite.
- COVID Site Supervisor will follow up with staff to determine next steps.
 - Staff who did not complete the screening, will complete it on site before going to work location.
 - Staff exhibiting symptoms or having known exposure to the virus will be asked to go directly home.
 - The staff's Supervisor will email Health Information noting HEALTH ALERT in the subject line.
- If during the daily health screening, staff are told to stay home, they are still expected to contact their direct supervisor and notify them of their absence.

[Back to top](#)

Drop-off/Pick-up Procedures

Please Note:

As of 3/31/21, we have 72% (or, 350) Cascadia students returning to campus for hybrid instruction. With 20 cohorts scheduled in our AM session, we expect up to 200 cars dropping off students each morning (our numbers are slightly lower in the PM session). With those statistics in mind, we ask that you comply with our Drop Off and Pick Up Procedures in order to keep our students safe during these times.

Cascadia students have been eligible for school buses in past years, so we do not have established family car drop off protocols to draw upon. Our school is located in a residential neighborhood, so we must remember to consider the traffic patterns of our neighbors as well as the dynamic commuting patterns of Seattle as we traverse through the pandemic. Do not block residential driveways or park in our parking lots. We need families to drop students off at the designated locations for each grade level only.

Arrival: Please make sure your student(s) are wearing their mask and their backpack is with them as they exit your car. We cannot have cars stop and park to let students out, so we ask that your student is ready to independently exit your vehicle. Students must exit your vehicle on the curb side of the car (right hand doors), not on the street side. Cars will line up along the route indicated on the map below, and students will exit cars when directed by Cascadia Staff at designated grade level drop off locations only. Students will walk to their class line up location on the sidewalk and will stay in line until escorted into the building to the classroom by their teacher. Students cannot exit cars unless directed by staff.

******if you arrive late and the cohort entry doors are closed, you must park in the Main Office lot on 90th St. and take your student(s) to the No Attestation Room located east of the Main Office. Late students will be checked for attestation and escorted to the exterior cohort door by a Cascadia staff member after 8:15am or 11:00am.******



Pick Up: Students will be escorted back to the class line up location on the sidewalk for their grade level, and will wait in line until their parent reaches the front of the line of cars in that location. Parents should have the student and teacher name written on a card on the passenger side window so that Cascadia staff can radio the name to the staff supervising that grade level line. The student will be sent to the car line for pick up when directed by Cascadia Staff.

Please note that with the number of cars we are anticipating, this process is likely to take a fair amount of time; the physical safety and health safety of our students is our paramount concern during drop off and pick up, so we ask that families cooperate with us in this process. This drop off and pick up plan may change or be amended if needed; please plan for enough time to both commute to Cascadia and to wait in a car line to drop off and pick up your student(s).

- The time and location used for students regarding drop-off/pick-up supports state and local physical distancing requirements as described in the SPS COVID-19 Health and Safety Protocols.
 - Drop off time for the AM session is between 7:40 – 8:00am*, and pick up is at 10:45am*
 - Drop off time for the PM session is between 11:35 – 11:45am*, and pick up is at 2:30pm*
- *times will be staggered by grade level, please see details below in the next section
- **Students/family members will receive an e-mail or text message each day with a link to complete the daily health screening. This should be completed prior to arriving at school. Temperatures will not be taken by school staff as part of the entry protocol; the Parent Attestation covers body temperature and other metrics/symptoms.**
 - If a student/family member is unable to use e-mail or text messaging to complete the daily health screening, they may use the kiosk at the Main Entry (Cascadia driveway on 90th St.) with staff member support. More detailed information can be found in the Daily Health Screening section.
 - Families with multiple students at Cascadia: please drop off at the location of the YOUNGEST student and ask your group to walk to their drop off location(s) using sidewalks around the perimeter of the campus
 - Walking/Bike Route: Please use sidewalks to access the campus. Also note that there are no crossing guards on 92nd St., Wallingford Ave N, 90th St. so walkers should be accompanied by an adult and/or responsibly use cross walks with no supervision. See maps below for route ideas.
 - There is no drop off on Wallingford Ave N. on the east (northbound) side of the street.
 - There is no parking in the unload/load routes and families will not be able to walk with their students into the building or campus.

Descriptions of the Drop Off and Pick Up Locations:

Head Start Preschool: busses will drop off/pick up students on 90th St.

1st grade: drop off/pick up will be in the front parking lot, east end of the circular driveway. Line up on sidewalk. Enter through pod door with teacher escort. Drop off time is 7:45 – 8:00am OR 11:30 – 11:45am. Pick up time is 10:45pm OR 2:30pm.



2nd grade/5th grade Hill/Brown: 2nd grade drop off/pick up will be in east end of 92nd St. parking lot; students will enter the pod through the door south of the custodial entrance with teacher escort. Drop off time is 7:40 – 7:55am OR 11:25 – 11:40am. Pick up time is 10:45am OR 2:30pm.

Brown/Hill drop off is in the same 92nd St. parking lot; drop off time is 7:50 – 8:00am OR 11:35 – 11:45am, and their pick up time is 10:50am OR 2:35pm.



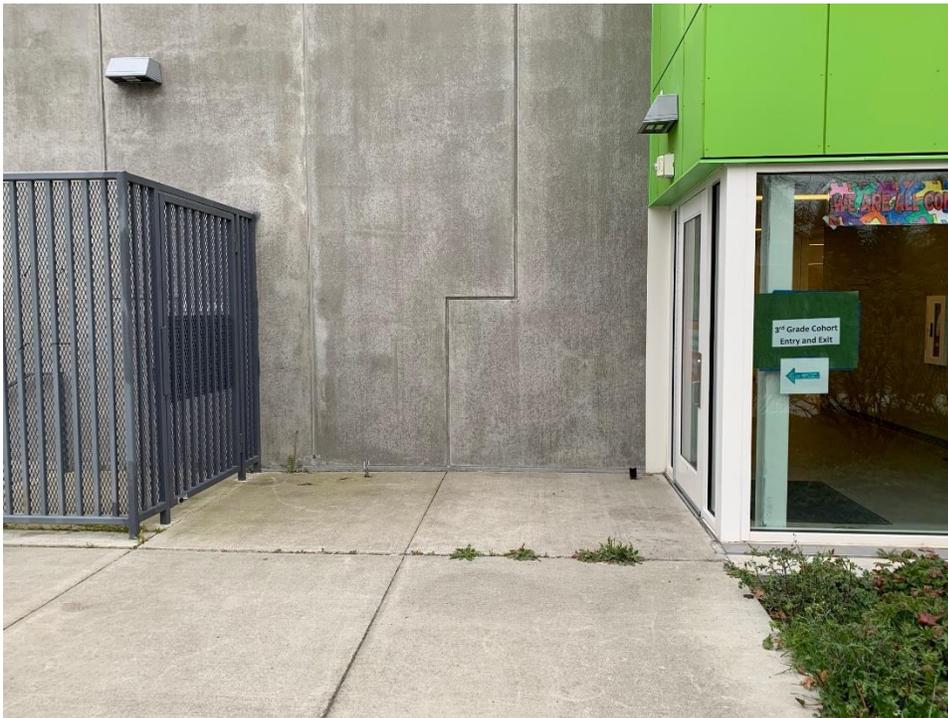


3rd grade: drop off/pick up on south end of Wallingford Ave. N., take stairs to courtyard pod doors with teacher escort. Drop off time is 7:40 – 7:55am OR 11:25 – 11:40am. Pick up time is 10:50am OR 2:35pm.

4th grade: drop off/pick up on south end of Wallingford Ave. N., enter through pod doors with teacher escort. Drop off time is 7:50 – 8:00am OR 11:35am – 11:45am. Pick up time is 10:45am OR 2:30pm.

5th grade: drop off/pick up on north end of Wallingford Ave. N., enter through pod doors with teacher escort. Eddy/Taylor/Fitzsimmons drop off time is 7:45 – 8:00am OR 11:30 – 11:45am, and their pick up time is 2:30pm.







Please follow the guidance for arriving at each location on the Traffic Flow Map on the next page:

Note that the map relies upon Aurora Ave N. (99) as the main route families will use when travelling from north, south or eastbound directions. Families traveling westbound to Cascadia can use 92th St. NE over I-5.



We are operating on the assumption that our students will be dropped off and picked up by their families; if your student will be walking or biking to school OR IF THEY ARE GOING TO BE DROPPED OFF/PICKED UP BY ANYONE OTHER THAN THEIR FAMILY, please contact all teachers involved to tell them your plans and who has permission to pick up your student(s).



STAY HEALTHY STREETS

Aurora Licton Springs

- Open Restaurant
- Open Store
- Temporary Pick Up Zone
- New Stay Healthy Streets
- ▨ Existing Stay Healthy Streets
- ⚠ Crossing Improvement
- 🚦 Crossing Signal
- ⚠ Flashing Beacon Crossing

Existing Bike Facilities

- In Street, Major Separation
- Multi-use Trail
- Neighborhood Greenway



[Back to top](#)

Daily Health Screening Kiosks

Daily health screenings are an important element to reducing the transmission of COVID-19 at school. A kiosk will be provided at each school building to provide a back-up method for students and families to complete their daily health screening on site. **The kiosk should be used only when a student/family member has been unable to complete their daily health screening prior to arrival.** For staff members, it is recommended that they provide the daily health screening via their phone, laptop and/or district device. If staff are unable to complete using these methods, staff may use the kiosk. Getting daily health screening information prior to arrival on-site and in electronic form helps speed up both the oversight process and, in the event it is needed, contact tracing.

The location of the kiosk will be in the “no attestation room”, which is located in the front of the building, east of the Main Office. Families and students will not be permitted to enter the building through the Main Office and students wishing to join class after the session start time will be routed through the “no attestation room” before students are permitted to enter cohort learning spaces.

[Back to top](#)

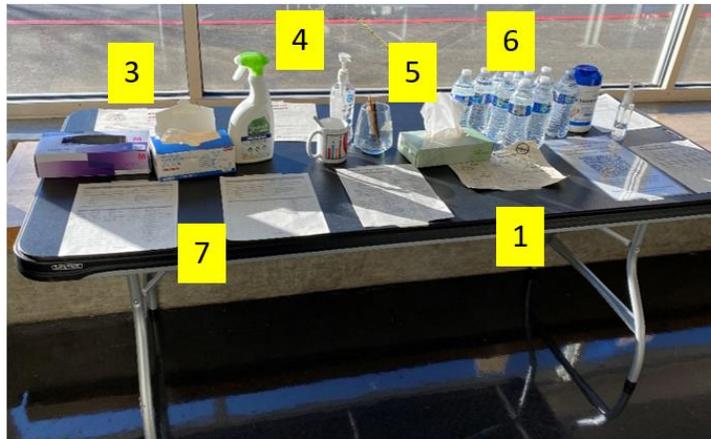
Entry, Exit, Traffic Flow

Maintaining appropriate physical distancing and limiting the exposure to other cohorts throughout the school day, are done to reduce the risk of transmission of COVID-19 in shared areas, including building entry and exit.

Building Main Entrance Set-Up

The main entrance of every SPS building should be set up with COVID-19 signage, Daily Health Screening poster, Quick Response (QR) code for staff, and a table with COVID-19 health and safety items. The check-in station provides:

- A location for visitors to sign in and attest to the required daily health screening.
- Health supplies such as masks and hand sanitizer.
- Visual reminders of COVID-19 requirements such as physical distancing, face coverings, and hand washing.
- A location for staff to document their presence in the building, in the event that contact tracing is needed. The method for taking attendance is flexible (does not have to be a sign in sheet).



Key:

1. COVID-19 signage (Minimize Risk, Face Coverings, Physical Distancing, Hand Washing)
2. Daily Health Screening Poster
3. Masks
4. Hand sanitizer
5. Separate containers for clean and dirty pens
6. Bottled water
7. Health screening sign-in sheet

Student Entry and Exit

- Student cohorts will have a designated entrance and exit.
- At each entrance markers will be placed 6 ft apart for students to line up for building entry.
- Each classroom cohort will have a designated line up location outside the building
- Staff will greet students at the entrance ensuring that the daily health screening has been completed for each student.
- Staff will walk with the students to the classroom ensuring students follow directional signage.

Traffic Flow

- Students will enter their grade level hallway through an exterior door and will walk to the playground via the exterior door around the perimeter of the building. The end of each grade level hallway into the interior of the school will be marked with signage to indicate that students in the cohort may not enter.
- Classroom entry and exit times will be staggered to prevent mixing of cohorts.
- To the extent possible, 6 ft of space will be maintained when cohorts walk in the hall.
- Students will follow directional signage. Please see Required Signage section for more information.



Students stay to the right in the hallways during transition times, spaced apart from one another in line. Schedules and site maps build in space between classes, to minimize interaction between classes in the hallways.

[Back to top](#)

Meal Procedures

For SPS Staff and School Leaders: [Use this link to access meal ordering and delivery instructions for school sites.](#)

Protocol For K-5 Meal Services for In Person Learning

Updated: 3/23/2021

During our re-entry phases into in person learning, it is intended for students to have meals offsite. The following guidance provides schools the procedures for ensuring that students have access to meals. Schools should plan to communicate to all families the importance of eating meals at home before arriving at school.

Students not coming to buildings for in person instruction can continue to access meals at the 40 open meal sites across the district.

General information:

- If a child requests to eat breakfast or lunch on site, the meal must be made available. Schools should plan for this contingency including how to access a meal and where meals can be eaten with supervision.
- Please see [page 5](#) of the [Preschool Re Entry Guide Addendum linked here](#) for specific information and guidance regarding preschool snacks and meals for in-person learning.

Grab and Go Meal Procedures and Strategies:

- Nutrition services will deliver grab-and-go meals to one location in each school; Facilities will identify the drop off location and communicate with the school leader

For AM cohorts: Each bag will include a lunch for the day and a breakfast for the following morning

For PM cohorts: Each bag will include a breakfast and lunch for the follow day.

Tuesdays: Each bag will contain 2 breakfasts and 2 lunches

Fridays: Each bag will contain 3 breakfasts and 3 lunches

School leadership will identify a process for delivery of grab and go meals to students

- Picked up: for example - outside, near a cohort exit point, et. al.
- Space identified and a staggered schedule is developed for picking up meals

Grab-and-go Lunch

Protocol Implementation Notes:

- ✓ School safety teams to review entry and exit plans to determine how many stations near exits to set up for grab-and-go pickup.
- ✓ Station for pick up must be set up and social distancing markers in place during pickup.

For more information and support: Contact Sara Mirabueno, Director of School-based Operations.

Physical Distancing Protocols and Classroom Adjustments

Physical distancing is a key principle for reducing the transmission of COVID-19. Physical distancing is defined as creating at least six feet of distance between individuals which may include distance between defined groups or cohorts.

Protocol:

Physical distancing recommendations will be followed in accordance with Washington State Department of Health (DOH) [K-12 Schools Fall 2020-21 Guidance](#).

Strategies that will be used to support at least 6 feet of physical distancing include the following:

- Student desks/tables will be spaced 6 feet apart
- Desks/tables will face the same direction
- Students will have assigned seating
- Teacher workstations will be arranged to provide at least 8-10 feet of distance from the first row of students
- Staggered classroom entry and release times
- Signage will be posted in classrooms and commonly used areas (hallways, meeting rooms, locker rooms, bathrooms, etc.)
- Additional prevention measures, such as barriers or additional PPE, may be required in certain situations when strict physical distancing is not feasible
- Designated point(s) of entry at each site
- Physical distance markers will be displayed outside to reinforce physical distancing
- Directional signage will mark traffic patterns throughout sites
- Create schedules for use of any shared spaces

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Physical Distancing Classroom Checklists

[General Education Classrooms](#)

[Special Education Classrooms](#)

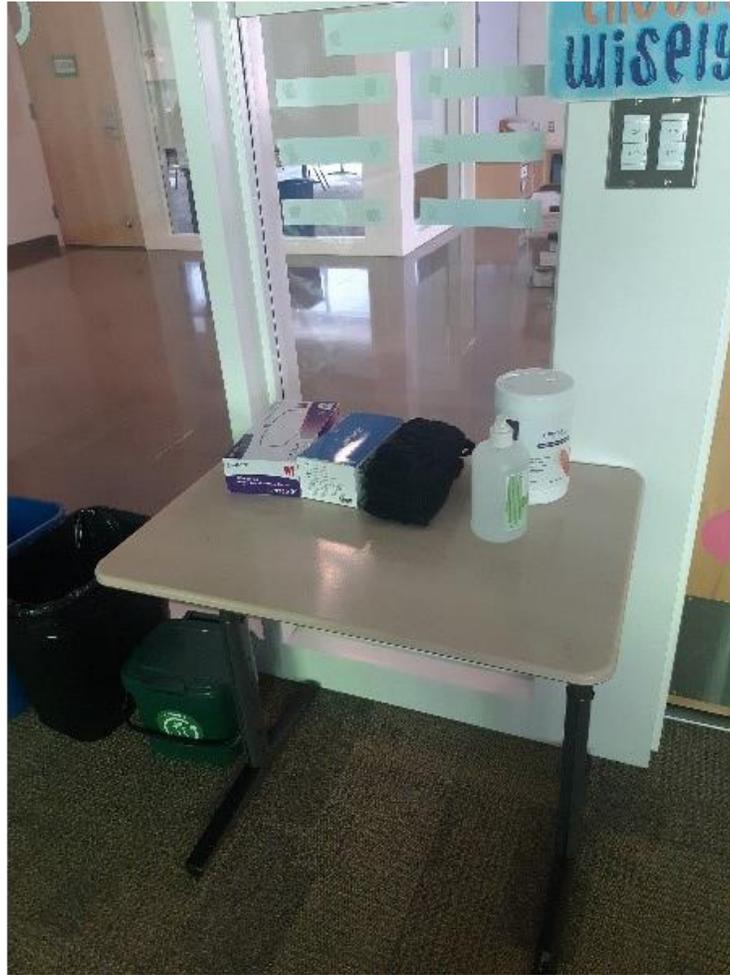
Students are spaced 6 feet from one another at desks at least 10 feet from teaching station.

Students are spaced 6 feet from one another at desks.

a



Classroom supply of PPE



Portable Desks



Playground and Recess Protocol

Outdoor Recess and Playground Protocol

- Students will use cohort designated exit and entrance
- Recess times will be staggered and follow physical distancing protocols
- Cohorts will be assigned specific areas of the playfield/blacktop
- Multiple cohorts using the playground at the same time will be separated by visual markers such as cones to create space between them. Only one cohort per session (AM and PM) can use play structures and they will be sanitized between uses/sessions.
- Playground structures will be cleaned daily by custodian
- Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (e.g., assigning each student their own equipment) or limit use of supplies and equipment by one group of children at a time. Students should wash hands or use hand sanitizer before and after use.
- Supervision must be provided by school staff based on building capacity.
- Students should wash hands before and after recess.
- Childcare programs may use playground equipment provided they sanitize the equipment before and after use and coordinate schedules with the school leader.
- There are 5 playground zones: 1) basketball court areas, marked off by cones from area 2, 2) playground courtyard, 3) playground climbing structure, 4 and 5) athletic field, with 2 areas marked off by cones
- For area 3 (playground structure) a rotation schedule has been created to ensure that each class has equal access to play in this area (each class will be able to use it 2-3 times by June 18).

Use of indoor spaces when weather requires:

- Cohort guidance should still be maintained. If a gym space is large enough to accommodate two cohorts, this can be done using visual markers, such as cones to maintain six feet of distance.
- Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (e.g., assigning each student their own equipment) or limit use of supplies and equipment by one group of children at a time. Students should wash hands or use hand sanitizer before and after use.
- If students need to have recess indoors in their classrooms due to weather restrictions, then social distancing guidelines should still be followed.



[Back to top](#)

PPE: Face Coverings

Wearing a face covering can significantly reduce the transmission of COVID-19. Cloth face coverings act as a barrier to preventing the spread of droplets that are released in the air when we breathe, speak. To work effectively, face coverings must be worn correctly and used in combination with other mitigating measures like physical distancing and staying home when ill.

Face covering requirements follow [Department of Health](#), [Public Health – Seattle & King County](#), and [Labor & Industries](#) recommendations and guidelines.

Protocol:

- Students and building volunteers or guests must wear a cloth face covering or an acceptable alternative at school and work locations
 - Specific exceptions may apply based on age, development or disability
- Staff must wear a cloth face covering unless working alone in a room with 4 walls and a door when there is no likelihood that another person will enter. Face covering must be kept close by to put on if necessary.
- Staff with a disability or other medical issue that prevents from wearing a face covering should contact [Human Resources](#) to discuss accommodations.
- Staff performing tasks that require higher levels of protection will be provided personal protective equipment (PPE) in accordance with [Labor & Industries](#) guidelines.
- Cloth face coverings will be provided to students and staff who need them.
- Cloth face coverings must not be worn by:
 - Those under 2 years of age.
 - Those with a disability that prevents them from comfortably wearing or removing a face covering.
 - Those with certain respiratory conditions or trouble breathing.
 - Those who are deaf or hard of hearing, and those who provide instruction to such people, and use facial and mouth movements as part of communication.
 - Those advised by a medical, legal, or behavioral health professional that wearing a face covering may pose a risk to that person.
- In rare circumstances when a cloth face covering cannot be worn, students and staff may use a clear face covering or a face shield with a drape or wrap as an alternative to a cloth face covering. If used, face shields should extend below the chin, to the ears, and have no gap at the forehead.
- Younger students are supervised when wearing a face covering or face shield. These students may need help with their face covering and getting used to wearing them.
- Continue physical distancing when possible while wearing cloth face coverings.
- Students may remove face coverings to eat and drink and when they can be physically distanced outside. If students need a “mask break” they will be escorted outside or to a large, well ventilated room where there is sufficient space to ensure more than six feet of physical distance between people.
- **Staff will teach positive behavior expectations for mask use, as well as focusing on Social Emotional wellbeing of students returning to hybrid learning.**

Cascadia School-Wide Expectation Matrix Based on SPS Health and Safety Guidelines (Guidelines in Blue)

School-Wide Expectations	Arrival/ Drop Off	Transitions/ Hallways	Recess	Bathrooms	Dismissal/ Pick Up	General
Safe	<ul style="list-style-type: none"> Complete daily attestation Drop off at established zone Wear a mask or face covering at all times on school premises Masks must cover nose and chin 	<ul style="list-style-type: none"> Wear a mask or face covering at all times on school premises Mask must cover nose and chin 	<ul style="list-style-type: none"> Wear a mask or face covering at all times on school premises Mask must cover nose and chin 	<ul style="list-style-type: none"> Wear a mask or face covering at all times on school premises Mask must cover nose and chin 	<ul style="list-style-type: none"> Pick up at established zone Wear a mask or face covering at all times on school premises Mask must cover nose and chin 	<ul style="list-style-type: none"> Wear a mask or face covering at all times on school premises Mask must cover nose and chin
Respectful	<ul style="list-style-type: none"> Maintain Physical Distance (6ft) Use universal signal to connect with peers 	<ul style="list-style-type: none"> Maintain Physical Distance (6ft) Use universal signal to connect with peers Follow teacher directions 	<ul style="list-style-type: none"> Maintain Physical Distance (6ft) Remain with cohort Use universal signal to connect with peers 	<ul style="list-style-type: none"> Maintain Physical Distance (6ft) Use universal signal to connect with peers 	<ul style="list-style-type: none"> Maintain Physical Distance (6ft) Use universal signal to connect with peers 	<ul style="list-style-type: none"> Maintain Physical Distance (6ft) Use universal signal to connect with peers
Responsible	<ul style="list-style-type: none"> Schedule arrival Wash or sanitize hands when entering building 	<ul style="list-style-type: none"> Keep hands to yourself 	<ul style="list-style-type: none"> Wash hands or sanitize hands after recess Get an adult if you need help or think somebody needs help 	<ul style="list-style-type: none"> Wash hands for 20 seconds after using bathroom 	<ul style="list-style-type: none"> Schedule departure Wash or sanitize hands when leaving building 	<ul style="list-style-type: none"> Wash hands or sanitize after sneezing or coughing; after touching objects touched by others; and after touching a visibly dirty surface. Ask an adult if you need a mask break Replace mask if you sneeze, cough, if your mask becomes wet, or if you think you need a new one Get an adult if you need help or think somebody needs help

FOR STAFF: In All Context and Settings:	<p>Teach it! Model it! Acknowledge it!</p> <ul style="list-style-type: none"> Model and prompt expected behavior. Provide positive and informative (I.e., behavior, context) feedback when expected behavior is observed. Pre-teach expected behavior before entering setting/context. Re-teach expected behavior when it is not observed. Provide continuum of responses for student success.
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Essential Information and Procedure:

A face covering that is correctly worn includes the following:

- Fits snugly against the sides of the face and under the chin
- Fully covers the mouth and nose
- Can easily breath
- Able to wear without continually having to touch and adjust the face covering
- Made of multiple layers

Face coverings may be removed:

- When eating or drinking
- During scheduled times, outdoors, keeping six feet apart, and in their defined cohort zoned area

Care for individual cloth face coverings include:

- Labeling with the student’s name
- Storing in a labeled paper bag, or alternately in a sealed bag if paper bag is unavailable, when not in use
- Replacing lost, wet, or damaged face coverings with new face coverings that are readily available at school

Education:

How to remove your face covering for a mask break

- Sanitize hands using hand sanitizer
- Grab face covering by the loops behind your ears to remove from face.
- Do not touch the outside of the face covering
- Hold by the ear loops, place in paper bag if storing
- Sanitize hands after removing

To reapply your mask after a mask break

- Sanitize hands using hand sanitizer
- Grab face covering by the loops
- Place face covering on face ensuring nose and mouth are completely covered and under chin
- Press at nose to make a seal
- Sanitize/wash hands



[Back to top](#)

PPE: Inventory and Ordering

The District has an internal process for reviewing Personal Protective Equipment (PPE) inventory and re-ordering supplies as needed. PPE supplies are maintained in the warehouse and schools should contact their custodian and request reordering of needed supplies. Central office will support schools to determine what a 30 school-day supply of general PPE would be for their building, and that is the amount of PPE that would be maintained onsite, in a designated location.

Enhanced Personal Protective Equipment: Certain tasks may require higher levels of protection to help mitigate the transmission of COVID-19. Enhanced PPE will be determined following Labor & Industries (L&I) guidelines. Health Services will provide education and training for staff on usage of enhanced PPE.



[Back to top](#)

Enhanced PPE: Evaluation and Training

Certain tasks may require higher levels of protection to help mitigate the transmission of COVID-19. Enhanced PPE will be determined following Labor & Industries (L&I) guidelines. Health Services will provide evaluation, education and training for staff on usage of enhanced PPE.

Wear a face covering and keep 6 feet apart from others in public spaces.

Wash hands before and after wearing a mask



Fit coverings snugly but comfortably against the side of the face



Use the ties or loops to put your mask on and off



Face coverings should have multiple layers



Avoid touching the front of the face covering, especially when you take it off



Wash and dry your cloth mask daily



Children should only wear them with adult supervision

MSF 002146 2020.10.08.01 COVID-19 PPE Guidelines v. 2021.01.14

[Back to top](#)

Protected Health Care Room

Each school site will have a designated space/room to temporarily isolate any student or staff with symptoms of COVID-19 until they can be sent home.

This has been designated as the small room off the Commons (glass door) that was previously used for OT and for a quiet space at lunch for kids with IAs

Protected Health Care Room Protocol

If a student presents or exhibits COVID-19 symptoms in a school setting,

Staff will:

- Accompany the student to designated protected health care room (not nurse's room) – WALKIES
- Provide/ensure face covering is worn
- Ensure student monitoring and a staff person is within the line of sight of the student
- Should student exhibit breathing difficulty or distress, staff are trained to call 9-1-1 immediately

Teacher or designee will:

- Notify school COVID site supervisor
- Provide parent/guardian contact information

COVID Site Supervisor will:

- Identify student close contacts (any person who was within 6 feet of an infected individual for a total of 15 minutes or more, over a 24-hour period) and inform of their possible exposure to COVID-19 in the school building while maintaining confidentiality.

Cleaning and Disinfecting:

Cleaning and disinfecting protocols will be implemented after departure of ill person. Protocols to cordon off area include using the provided [Protected Health Care Room Signage](#).

Personal Protective Equipment (PPE):

Staff in the roles described above will be provided PPE as outlined by [L & I](#).

Training:

Staff in the roles described above will complete the mandated health & safety trainings.

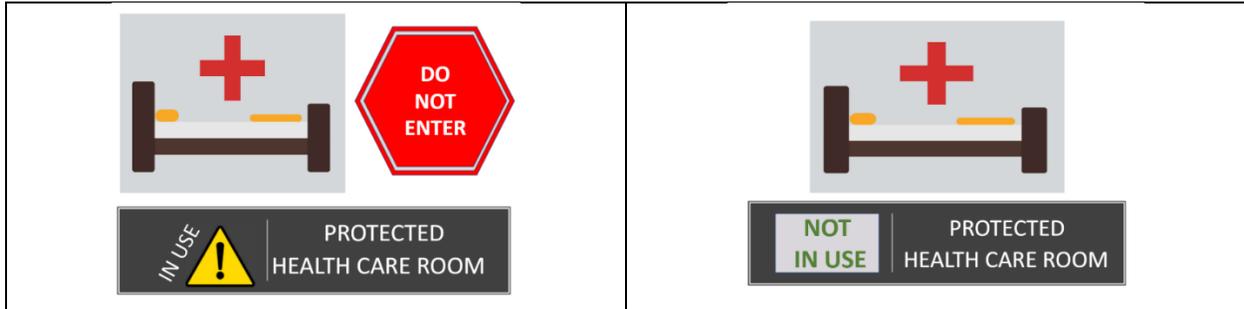
- SPS COVID-19 Health & Safety training
- Health Services training on proper use and fitting of PPE

Other Resources:

- [Department of Health \(DOH\) K-12 2020-21 Guidance](#)
- [Public Health – Seattle & King County Toolkit](#)

Continued on Next Page

Signage for Protected Health Care Room:



Reporting Health and Safety Violation

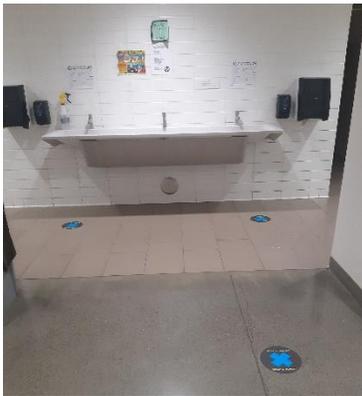
It is the duty of ALL Seattle Public School employees, students, volunteers, and visitors to follow health and safety protocols and to actively work to ensure that protocols and safety measures are in place and adhered to throughout the school environment to mitigate the spread of Covid-19. We are in this together and there will be times when we each may need compassionate help, guidance, or a reminder about a safety protocol. [Click here](#) to access the Health and Safety Violation Reporting Procedures.

[Back to top](#)

Restrooms

Procedure:

- Restrooms will be assigned to specific cohorts, when possible.
- Restrooms will have maximum occupancy signage.
- Alternate sinks and stalls for student use, when possible.
 - In buildings where restrooms are used for multiple cohorts, consider assigning specific stalls and sinks to each cohort.
- Determine the need to schedule restroom use by cohorts.
- Create standing points 6 ft apart for students waiting outside the restroom.
- Ensure handwashing after restroom use
- Restrooms will be cleaned three times daily.
- Assigned staff bathrooms



Students separated by 6 ft or more while washing hands, during handwashing breaks and after using the restroom.



Students are separated by 6 feet or more when using restroom.



[Back to top](#)

Signage

Schools will use signage to support the implementation of health, safety, and operations protocols and the directional flow of cohorts. The following places will have signage indicating processes, procedures, and movement of staff and students:

- At Main Entry
- Hallways
- Front office
- Entry/exit
- Bus load zones
- Pick up and drop off zones
- Staff shared spaces (copy rooms, kitchens etc.)
- Restrooms
- Classroom sinks
- Kitchen
- Signage to indicate rooms that are closed
- Signage to block off closed seating
- Signage to indicate dedicated space for the Protected Health Care Room
- Offices
- Shared work and common spaces (gyms, cafeteria, locker rooms, library, labs)
- General health room

Access to Approved Signage and Ordering

A walk through of each school will be completed by facilities to identify what floor markers and initial signage is required for maintaining cohorts and to indicate the Protected Health Care Room. These will be delivered to each building.

Required Signage
Examples



[Back to top](#)

Student/Staff Health Alert and Contact Tracing

COVID-19 Case at School

The DOH guidance for a COVID-19 outbreak in schools when grouping or cohorting students is, to dismiss the entire classroom for home quarantined for 14 days if two or more laboratory positive COVID-19 cases occur within the group or cohort within a 14-day period.

Prior to entering any school facility, employees and students self-screen for COVID-19 in accordance with Public Health – Seattle & King County (PHSKC) health guidelines. Health screening includes attestation, when to stay home/seek medical attention, and temperature.

If a student presents or exhibits COVID-19 symptoms in a school setting:

Staff will:

- Accompany the student to designated protected health care room (not nurse's room)
- Provide/ensure face covering is worn
- Ensure student monitoring and a staff person is within the line of sight of the student
- Should student exhibit breathing difficulty or distress, staff are trained to call 9-1-1 immediately

Teacher or designee will:

- Notify school COVID site supervisor
- Provide parent/guardian contact information

COVID Site Supervisor will:

- Identify student close contacts (any person who was within 6 feet of an infected individual for a total of 15 minutes or more, over a 24-hour period) and inform of their possible exposure to COVID-19 in the school building while maintaining confidentiality.
- Notify Health Information using STUDENT HEALTH ALERT in the subject line and await further instructions.

Contact Tracing

If a parent or guardian suspects or needs to confirm a COVID-19 illness with the school, they will follow the absence notification process by calling or emailing the school. Front office staff will note any calls or emails related to suspected or confirmed COVID-19 symptoms/illness and will notify the COVID Response Team, who will do contact tracing. Please see the [Seattle Public Schools COVID-19 Health and Safety Protocols](#) for additional details.

Cleaning and Disinfection

If there is a suspected or confirmed case of COVID-19, Seattle Public Schools will follow the Department of Health (DOH), Public Health, and CDC cleaning and disinfecting guidelines and communication plan for staff, families, and students.

If room or building closure is required, the Facilities Operation Center (FOC) will:

- Notify the COVID ALERT distribution group and school leader, if applicable
- Confirm area(s) of exposure to Determine HVAC programming shutdown/return to service
- Post room/building closure signage
- Disinfecting of high frequency touch areas in the building will be performed 3 times a day by custodial and classrooms will be cleaned once per day.
- In alignment with the guidance from the Department of Health; custodial staff will be cleaning high touch point surfaces (i.e. railings, grab bars) on plastic and metal play structures once per day using a green-certified neutral cleaner. This once per day cleaning will take place after the school day has ended.

[Back to top](#)

Water Fountains

In an abundance of caution, all water fountains are to remain blocked off for use by students and staff.

- Students and staff may bring bottles of water to school for their own personal use but cannot refill water bottles at the water fountains.
- The district will continue to supply each building with disposable bottles of water as needed.
- Packages of disposable bottles of water will be delivered to buildings weekly by nutrition services.
- Additional packages can be ordered through the warehouse by the custodian.



[Back to top](#)

Curricular and Instructional Practices

Procedures, Protocols, Processes, and Information

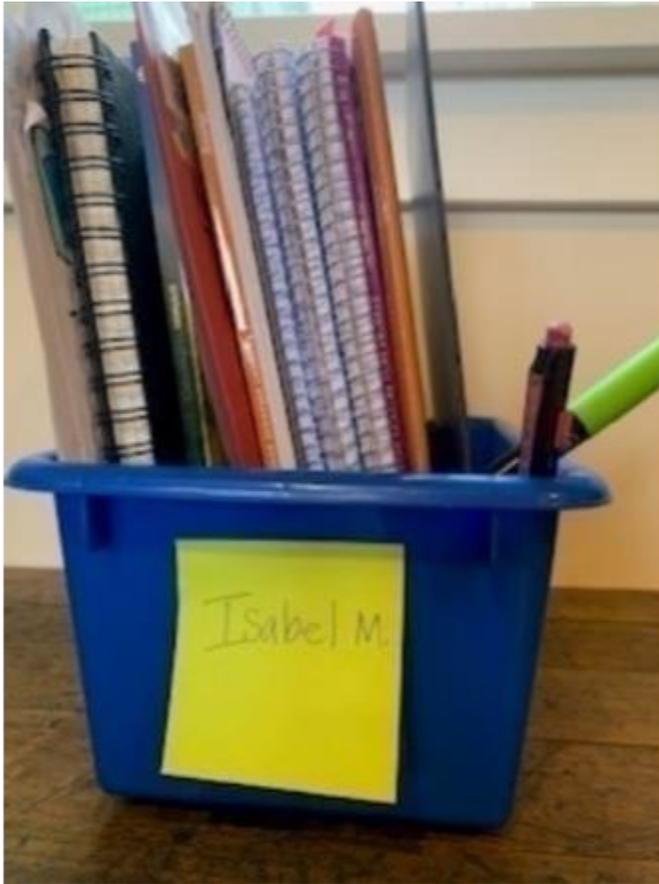
Learning Materials – Education Kit Management

Classroom instruction will be different when students return to in-person learning. To comply with health protocols and social distancing, access to student learning materials will need to be adapted.

Procedures

- Schools will work with their staff to redistribute educator and student materials.
- Some student materials were sent home to support remote learning needs, remote teachers and in-person teachers should collaborate to determine how to best allocate these resources.
- Appropriate health protocols for disinfection need to be followed for all materials returning to schools. Each student should have a designated area at their desk or elsewhere in their classroom to keep their individual learning materials, such as writing tools, school supplies, textbooks, consumables, and technology devices.
- Teachers may need to adapt instructional practices and leverage available classroom technology (document cameras, presentation stations, etc.) to follow health protocols in lieu of standard practices around in-class student material use. Some educator materials are provided online. In these instances, Curriculum, Assessment, and Instruction (CAI) content managers will provide access codes to online resources. Additional printed educator manuals will not be available. However, many educator manuals can be accessed online (consult individual content guidelines).
- Students will need to bring their devices and necessary learning materials to and from school daily. Health protocols may prohibit the use of a classroom charging carts for devices. It is expected that students bring their devices to school fully charged and bring with them the necessary charging equipment every day when possible. This will allow for students who may not have the ability to charge their device away from school to access the limited classroom charging points.
- Students may bring devices from home for use at school if they were not issued devices or prefer their own device. They will need to select the wireless network “SPS-username” and type in their SPS username and password to access the network.

Example:



At this school, students will keep their materials in tubs at their desks, including notebooks and writing utensils.

[Back to top](#)

Student Summary Guidance

As some PK-1 students transition from remote learning to in-person learning, a student's teacher may change because of the student's or teacher's selected instructional model. To help provide a seamless transition, it will be important for teachers to communicate, share, and receive student information (Whole child, academic and portfolio samples) for all PK-5 students who will be assigned a new teacher.

Process

Providing the new teacher with information on each student's story, strength, and need is one opportunity to maintain consistency and continue to provide a supportive environment for both students and the new classroom teacher. New teachers should also have access to information about incoming students.

This information could include:

- Family Connection and/or Strong Start Information (All About Me)
- Teaching Strategies Gold (Preschool) and WaKIDS (Kindergarten) Data
- ELA Being a Reader Student Level and independent reading level
- Math universal number sense screener results, units/standards taught, curriculum used, level of mastery.
- Science units the student has engaged with this year
- Collaboration with Specialists (PE, Music, Visual Arts etc.) and lessons taught that year
- Any tiered academic and/or SEL supports the student is receiving
- Individualized Education Programs (Students receiving Special Education Services)
- Student's story, strengths and needs (including any ongoing technology supports)
- SEL student and family self-reflection; progress report comments and supports
- Sharing the evidence of student learning you have collected throughout the year

Information could be shared in the form of a written template, spreadsheet, or through a collaborative discussion. Curriculum, Assessment, and Instruction may provide sample templates, as needed.

Data points collected by the previous teacher will be accessible in their respective SPS software (e.g. PowerSchool, Homeroom, SeeSaw).

[Back to top](#)

[Back to top](#)

In Person Learning: Community Based Organization Partnerships

Procedures, Protocols, Processes, and Information

Childcare

For SPS Staff and School Leaders: [Use this link to access protocols and procedures for childcare and community-based partnerships.](#)

We have dedicated childcare at forty school sites that will be maintained with the increase of PreK-1 and students enrolled in Special Education Intensive Service Pathways. We will work to bring back additional childcare operations in our buildings. An increase will need to be evaluated on a case by case basis for each school building and provider. We are working to balance space availability and ensure health and safety protocols can be met.

Childcare sites will follow Public Health, Seattle and King County guidance, [detailed here](#), when there is a suspected or confirmed case of COVID-19 among any staff or students at their site/s.

Schools and childcare sites will follow district protocols for communication and transferring students.

[Back to top](#)

Re-entry Guide

Process, Protocols, Information, Contacts

Appendices and Resources

[SPS COVID Health and Safety Protocols](#)