

## Concrete School District Re-Opening Scenarios

### **Concrete will be required to open in option # 4 due to Covid-19 increased activity**

Option #1 In the event that the Covid-19 outbreaks are expanding and there is still significant threat to the health and safety of staff and students.

- Remote learning will commence for all students in the district with the support of Florida Virtual. Concrete teaching staff will support the model.
- Purchase 40 Hotspots through Verizon to assist students without service. Agreement with Marblemount community center for students to complete work.
- Students with special needs will attend in person to receive specially designed instruction.

Option # 2 Level 2-3 with minimal Covid-19 cases in our immediate area.

- K-3 Students to attend Monday, Tuesday/ Thursday, Friday all day Wednesday deep cleaning day. Special programs student will be the only students to attend on Wednesday.
- Grades 4-8 A/B rotation 3 hours with certificated teacher 3 hours with para for learning support.
- Grades 9-12 A/B rotation with Wednesday deep clean day. Staff only on Wednesday Prep and student monitoring. Continue with Florida Virtual and Concrete Staff supporting learning. All students registered in core subjects. Electives during in person instruction days.

Option #3 Temporary Remote learning in the event of a positive case in a cohort group/building or staff shortage due to illness.

- Immediate transfer to remote learning model until cleaning and approval from health department to reopen.

Option # 4 Enroll students in Concrete Virtual Academy

- 100 % enrollment online
- Provide technology
- Teacher supported
- Purchase 40 Hotspots through Verizon to assist students without service. Agreement with Marblemount community center for students to complete work.
- Students with special needs will attend in person to receive specially designed instruction.
- Satellite Locations for student assistance as needed.



45389 Airport Way ♦ Concrete, WA 98237

Telephone: (360) 853-4000 ♦ FAX: (360) 853-4004

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### Concrete Distance Learning Satellite sites as of August 7, 2020

The following locations have been contacted to become satellite remote locations for students to come and receive assistance with their academic needs during the 2020-21 academic school year:

- Rockport Interpretive Center Howard Miller
- Marblemount Community Center
- Birdsvew Fire Department

We will have a reservation system designed to allow students to sign up. Each site will be staffed by a Concrete School District employee and school district staff will make certain each site is cleaned and disinfected regularly while in use. We would like to thank the community for the outreach and support of our students and their success.

Respectfully

A handwritten signature in black ink, appearing to read 'Wayne Barrett', written over a horizontal line.

Wayne Barrett  
Superintendent

## Concrete School District

### Parent Drop/Student Walk ups Screening Protocol

1. No individual will be admitted inside all school district facilities without the being screened in the following manner.
  - Temperature taken as per CDC guidelines not over 100.4degrees Fahrenheit.
  - Attestation form completed or Covid-19 Questions answered per CDC guidelines.
  - Screening document must be signed prior to entry.
  - Any individual with symptoms will need to return home and will not be allowed onsite until cleared.
  - All staff, students and anyone visiting the buildings are required to adhere to Labor and Industry/ Health department standards and wear facemasks at all times while in buildings.
  - Practice social distancing at all times.

Screening will be completed outside each building entrance by Concrete staff members.



## Concrete School District **Safe Start** to 2020-21

Phase A	Phase B	Phase C
<p>K-12 Concrete Virtual Academy</p> <p>Remote Learning for all students</p> <p>Hybrid learning for students in special education programs</p> <p>Remote learning support on-site or in satellite locations in the district for families without internet connectivity</p> <p>All staff working on-site in buildings or in satellite locations (except staff with medical exemptions)</p> <p>Bus route meal service</p> <p>District office open</p>	<p>K-12 Concrete Virtual Academy</p> <p>Hybrid learning for all students— K-3, four days per week 4-8, four days per week, 3 hours w/teacher, 3 hours w/paraeducator 9-12, in person 2 days per week.</p> <p>Remote learning support on-site or in satellite location in the district for families without internet connectivity</p> <p>All staff working on-site or in satellite locations</p> <p>On-site and take home meal service</p> <p>District office open</p>	<p>K-12 Concrete Virtual Academy as an option</p> <p>Hybrid learning OR full on-site learning for all students (depending on DOH requirements)</p> <p>On-site learning support or remote learning support for families as needed</p> <p>All staff working on-site in buildings</p> <p>On-site and take home meal service/return to normal when possible</p> <p>District office open</p>





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**1. Covid-19 Reopening with only staff on site:**

- Maintenance and Custodial staff will have their temperature checked upon arrival to work.
- Student restrooms will be shut down.
- Staff restrooms will be cleaned disinfected hourly.
- Staff restrooms will be mopped daily
- Classrooms will be disinfected nightly.
- Entry and exit doors and handles will be disinfected hourly.
- Floors and carpets will be mopped and vacuumed weekly.
- Special Education classrooms will be vacuumed daily.
- Maintenance staff will clean and sanitize the areas in which they work.

**2. Covid-19 Reopening with staff and students on site:**

- Maintenance and Custodial staff will have their temperature checked upon arrival to work.
- Student and staff restrooms will be cleaned and disinfected hourly.
- Student and staff restrooms will be mopped daily.
- Classrooms will be disinfected nightly.
- Entry and exit doors and handles will be disinfected hourly.
- Floors and carpets will be mopped and vacuumed twice a week.
- Special Education and Kinder classrooms will be vacuumed daily.
- Cafeteria tables will be cleaned and disinfected as the students leave their seats.
- Maintenance staff will clean and sanitize the areas in which they work.



### Concrete Food Service

45389 Airport Way, Room 103 • Concrete, WA 98237

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#### Food Service Re-Opening Plan

##### Cooks:

- ❖ Temperature will be taken and logged upon their arrival in high school kitchen
- ❖ All counters and touch points will be sanitized in each kitchen at start of each day
- ❖ Cooks will wear masks
- ❖ Cooks will follow procedures already in place regarding gloves
- ❖ Social distancing will occur during food preparation and serving
- ❖

##### Food Distribution:

- ❖ Sneeze guards will be in place on serving line
- ❖ Trays will be kept in kitchen and handled by staff through serving and then given to student at end of line
- ❖ Student will take their own milk
- ❖ Salad Bars will not be available during this time of Covid-19
- ❖ Condiments:
  - High School cafeteria– packets will be available
  - Elementary cafeteria- ??
- ❖

##### Cafeterias:

- ❖ There will be social distance markers for students standing in line for meal service
- ❖ Hand Sanitizers will be at the entrance to each cafeteria
- ❖ Elementary: Certain grade levels will go back to classroom to eat, others will be social distanced in the cafeteria
- ❖ High School:
- ❖



### Concrete Transportation

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#### Transportation Re-Opening Plan:

##### Driver & Monitor:

- ❖ Temperatures of Driver and Monitor will be taken and logged upon their arrival at bus barn
- ❖ Driver will wear a mask
- ❖ Monitor will wear a mask and gloves
- ❖ Monitor will take each student temperatures and log them, for the morning run
- ❖ Monitor will distribute masks, hand sanitizer and coordinate social distance seating
- ❖ .

##### Students:









- ❖ Student temperatures will be taken and logged before they board the bus
- ❖ Student are required to wear a mask
- ❖ Students will have a seating assignment
- ❖ .

##### Bus sanitizing:

- ❖ In the morning after the AM run, driver will clean & sanitize touch points
- ❖ In the afternoon after the PM run, driver will clean touch points and inside of bus will be sprayed with sanitizer gun
- ❖ If A/B schedule – Wednesday will be a deep clean day for each bus being used.
- ❖ .
- ❖



# Symptoms of COVID-19

Symptoms of COVID-19	Strep Throat	Common Cold	Flu	Asthma	Seasonal Allergies
<b>FEVER</b> 	✓		✓		
<b>COUGH</b> 		✓	✓	✓	✓
<b>SORE THROAT</b> 	✓	✓	✓		✓
<b>SHORTNESS OF BREATH</b> 				✓	
<b>FATIGUE</b> 		✓	✓	✓	✓
<b>DIARRHEA OR VOMITING</b> 	✓		✓		
<b>RUNNY NOSE</b> 		✓	✓		✓
<b>BODY/ MUSCLE ACHES</b> 	✓	✓	✓		

✓ Symptom of illness



[cdc.gov/coronavirus](https://cdc.gov/coronavirus)

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**COVID-19 Daily Symptom Checklist**  
**For Staff, Parents/Guardians and Students**

1. Review the following questions daily and STAY HOME if the answer is “YES”.

**For Staff or students (grades 6-12):** Do you have any of the following symptoms that are not caused by another condition?

**For families (grades 5 or below):** Does your child have any of the following symptoms not caused by another condition?

**For anyone returning from a break or for new staff/student:** Have they had any of the following symptoms in the past 24 hours?

Check if Yes	Symptoms
	Fever 100.4°F / 38°C or higher
	Cough
	Shortness of Breath or Difficulty Breathing
	Chills
	Fatigue
	Muscle Pain or Body Aches
	Headache
	Loss of Taste or Smell
	Sore Throat
	Congestion or Runny nose
	Nausea or Vomiting
	Diarrhea
	Other signs of new illness that are unrelated to a preexisting condition (such as seasonal allergies)

2. Have you been in close contact with anyone with confirmed COVID-19? Close contact means being within 6 feet (2 meters) of an infected person for 15 minutes or more.

3. Have you had a positive COVID-19 test for active virus in the past 10 days?

4. Within the past 14 days, has a public health or medical professional told you to self monitor, self-isolate, or self-quarantine because of concerns about COVID-19?

**If you answer YES to any of these questions, stay home and contact your school**

# COVID-19 Screening Flow Chart

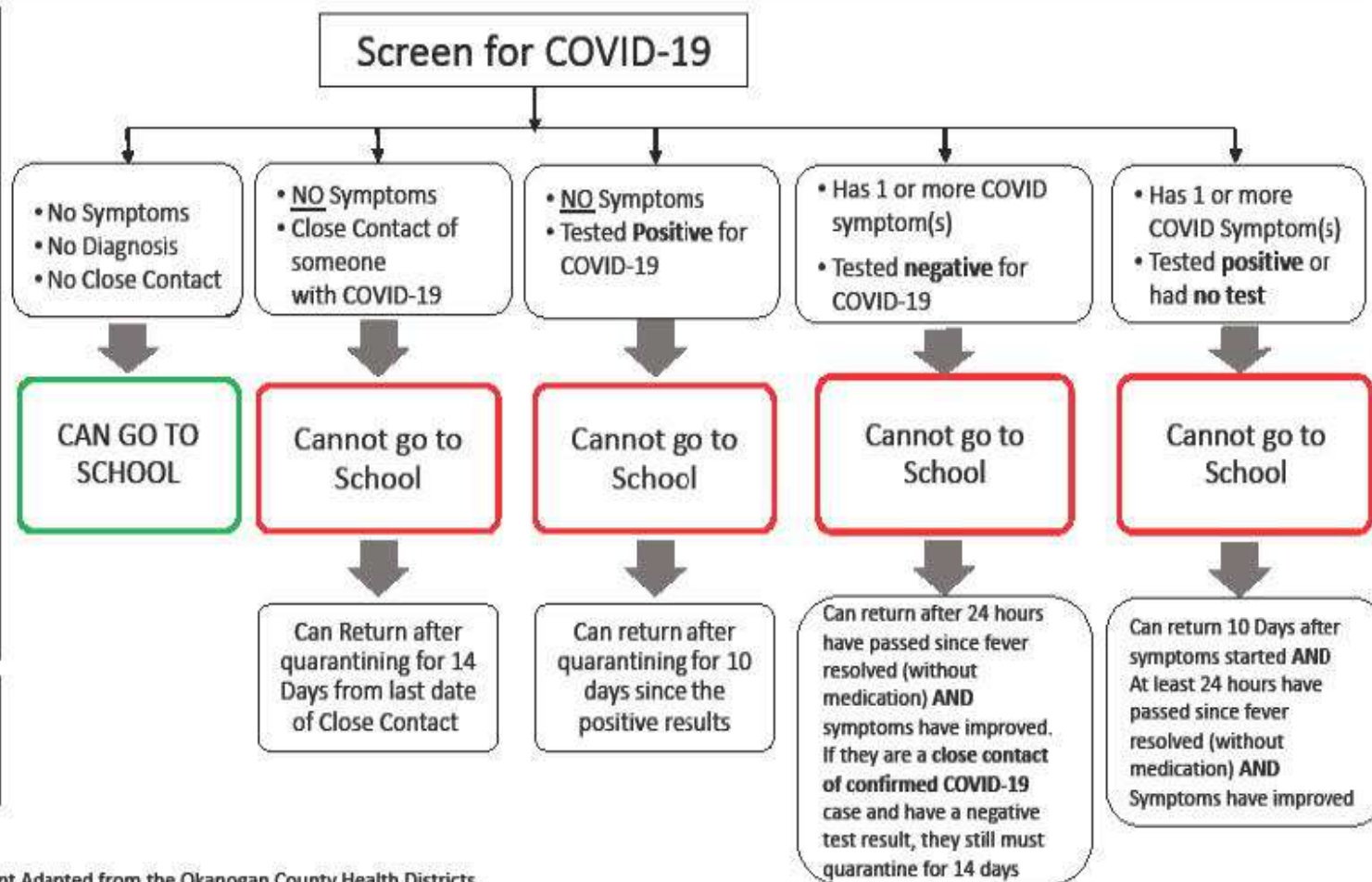


## COVID SYMPTOMS

- Fever 100.4°F / 38°C or higher
- Cough
- Shortness of breath or difficulty breathing
- Chills
- Fatigue
- Muscle pain or body aches
- Headache
- Loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea
- Other signs of new illness that are unrelated to a preexisting condition (such as seasonal allergies)

## CLOSE CONTACT MEANS:

Being within 6 feet (2 meters) for about 15 minutes of a person with COVID-19.



Published September 1, 2020

References: WA DOH. Document Adapted from the Okanogan County Health Districts, NCESD, and Public Health Seattle King County.



***Be a Germ-Buster...***  
**WASH YOUR HANDS!**





Students: Let's work together to stop the spread of COVID-19

## DID YOU WASH YOUR HANDS?

*stop*



*think*



*wash hands*



### ASK YOURSELF:

*Did I just go to the bathroom?*

*Am I about to eat?*

*Did I just eat?*

*Did I cough or sneeze?*

*Did I touch supplies or objects  
that other people have touched?*

*Did I touch garbage?*

*Did I touch my cloth face cover?*

*If you can't wash your hands,  
ask your teacher or another  
adult for hand sanitizer.*



CS 317821-A July 20, 2020 9:09 AM

[cdc.gov/coronavirus](https://cdc.gov/coronavirus)

# Stop the spread of germs that can make you and others sick!



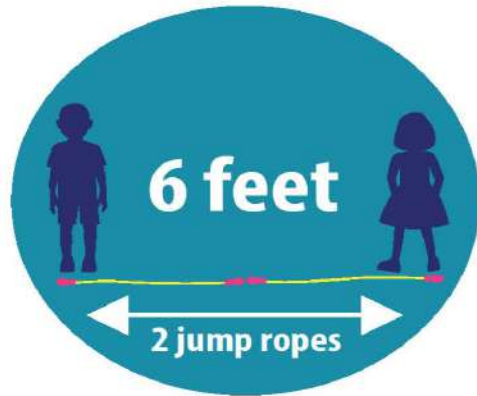
Wash your  
hands often



Wear a mask



Cover your coughs  
and sneezes



Keep **6 feet** of space  
between you and  
your friends



CS 316683-A 08/23/2020

[cdc.gov/coronavirus](https://cdc.gov/coronavirus)

## **Helpful Links**

### **Washington State Department of Health K-12 Schools—Fall 2020-2021 Guidance**

<https://www.doh.wa.gov/Portals/1/Documents/1600/coronavirus/FallGuidanceK-12.pdf>

### **OSPI Decision Tree for Provision of In-Person Learning**

<https://www.doh.wa.gov/Portals/1/Documents/1600/coronavirus/DecisionTree-K12schools.pdf>

### **Reopening Washington Schools 2020 District Planning Guide**

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

### **CDC Operating schools during COVID-19**

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

### **FAQ for School Administrators on Reopening Schools**

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/reopening-schools-faqs.html>

## **Report a case**

### **Skagit County Public Health**

360-416-1500 (M-F, 8:30 am – 4:30 pm)

360-770-8468 (after hours confidential number for emergencies only– DO NOT RELEASE)



# MASKS AND FACE COVERINGS

All students age 5 years and older, staff, volunteers and guests must wear cloth face coverings. If a staff member or student does not have a face covering, one will be provided. Students and staff can choose to wear a clear face shield with drape as an alternative to a cloth face mask. If used, face shields with drapes should extend below the chin, to the ears, and have no gap at the forehead or under the chin. No exemption form is needed for face shields.

Staff and students must continue practicing physical distancing while wearing face coverings.

Requests to be exempt from the face covering requirement must:

- Include specific diagnosis by a licensed medical or behavioral health provider to justify exclusion
- Recommend alternative droplet retention method, or if none, recommend exclusion from school
- Be approved by Health Officer or their designee

If you believe your child qualifies for an exemption or if you have a question about allowable face coverings, please contact your school/building COVID-19 site coordinator.

If a student purposely or blatantly refuses to wear a face covering, it will be treated as a safety violation. Parents will be contacted to pick the student up from school. Repeated failure to comply with the face covering requirement will result in a transfer to Concrete Virtual Academy only in a distance learning model.

If a student repeatedly forgets their face mask, they will be counseled, a plan will be developed and their parents will be contacted. Solutions may include a daily check-in with school staff who provide the student with a cloth mask that is kept in a secure location.

If a staff member is found to not be following required face covering protocols, appropriate personnel action will be taken by the school/building administration/supervisor.

## Recess and Meal Time

Students are not required to use masks or face coverings when they are outside at recess or sitting to eat meals, as long as they maintain the 6-foot distance requirement. Schools will develop and implement distancing protocols for meal times and recess.

## Making a Report

If you want to report a staff member or student for not wearing a mask or approved face covering in a public area, wearing a mask properly, adhering to 6-foot distancing requirements, or following other health expectations and protocols, you may make an anonymous report and it will be followed up on by a supervisor or a school administrator.

## Tips for Preparing Your Child for Wearing a Mask

- Have multiple masks, so you can wash them daily and have back-ups ready.
- Choose a mask that completely cover the nose and mouth, fits snugly but comfortably against the side of the face, secures with ties or ear loops, includes multiple layers of fabric, and allows for breathing without restriction
- Make sure the mask can be washed and machine dried without damage or change to shape

- Label your child's masks clearly in a permanent marker so that they are not confused with those of other children
- Practice with your child putting on and taking off masks without touching the cloth
- Explain the importance of wearing a mask and how it protects other people from getting sick
- Consider talking to your child about other people who may not be able to wear masks for medical reasons (e.g., asthma)
- As a family, model wearing masks, especially when you are in situations where physical distancing is difficult to maintain or impossible
- If you have a young child, help build their comfort wearing a mask and become comfortable seeing others in masks
  - Praise your child for wearing a mask correctly
  - Put a mask on stuffed animals
  - Draw a mask on a favorite book character
  - Show images of other children wearing masks
  - Allow your child to choose their mask that meets the school dress requirements
- Consider providing your child with a container (e.g., labeled re-sealable bag) to bring to school to store their masks when not wearing it (e.g., when eating)

Prior to returning to school, prepare and educate your child about the importance of wearing masks and washing hands with these video resources:

Masked Heroes | Cincinnati Children's Hospital: <https://www.youtube.com>

Wear a Mask to Protect You and Your Friends | CDC: <https://www.youtube.com>

Know How to Wear Your Face Mask Correctly | CDC: <https://www.youtube.com>

Wearing a Mask – Coronavirus Social Story | Diverse Learning Hub: <https://www.youtube.com>

## HANDWASHING AND HYGIENE

Teachers will communicate, educate and reinforce appropriate hygiene, frequent handwashing and social distancing practices in ways that are developmentally appropriate for students. Hand sanitizer will be available if hand washing is not possible.

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## PHYSICAL DISTANCING

Each school will implement protocols to maintain a minimum separation between students and staff of 6 feet when students are inside, and also when they are outside at recess or physical education classes. Building-specific strategies to increase physical distancing may include:

- Rearranging desks/tables to maximize the space between students

- Keeping students in cohorts/clusters to the maximum extent possible
- Reducing the number of students in hallways/restrooms and locker rooms at any time
- Limiting access to only essential visitors or volunteers
- Reducing congestion in office areas
- Limiting building use outside of school hours to approved district activities

## SCHOOL CLEANING, SANITIZING AND VENTILATION

### Daily Protocols

Custodians will perform daily cleaning/sanitizing of bathrooms, fixtures, office counters, and entryway touch surfaces following the typical morning visitor traffic. Throughout the day, custodians will sanitize other identified/prioritized common touch surfaces such as door push plates, door handles, sinks, water fountains, hand railings, etc.

### Wednesday Cleanings Between Student Cohort Groups

Sanitizing of desks and chairs between A and B cohort groups will occur on Wednesdays as part of the regular custodian routine.

### Cleaning When There Is A Report of Illness

If a staff member or student leaves due to feeling ill, their workspace will be sanitized. An isolation room is provided for students while they wait to be picked up by a parent/guardian. Once empty, the isolation room will be fogged/sanitized. Staff members will leave the campus if they are feeling ill.

### Confirmed Case of COVID-19 Cleaning Protocols

Cleaning and disinfection protocols for a probable case of COVID-19 will comply with Centers for Disease Control and Prevention (CDC) recommendations. Access to areas visited by a probable case of COVID-19 will be restricted until cleaning and disinfection is completed.

### Classroom Tools and Materials

Schools will develop protocols for limiting shared teaching materials to those that can be easily cleaned and disinfected.

## PERSONAL PROTECTIVE EQUIPMENT (PPE) AND CLEANING SUPPLIES

Every building in the district is being equipped with ample PPE and cleaning supplies for staff and students to return to hybrid learning. The district has a plan in place to restock supplies when necessary.

Available school PPE includes:

- Plexi-glass shields for all public-facing /walk-up secretary service windows



- Disposable masks at building entry points for individuals in need of face coverings
- Hand sanitizer station close to the walk-up service window(s)
- Hand sanitizer and disinfectant wipes in the office area, health room and isolation room
- Hand sanitizer stations placed at multiple locations throughout the school buildings, including dry portable classrooms.
- Every classroom is equipped with hand sanitizer and disinfectant wipes

## Restocking Classroom Supplies

If a classroom teacher needs to replenish their classroom supplies, the teacher will contact the designated building secretary or administrator. Each building has a stock of gloves, disinfectant wipes, sanitizer and spray to replenish classrooms. When a building needs to replenish their building stock, the building secretary will contact the district purchasing manager. The district maintains a stock of items in the warehouse and continues to order stock as needed.

## COVID-19

Note: COVID-19 information is subject to change as new guidance is provided.

COVID-19 Signs/Symptoms (not related to another condition)

- Fever (100.4 F or higher) or chills
- Cough
- Shortness of breath/difficulty breathing
- Unusual fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea



# Elementary Curriculum

## From FLVS Global

Online Learning for Grades K-5

Available for the 2020-21 School Year

Explore online learning for students in Kindergarten through 5th grade with innovative elementary courses from FLVS Global. You'll be amazed by the creative and engaging experiences offered through our interactive curriculum that includes Language Arts, Math, Science, Social Studies and special subjects like Art, P.E., Spanish, and Technology.

### Language Arts

Language Arts – Kindergarten	Language Arts – Grade 3
Language Arts – Grade 1	Language Arts – Grade 4
Language Arts – Grade 2	Language Arts – Grade 5

### Mathematics

Mathematics – Kindergarten	Mathematics – Grade 3
Mathematics – Grade 1	Mathematics – Grade 4
Mathematics – Grade 2	Mathematics – Grade 5

### Science

Science – Kindergarten	Science – Grade 3
Science – Grade 1	Science – Grade 4
Science – Grade 2	Science – Grade 5

### Social Studies

Social Studies – Kindergarten	Social Studies – Grade 3
Social Studies – Grade 1	Social Studies – Grade 4
Social Studies – Grade 2	Social Studies – Grade 5

### Art

Art – Kindergarten	Art – Grade 3
Art – Grade 1	Art – Grade 4
Art – Grade 2	Art – Grade 5

### Physical Education

Physical Education – Kindergarten	Physical Education – Grade 4
Physical Education – Grade 1	Physical Education – Grade 5
Physical Education – Grade 2	
Physical Education – Grade 3	

### Spanish

Spanish – Introductory	Spanish – Level 3
Spanish – Level 1	Spanish – Level 4
Spanish – Level 2	Spanish – Level 5

### Technology

Computer Science – Kindergarten	Computer Science – Grade 3
Computer Science – Grade 1	Computer Science – Grade 4
Computer Science – Grade 2	Computer Science – Grade 5

Learn more about our new elementary course suite at [flvsglobal.net/elementary](https://flvsglobal.net/elementary) or contact your FLVS Global Account Manager.



# FLVS Digital Curriculum: FLVS-Hosted: Per Student

## HIGH SCHOOL

### Core Courses

#### English Language Arts

English I (Honors Available)  
 English I for Credit Recovery  
 English II (Honors Available)  
 English II for Credit Recovery  
 English III (Honors Available)  
 English III for Credit Recovery  
 English IV (Honors Available)  
 English IV for Credit Recovery  
 English IV College Prep

#### Mathematics

Algebra I (Honors Available)  
 Algebra I for Credit Recovery  
 Algebra II (Honors Available)  
 Algebra II for Credit Recovery  
 Algebra Readiness  
 Calculus Honors  
 Geometry (Honors Available)  
 Geometry for Credit Recovery  
 Integrated Mathematics I  
 Integrated Mathematics II  
 Integrated Mathematics III  
 Liberal Arts Math I  
 Liberal Arts Math II  
 Pre-Algebra  
 Pre-Calculus Honors  
 Probability and Statistics Honors

#### Science

Anatomy & Physiology (Honors Available)  
 Biology (Honors Available)  
 Biology for Credit Recovery  
 Chemistry (Honors Available)  
 Chemistry for Credit Recovery  
 Earth Space Science (Honors Available)  
 Marine Science (Honors Available)  
 Physical Science (Honors Available)  
 Physics I (Honors Available)

#### Social Studies

American History I  
 American History II  
 Comprehensive American History  
 Economics (Honors Available)  
 Economics with Financial Literacy  
 (Honors Available)  
 Economics with Financial Literacy  
 for Credit Recovery  
 Personal Financial Literacy (Honors Available)  
 U.S. Government (Honors Available)  
 U.S. Government for Credit Recovery  
 U.S. History (Honors Available)  
 U.S. History for Credit Recovery  
 World History (Honors Available)  
 World History for Credit Recovery

### Health and Physical Education

Fitness Lifestyle Design  
 Health Opportunities through  
 Physical Education (HOPE)  
 Life Management  
 Skills Personal Fitness

### World Languages

American Sign Language I  
 Chinese I  
 Chinese II  
 Chinese III Honors  
 French I  
 French II  
 Latin I  
 Latin II  
 Latin III Honors  
 Spanish I  
 Spanish II  
 Spanish III Honors  
 Spanish IV Honors  
 Spanish for Spanish Speakers

### Advanced Placement\*

AP Art History  
 AP Biology  
 AP Calculus AB  
 AP Calculus BC  
 AP Computer Science A  
 AP English Language and Composition  
 AP English Literature and Composition  
 AP Environmental Science  
 AP Human Geography  
 AP Macroeconomics  
 AP Microeconomics  
 AP Psychology  
 AP Statistics  
 AP U.S. Government and Politics  
 AP U.S. History

### Electives

Agriscience Foundations I  
 Art History & Criticism I Honors  
 Digital Information Technology  
 Foundations of Programming  
 Intensive Reading: A Universe of Reading  
 Intensive Reading: Fields of Reading  
 Journalism I  
 Procedural Programming  
 Psychology I  
 Reading for College Success  
 Social Media I  
 Thinking and Learning Strategies

## MIDDLE SCHOOL

### Core Courses

#### English Language Arts

Language Arts I (Advanced Available)  
 Language Arts II (Advanced Available)  
 Language Arts III (Advanced Available)

#### Mathematics

Grade 6 Mathematics (Advanced Available)  
 Grade 7 Mathematics (Advanced Available)  
 Pre-Algebra

#### Science

Comprehensive Science I (Advanced Available)  
 Comprehensive Science II (Advanced Available)  
 Comprehensive Science III (Advanced Available)

#### Social Studies

Civics  
 U.S. History  
 World History I  
 World History II (CA, OH, IN)

### Health and Physical Education

Comprehensive PE Grades 6/7  
 Comprehensive PE Grades 7/8  
 Fitness Grade 6

### World Languages

Spanish Beginning  
 Spanish Intermediate

### Electives

Business Keyboarding  
 Coding Fundamentals  
 Critical Thinking, Problem Solving &  
 Learning Strategies  
 Orientation to Art 2D  
 Reading I

## ELEMENTARY SCHOOL

### Core Courses

Language Arts Grades K-5  
 Mathematics Grades K-5  
 Science Grades K-5  
 Social Studies Grades K-5

### Specials

Art Grades K-5  
 Physical Education Grades K-5  
 Spanish Levels Introductory-5  
 Technology Grades K-5

\*AP and Advanced Placement Program are registered trademarks of the College Board, which was not involved in the production of and does not endorse this product.



Aug 25-27: Staff Training Days  
 Aug 28: All Staff Welcome Back  
**Sep 1: First Day of School**  
 Sep 7: Labor Day  
 Sep 23: 2 Hr Late Start PD  
 Oct 14: 2 Hr Late Start PD  
 Nov 6: **End of 1<sup>st</sup> Quarter**  
 Nov 11: Veterans' Day  
 Nov 18,19,20,23,24: **Conferences ½ Days**

Nov 25-27: Thanksgiving Break  
 Dec 9: 2 Hr Late Start PD  
 Dec 21-Jan 1: Winter Break  
 Jan 13: 2 Hr Late Start PD  
 Jan 18: Martin Luther King Day  
 Jan 22: **End of 1<sup>st</sup> Semester/Grading/Conferencing ½ Day**

Feb 10: 2 Hr Late Start PD  
 Feb 15: Presidents' Day  
 Mar 17: 2 Hr. Late Start PD  
 Mar 26: **End of 3<sup>rd</sup> Quarter/Grading/Conferencing ½ Day**  
 Mar 29: Snow Make-up Day  
 Apr 5-9: Spring Break  
 Apr 14: 2 Hr Late Start PD  
 May 5: 2 Hr Late Start PD  
 May 28: Snow Make-up Day  
 May 31: Memorial Day

Jun 4: Graduation  
**Jun 14: Last School Day Excused 10:00/End of 2<sup>nd</sup> Semester**  
**Bold Text Early Release For Students/Teacher Grading**

- Board Workshops and Meetings
- Start/End of School Year
- 2 Hour Late Starts
- Start/End Of Quarter/Semester
- ½ Day/ Early Release
- No School, No Staff
- No School, No Teachers/Students

## CONCRETE SCHOOL DISTRICT 2020-2021 School Calendar

Additional days will be added  
due to any Covid-19 closures



August 2020	September 2020	October 2020	November 2020																																																																																																																																																																															
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Board Adopted: 04/30/20

00 – Days Of School In Month



# REMOTE PLUS

## The PLUS

### Proposal:

- ✚ Get permission from special education families to attend school
- ✚ Small groups of sped students who are working on academics, with sped teacher (no more than 9 students) per meeting
- ✚ Teachers will group special education students, needs to be completed by 8/17/20 so phone calls can be made.
- ✚ Students attend 1 day a week (4 days for teacher)
- ✚ HS Day runs from 8:00-12:00; Elementary Day runs from 8:00-10:30
- ✚ Elementary High needs program needs to have 2 paras on site with Emily and bus monitors
- ✚ Zoom General Education support with Zoom Break Out Rooms with a Para
- ✚ All Evaluations and Re-evaluations will be conducted in Sped office with Psych by appointment and sped teacher on paper work day (1 day a week)
- ✚ Sped Teachers will give all general education teachers that teach sped students IEP at a glance and note the accommodations and modifications to the curriculum
- ✚ Expectation of the general education teacher and special education teacher is the they will work together for the good of the student
- ✚ Sped Teachers take daily attendance of sped students
- ✚ Assessments in October and May for MAP (Pre/Post)





### Remote Learning Schedule- Concrete High School

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>7th Grade</b>	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3	<b>This day is set for the following activities for all grades 7-12.</b>	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3
<b>8th Grade</b>	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3	<ul style="list-style-type: none"> <li>Family Communication</li> </ul>	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3
<b>9th Grade</b>	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3	<ul style="list-style-type: none"> <li>Professional Development</li> </ul>	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3
<b>10th Grade</b>	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3	<ul style="list-style-type: none"> <li>Staff Collaboration</li> </ul>	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3
<b>11th Grade</b>	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3	<ul style="list-style-type: none"> <li>Student Assessment</li> </ul>	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3

<b>12th Grade</b>	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3	• Special Programs Assessment and Paperwork	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3
<b>Special Populations Grades 8-12</b>	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3 (in person, small group 1)	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3 (in person, small group 2	• Time for students to catch up on assignments	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3 (in person, small group 3	Attendance Core 1 Core 2 Elective 1 Elective 2 Elective 3 (in person, small group 4)



## Remote Learning Schedule- Concrete Elementary School

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Kindergarten</b>	Attendance ELA Math PE/ART	Attendance ELA Math PE/ART	<b>This day is set for the following activities for all grades K-6.</b>	Attendance ELA Math ART/PE	Attendance ELA Math ART/PE
<b>1st Grade</b>	Attendance ELA Math PE/ART	Attendance ELA Math PE/ART	• Family Communication	Attendance ELA Math ART/PE	Attendance ELA Math ART/PE
<b>2nd Grade</b>	Attendance ELA Math PE/ART	Attendance ELA Math PE/ART	• Professional Development	Attendance ELA Math ART/PE	Attendance ELA Math ART/PE
<b>2/3 Split</b>	Attendance ELA 2/ELA 3 Math 2/Math 3 PE/ART	Attendance ELA 2/ELA 3 Math 2/Math 3 PE/ART	• Staff Collaboration	Attendance ELA 2/ELA 3 Math 2/Math 3 ART/PE	Attendance ELA 2/ELA 3 Math 2/Math 3 ART/PE
<b>3rd Grade</b>	Attendance ELA Math PE/ART	Attendance ELA Math PE/ART	• Student Assessment	Attendance ELA Math ART/PE	Attendance ELA Math ART/PE
<b>4th Grade</b>	Attendance ELA Social Studies PE/ART Math Science	Attendance ELA Social Studies PE/ART Math Science	• Special Programs Assessment and Paperwork	Attendance ELA Social Studies ART/PE Math Science	Attendance ELA Social Studies ART/PE Math Science
<b>5th and 6th Grade</b>	Attendance ELA Math Science PE/ART	Attendance ELA Math Science PE/ART	• Time for students to catch up on assignments	Attendance ELA Math Science ART/PE	Attendance ELA Math Science ART/PE

## Paraeducator Schedule for Remote Learning

Location	Monday/Tuesday	Wednesday	Thursday/Friday
<b>Roberts-SPED</b>	Latta/Meins	Latta/Meins	Latta/Meins
<b>Crouse-SPED</b>	Adkinson/Johnson	Adkinson	Adkinson/Bauer
<b>Rider-SPED</b>	Meacham	Meacham	Meacham
<b>CES Cafeteria</b>	Bauer/Shields	Shields/Bauer	Shields/Johnson
<b>Multipurpose Room</b>	Law?/Moffitt	Law?/Moffitt	Law?/Moffitt
<b>Birdsview</b>	Wentz/Dellinger	Wentz/Dellinger	Wentz/Dellinger
<b>Bald Eagle Interpretive Center</b>	Weaver	Weaver	Weaver
<b>Marblemount CC</b>	?	?	?
<b>Book Checkout</b>	Moffitt	Moffitt	Moffitt
<b>Materials for Students</b>	?	Johnson	?
<b>Cashier to charge Breakfast and Lunch to students</b>	?	?	?
<b>Bus Monitor for Health Screenings</b>	?	?	?

Jackie Johnson  
 Nancy Weaver  
 Laura Moffitt  
 Wendy Shields  
 Kim Latta  
 Jayme Adkinson  
 Traci Meacham  
 Monette Bauer  
 Jennifer Law?  
 Nita Wentz  
 Debbie Meins

### **K-6 Basic School Supply List for Remote Learning**

- **Computer (Chromebooks will be issued to all students of CSD)**
- **Printer (Optional)**
- **Family Cell Phone that can take pictures of projects to email to the teacher**
- **Pencils**
- **Paper (lined notebook paper and/or 1 spiral notebook/composition notebook for each class)**
- **Colored Pencils/Crayons**
- **Set of Markers**
- **Glue/Tape**
- **Scissors**

### **7-12 Basic School Supply List for Remote Learning**

- **Computer (Chromebooks will be issued to all students of CSD)**
- **Earbuds**
- **Printer (Optional)**
- **Family Cell Phone that can take pictures of projects to email to the teacher**
- **Pencils**
- **Paper (lined notebook paper)**
- **3-ring binder with dividers**
- **Colored Pencils**
- **Glue/Tape**
- **Scissors**



## Frequently asked questions about Remote Learning at Concrete School District

FAQ	Answers
<b>Technology</b>	Each student registered in the Concrete School District will have a chromebook checked out to him/her.
<b>Internet Connectivity</b>	<p>40 hotspots for wifi</p> <p>Remote locations for wifi support in Concrete, Birdsvew, Rockport, and Marblemount.</p>
<b>Grading Process</b>	<p>Grading practices will be back to pre-Covid grading.</p> <p>K-6 students will be graded using standards based grading (4, 3, 2, 1)</p> <p>7-12 students will be graded using A, B, C, D , F</p>
<b>Attendance</b>	OSPI has required attendance to be taken daily.
<b>Health</b>	<p>All Student Health Plans are still required to be updated through our school Nurse each year</p> <p>Debora Johnson-School Nurse  <a href="mailto:djohnson@concrete.k12.wa.us">djohnson@concrete.k12.wa.us</a></p>
<b>Family Engagement during remote learning</b>	<p>Families can:</p> <ul style="list-style-type: none"> <li>• Email staff</li> <li>• Call Teacher</li> <li>• Zoom with teacher</li> <li>• View announcements in Google Classroom</li> <li>• Watch for communications and announcements through: <ul style="list-style-type: none"> <li>◦ School Website</li> <li>◦ Social Media</li> <li>◦ School Messenger</li> </ul> </li> </ul> <p>School Staff will:</p> <ul style="list-style-type: none"> <li>• Communicate with families through email, phone, zoom, website, and school messenger</li> <li>• Elementary Counselor directed Social Emotional Learning (SEL)</li> <li>• Principal directed Leader in Me and PBIS</li> </ul>
<b>High school students that had an incomplete</b>	<p>If they pass the following course, we will back-fill the last class to a "D"</p> <p>For example: If a student received an "I" in ELA 9....If you pass ELA 10, you will receive a "D" in ELA 9</p>
<b>Time Schedule</b>	<p>Office Hours for CES and CHS</p> <ul style="list-style-type: none"> <li>• Mon-Fri 8 am - 4:30 pm</li> </ul> <p>Teacher Schedules</p> <ul style="list-style-type: none"> <li>• To Be Determined</li> </ul>



<b>Tech Support</b>	<p>Nathaniel Martin and Alex Aiken</p> <ul style="list-style-type: none"> <li>• <a href="mailto:tech@concrete.k12.wa.us">tech@concrete.k12.wa.us</a></li> <li>• 360-853-4006 or 360-853-4007</li> </ul>
<b>CVA Support</b>	
<b>Guidance Counseling</b>	<p>Elementary School - Abbey Harrison</p> <ul style="list-style-type: none"> <li>• <a href="mailto:aharrison@concrete.k12.wa.us">aharrison@concrete.k12.wa.us</a></li> <li>• 360-853-4115</li> </ul> <p>Middle/High School - Linda Joens</p> <ul style="list-style-type: none"> <li>• <a href="mailto:ljoens@concrete.k12.wa.us">ljoens@concrete.k12.wa.us</a></li> <li>• 360-853-4154</li> </ul>
<b>Mental Health Counseling</b>	<p>Mental Health Counselor - Rachel Richter</p> <ul style="list-style-type: none"> <li>• <a href="mailto:rrichter@concrete.k12.wa.us">rrichter@concrete.k12.wa.us</a></li> <li>• 360-853-4045</li> </ul> <p>Student Assistance/Prevention Specialist - Mitch Metcalf</p> <ul style="list-style-type: none"> <li>• <a href="mailto:mmetcalf@concrete.k12.wa.us">mmetcalf@concrete.k12.wa.us</a></li> <li>• 360-853-4031</li> </ul>
<b>Meals</b>	<p>Food Service - Marla Reed</p> <ul style="list-style-type: none"> <li>• <a href="mailto:mreed@concrete.k12.wa.us">mreed@concrete.k12.wa.us</a></li> <li>• 360-853-4035</li> </ul>
<b>Transportation (co-directors)</b>	<p>Marla Reed (see above)</p> <p>Paul Carter</p> <ul style="list-style-type: none"> <li>• <a href="mailto:pcarter@concrete.k12.wa.us">pcarter@concrete.k12.wa.us</a></li> <li>• 360-853-4071</li> </ul>
<b>Building Principals and Office</b>	<p>Elementary Office</p> <ul style="list-style-type: none"> <li>• Lori Corn-Secretary</li> <li>• <a href="mailto:lcorn@concrete.k12.wa.us">lcorn@concrete.k12.wa.us</a></li> <li>• Jaci Gallagher-Principal</li> <li>• <a href="mailto:jgallagher@concrete.k12.wa.us">jgallagher@concrete.k12.wa.us</a></li> <li>• 360-853-4110</li> </ul> <p>7-12 High School Office</p> <ul style="list-style-type: none"> <li>• Christine Tripp-Principal</li> <li>• <a href="mailto:ctripp@concrete.k12.wa.us">ctripp@concrete.k12.wa.us</a></li> <li>• 360-853-4115</li> </ul>

## Coronavirus Disease 2019 (COVID-19)

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### Preparing K-12 School Administrators for a Safe Return to School in Fall 2020 Preparing for a Safe Return to School

Updated July 23  
2020

Print

Schools are an important part of the infrastructure of communities and play a critical role in supporting the whole child, not just their academic achievement.

This guidance is intended to aid school administrators as they consider how to protect the health, safety, and wellbeing of students, teachers, other school staff, their families, and communities and prepare for educating students this fall.

This guidance is for K-12 school administrators who are preparing for students, teachers, and staff to return to school in fall 2020. School administrators are individuals who oversee the daily operations of K-12 schools, and may include school district superintendents, school principals, and assistant principals.

It is critical that all  
administrators:

. Engage and encourage everyone in the school and the community to practice preventive behaviors. These are the

most important actions that will support schools' safe reopening and will help them stay open.

- Implement multiple SARS-CoV-2 mitigation strategies (e.g., social distancing, cloth face

coverings, hand hygiene, and  
use of  
cohorting).

- Communicate, educate, and reinforce appropriate hygiene and social distancing practices in ways that are developmentally appropriate for students, teachers, and staff.
- Integrate SARS-COV 2 mitigation strategies into co-curricular and extracurricular activities (e.g., limiting or cancelling participation in activities where social distancing is not feasible).
- Maintain healthy environments (e.g., cleaning and disinfecting frequently touched surfaces).
- Make decisions that take into account the level of community transmission.
- Repurpose unused or underutilized school (or community) spaces to increase classroom space and facilitate social distancing, including outside spaces, where feasible;
- Develop a proactive plan for when a student or staff member tests positive for COVID 19.
- Develop a plan with state and local health department to conduct case tracing in the event of a positive case.
- Educate parents and caregivers on the importance of monitoring for and responding to the symptoms of COVID-19 at home.
- Develop ongoing channels of communication with state and local health departments to stay updated on COVID-19 transmission and response in your local area.

The guidance described in this document is based on the best available evidence at this time. This guidance is meant to supplement—not replace—any state, local, territorial, or tribal health and safety laws, rules, and regulations with which schools must comply.

Preparing K-12 School Administrators for a Safe Return to Scho...  
<https://www.cdc.gov/coronavirus/2019-ncov/community/school...>

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**7/29/2020, 12:10 PM**

Preparing K 12 School Administrators for a Safe Return to School  
<https://www.cdc.gov/coronavirus/2019-ncov/community/school>

**Key considerations for school administrators:**

- COVID 19 transmission rates in the immediate community and in the communities in which

students, teachers,  
and staff live

- Approaches to cohorting that fit the needs of your school/district and community (e.g., keeping students in class

pods, staggering when students return to school facility, having the same teacher stay with the same group of students)

o Can unused or underutilized school spaces including outdoor spaces be repurposed to increase classroom

space and facilitate social distancing?

- Concurrently implementing multiple strategies in school to prevent the spread of COVID 19 (e.g., social distancing,

cloth face coverings, hand hygiene, and use of cohorting)

- Best practices for your school and community to communicate, educate, and reinforce personal protective

behaviors to prevent the spread of COVID 19 in school and in the community

- Integrating strategies to reduce COVID 19 transmission into co-curricular and extracurricular activities (e.g., limiting

participation in activities where social distancing is not feasible)

- Planning and preparing for when someone gets sick

- Working with state and local health authorities to develop a plan to conduct contact tracing in the event of a

positive case

- Communicating appropriately to families about home-based symptom screening

## Critical Role of Schools

This guidance is intended, first and foremost, to protect the health, safety and wellbeing of students, teachers, other school staff, their families, and communities.

Schools are an important part of the infrastructure of communities, as they provide safe, supportive learning environments for students, employ teachers and other staff, and enable parents, guardians, and caregivers to work.

Schools also provide critical services that help to mitigate health disparities, such as school

meal programs, and social, physical, behavioral, and mental health services. School closure disrupts the delivery of these critical services to children and families, and places additional economic and psychological stress on families, which can increase the risk for family conflict and violence [1] [2]

The unique and critical role that schools play makes them a priority for opening and remaining open, enabling students to receive both academic instruction and support as well as critical services. In order to prioritize opening schools safely and helping them to remain open, communities should consider adopting actions to mitigate community transmission. CDC'S Implementation of Mitigation Strategies for Communities with Local COVID 19 Transmission has strategies for community mitigation to reduce or prevent the spread of COVID 19, which in turn will help schools to open and stay open safely. Recognizing the importance of providing safe, in-person learning, communities may also wish to help schools by examining whether additional public or private space, including outdoor spaces, that is currently underutilized might be safely repurposed for school and instructional purposes.

Returning to school in fall 2020 poses new challenges for schools including implementing mitigation measures (e.g., social distancing, cleaning and disinfection, hand hygiene, use of cloth face coverings), addressing social, emotional, and mental health needs of students, addressing potential learning loss, and preparing for the probability of COVID-19 cases within the broader school community. This guidance provides information about:

- what is currently known about COVID-19 among school-aged children;
- the importance of going back to school safely;

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Preparing K 12 School Administrators for a Safe Return to  
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<https://www.cdc.gov/coronavirus/2019-ncov/community/school>

- what is currently known about SARS-COV-2 (the virus that causes COVID 19) transmission in schools and its impact on

community  
transmission; and

- the ways administrators for kindergarten through grade 12 (K 12) schools can plan and prepare for in-person instruction and minimize the impact of potential closures.

## What is known about the signs and symptoms, burden, and transmission of SARS CoV-2 among children?

### Signs and Symptoms

Common COVID 19 symptoms among children include fever, headache, sore throat, cough, fatigue, nausea/vomiting, and diarrhea. [3] However, many children and adults infected with the virus that causes COVID 19 are asymptomatic (meaning they have no signs or symptoms of illness).

### Impact of COVID-19 on Children

Collecting and sharing data, including how it affects different places and populations, is important for understanding the context and burden of the COVID-19 pandemic. School officials should make decisions about school reopening based on available data including levels of community transmission and their capacity to implement appropriate mitigation measures in schools. Children appear to be at lower risk for contracting COVID 19 compared to adults. While some children have been sick with COVID-19 adults make up nearly 95% of reported COVID-19 cases. (4) Early reports suggest children are less likely to get COVID 19 than adults, and when they do get COVID 19, they generally have a less serious illness (5) As of July 21, 2020 6.6% of reported COVID-19 cases and less than 0.1% of COVID 19-related deaths are among children and adolescents less than 18 years of age in the United States. [6]

Early reports suggest the number of COVID 19 cases among children may vary by age and other factors. Adolescents aged 10 17 may be more likely to become infected with SARS CoV-2 than children younger than age 10,17). [8] but adolescents do not appear to be at higher risk of developing severe illness. (9) There are currently a higher proportion of COVID 19 cases among



Hispanic/Latino children as compared to non-Hispanic white children. Children and adults with certain underlying medical conditions are at increased risk of severe illness from COVID-19.[10] Severe illness means that they may require hospitalization, intensive care, or a ventilator to help them breathe, or may even die. Children with intellectual and developmental disabilities are more likely to have comorbid medical conditions (e.g., diseases of the respiratory system; endocrine, nutritional and metabolic diseases; and diseases of the circulatory system) that may put them at increased risk for severe illness from COVID 19.[11] Although rare, some children have developed multisystem inflammatory syndrome (MIS-C) after exposure to SARS-COV-2. As of May 20, 2020 the majority of children hospitalized with MIS-C had recovered. [12]

Data on SARS-COV-2 transmission among children are limited. Evidence from other countries suggests that the majority of children with COVID-19 were infected by a family member. (13) For example, the first pediatric patients in South Korea and Vietnam were most likely from contact with an adult family member. (14), [15] Published reports from contact tracing of students with COVID 19 in schools from France, Australia, and Ireland suggest that students are not as likely to transmit the virus to other students compared to household contacts. (16) (17),[18] However, more research is needed on SARS-COV-2 transmission between children and household members.

## What is known about how schools have reopened and the impact on SARS-CoV-2 transmission?

Internationally, schools have responded to COVID 19 using a variety of approaches [19] [20] For example China Denmark,

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<https://www.cdc.gov/coronavirus/2019-ncov/community/school>.

Norway, Singapore, and Taiwan all required temperature checks at school entry.[21] Most countries have changed the way they operate to reduce class sizes, increase physical distance between

students, and keeping students in defined groups to reduce contacts (i.e., cohorting). (22) Furthermore, many countries have staggered attendance, start and stop times, and created alternating shifts to enable social distancing. In some places this means that only certain students have returned to schools, either by grade range or need. For example, Denmark was the first European country to reopen schools. Denmark staggered students' reentry in waves (e.g., one group started school first, followed by another group at a later date), with limited class sizes and using other social distancing measures. (23) Younger students (under age 12) returned first based on their lower health risk and need for more supervision than older students. Class sizes were reduced to allow physical distancing. In Taiwan, students returned to school with mandatory temperature checks and use of face masks. Rather than national school closures, Taiwan relied on local decision making to determine if classroom or school closures were needed, based on infection rates. [24]

There is mixed evidence about whether returning to school results in increased transmission or outbreaks. For example, Denmark initially reported a slight increase in cases in the community after reopening schools and child care centers for students aged 2-12 years, followed by steady declines in cases among children between ages 1 and 19 years. [25] In contrast, Israel experienced a surge of new cases and outbreaks in schools after reopening and relaxing social distancing measures; it is unclear what caused the increase in cases and what other mitigation measures the schools had

implemented. (26) In summer 2020, Texas reported more than 1,300 COVID-19 cases in childcare centers; however, twice as many staff members had been diagnosed as children suggesting that children may be at lower risk of getting COVID 19 than adults [27]

It is important to consider community transmission risk as schools reopen. Evidence from schools internationally suggests that school re-openings are safe in communities with low SARS-CoV-2 transmission rates. [28] Computer simulations from Europe have suggested that school re-openings may further increase transmission risk in communities where transmission is already high.[29] More research and evaluation is needed on the implementation of mitigation strategies (e.g., social distancing, cloth face coverings, hand hygiene, and use of cohorting) used in schools to determine which strategies are the most effective. Such research would improve understanding of the impact of mitigation strategies on the risk of SARS-CoV-2 transmission in schools, and ongoing monitoring and surveillance of transmission in schools could help with timely outbreak detection and prevent wider spread.

## Why is it Important to Open Schools for In-Person Instruction?

While opening schools - like opening any building or facility-does pose a risk for the spread of COVID-19, there are many reasons why opening schools in the fall of 2020 for in-person instruction is important.

Schools play a critical role in the wellbeing of communities. Schools are a fundamental part of the infrastructure of communities. Schools provide safe and supportive environments, structure and routines for children as well as other needed support services to children and families. Schools play a vital role in the economic health of communities by employing teachers and other staff and helping parents, guardians, and caregivers work.

Schools provide critical instruction and academic support that benefit students and communities in both the short and long-term. The main role and priorities of K-12 educational institutions are to provide age-appropriate instruction and support students' academic development. Reopening schools will provide in-person instruction for students, facilitate increased communication between teachers and students, and provide students with critical academic services, including school-based tutoring, special education, and other specialized learning supports.

Studies show that students have experienced learning loss during the period of school closure and summer months. [30] In person instruction for students has advantages over virtual learning, particularly when virtual learning was not the planned format for instruction, and schools may not have the resources or capability to transition fully to virtual learning. In-person classroom instruction has the added benefit for many students of interpersonal interaction between the

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<https://www.cdc.gov/coronavirus/2019-ncov/community/school>

student and the teacher and the student and peers. (31) Teachers are able to more actively participate in student learning, provide feedback as students encounter challenges, and promote active learning among students. (32)

In-person instruction may be particularly beneficial for students with additional learning needs. Children with disabilities may not have access through virtual means to the specialized instruction, related services or additional supports required by their Individualized Education Programs (IEPs) or 504 Plans. [33] Students may also not have access through virtual means to quality English Language Learning



(ELL). (34)

When schools are closed to in-person instruction, disparities in educational outcomes could become wider, as some families may not have capacity to fully participate in distance learning (e.g., computer and internet access issues, lack of parent, guardian, or caregiver support because of work schedules) and may rely on school based services that support their child's academic success. The persistent achievement gaps that already existed prior to COVID-19 closures, such as disparities across income levels and racial and ethnic groups, could worsen and cause long-term effects on children's educational outcomes, health, and the economic wellbeing of families and communities. (35) (35] While concern over higher rates of COVID-19 among certain racial/ethnic groups may amplify consideration of closing a school that educates primarily racial minority students, there should also be consideration that these may also be the schools most heavily relied upon for students to receive other services and support, like nutrition and support services.

## Schools play a critical role in supporting the whole child, not just the academic achievement of students.

- Social and emotional health of students can be enhanced through schools. Social interaction among children in grades K-12 is important not only for emotional wellbeing, but also for children's language, communication, social, and interpersonal skills. [37] Some students may have experienced social isolation and increased anxiety while not physically being in school due to COVID-19. Resuming in-person instruction can support students' social and emotional wellbeing. [38] Schools can provide a foundation for socialization among children. When children are out of school, they may be separated from their social network and peer-to-peer social support. Schools can facilitate the social and emotional health of children through curricular lessons that develop students' skills to recognize and manage emotions, set and achieve positive goals, appreciate others' perspectives, establish and maintain positive relationships, and make responsible decisions. [39]
- Mental health of students can be fostered through school supports and services. Schools are an important venue for students to receive emotional and psychological support from friends, teachers, and other



staff members. Lengthy school building closures can leave some students feeling isolated from important friendships and support from other caring adults. [40] Schools also provide critical psychological, mental and behavioral health (e.g., psychological counselling, mental and behavioral assessment) services to children who may not have access to these services outside of school. School closures have limited the availability of these services. Furthermore, isolation and uncertainty about the COVID 19 pandemic can create feelings of hopelessness and anxiety while removing important sources of social support. Some students may have experienced trauma through the loss of a loved one from COVID 19. Increases in anxiety and depression may occur when students do not have the structure and routine that being in school brings to their daily lives. Finally, having opportunities to be physically active through recess and physical education can help improve students' feelings of anxiety and sadness. These physical activities should be provided regularly to students in a safe and supportive environment that includes physical distancing and strategies to reduce close contact between students.

- Continuity of other special services is important for student success. Students who rely on key services, such as

school food programs, special education and related services (e.g., speech and social work services, occupational therapy) and after school programs are put at greater risk for poor health and educational outcomes when school buildings are closed and they are unable to access such school health programs and services. (41) During periods of school building closures, students had limited access to many of these critical services, potentially widening educational and health disparities and inequities.

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Preparing K-12 School Administrators for a Safe Return to School.

<https://www.cdc.gov/coronavirus/2019-ncov/community/school...>

## How can K-12 schools prepare for going back to in-person instruction?

Expect cases of COVID 19 in communities. International experiences have demonstrated that even when a school plans and prepares, cases may still occur within the community and schools. Expecting and planning for the occurrence of cases of COVID 19 in communities can help everyone be prepared for when a case or multiple cases are identified.

- Coordinate, plan, and prepare. Administrators should coordinate with local public health officials to stay informed

about the status of COVID-19 transmission in their community. Additionally, planning and preparing are essential steps administrators can take to safely reopen schools:

o CDC's Considerations for Schools provides detailed recommendations for schools to plan and prepare to reduce

the spread of COVID 19, establish healthy environments and maintain healthy operations. This guidance includes information about implementation of mitigation strategies such as physical distancing within buses, classrooms and other areas of the school, healthy hygiene habits, cleaning and disinfection, use of cloth face coverings, staggering student schedules, and planning for staff and teacher absences (e.g., back-up staffing plans). o One important strategy that administrators can consider is cohorting (or "pods"), where a group of students

(and sometimes teachers) stay together throughout the school day to minimize exposure for students, teachers, and staff across the school environment. At the elementary school level, it may be easier to keep the same class together for most of the school day. In middle and high school settings, cohorting of students and teachers may be more challenging. However, strategies such as creating block schedules or keeping students separated by grade can help to keep smaller groups of students together and limit mixing. Strategies that keep smaller groups of students together can also help limit the impact of COVID 19 cases when they do occur in a school. If a student, teacher, or staff member tests positive for SARS COV-2, those in the same cohort/group should also be tested and remain at home until receiving a negative test result or quarantine. This helps prevent a disruption to the rest of the school and community by limiting the exposure. Schools should have systems in place to support continuity or learning for students who need to stay home for either isolation or quarantine. This includes access to online learning, school meals, and other services. The same holds for students with additional needs, including children with a disability, that makes it difficult to adhere to mitigation strategies.

Operating Schools During COVID 19: Guiding principles and mitigation strategies to use when school is open

- Prepare for potential COVID 19 cases and increased school community transmission. Schools should be prepared for COVID 19 cases and exposure to occur in their facilities.

Collaborating with local health officials will continue to be important once students are

back to school, as they can provide regular updates about the status of COVID 19 in the community and help support and maintain the health and wellbeing of students, teachers, and staff. Having a plan in place for maintaining academic instruction and ensuring students have access to special services is also critical.

- Making decisions about school operations: Administrators should make decisions in collaboration with local health

officials based on a number of factors, including the level of community transmission, whether cases are identified among students, teachers, or staff, what other indicators local public health officials are using to assess the status of COVID 19 and whether student teacher, and staff cohorts are being implemented within the school.

- o What is the level of community transmission? There are specific strategies schools can implement based on

the level of community transmission reported by local health officials:

If there is *no to minimal* community transmission, reinforcing everyday preventive actions, ensuring proper ventilation within school facilities, including buses, and maintaining cleaning and disinfection practices remain important. These actions can help minimize potential exposure. Schools should also monitor absenteeism among teachers, staff, and students to identify trends and determine if absences are due to COVID 19, symptoms that led to quarantine, concerns about being in the school environment and personal

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health and safety, or positive test results. Anyone who tests positive for COVID 19 should stay home and self-isolate for the timeframe recommended by public health officials. Anyone who has had close contact with someone who has tested positive or is symptomatic for COVID 19 should be tested and stay home until receiving a negative result, or stay home and monitor for symptoms. If there is *minimal to moderate* community transmission, schools should follow the actions listed above and continue implementing mitigation strategies such as social distancing, use of cloth faced coverings, reinforcing everyday preventive actions, and maintaining cleaning and disinfection. This also can include ensuring that student and staff groupings/cohorts are as static as possible and that mixing groups of students and staff is limited. If there is *substantial, controlled* transmission, significant mitigation strategies are necessary. These include following all the actions listed above and also ensuring that student and



staff groupings/cohorts are as static as possible with limited mixing of student and staff groups, field trips and large gatherings and events are canceled, and communal spaces (e.g., cafeterias, media centers) are closed.

- If there is *substantial, uncontrolled* transmission, schools should work closely with local health officials to make decisions on whether to maintain school operations. The health safety and wellbeing of students, teachers, staff and their families is the most important consideration in determining whether school closure is a necessary step. Communities can support schools staying open by implementing strategies that decrease a community's level of transmission. However, if community transmission levels cannot be decreased, school closure is an important consideration. Plans for virtual learning should be in place in the event of a school closure.

o Did a student or staff member test positive for SARS-CoV-2? If someone within the school community (e.g., student, teacher, staff) tested positive for SARS-CoV-2, assessing the level of risk is important to determine if, when, and for how long part or all of a school should be closed. K-12 administrators can also refer to CDC's Interim Considerations for K-12 School Administrators for SARS-CoV-2 Testing, which provides additional information about viral diagnostic testing. A single case of COVID-19 in a school would not likely warrant closing the entire school, especially if levels of community transmission are not high. The levels of community transmission described above and the extent of close contacts of the individual who tested positive for SARS-CoV-2 should all be considered before closing. These variables should also be considered when determining how long a school, or part of the school, stays closed. If the transmission of the virus within a school is higher than that of the community or if the school is the source of an outbreak, administrators should work collaboratively with local health officials to determine if temporary school closure is necessary. Students, teachers, and staff who test positive or had close contact of the individual who tested positive should be provided with guidance for when it is safe to discontinue self-isolation or end quarantine.

- What other indicators are local public health officials using to assess the status of COVID-19? Local

health officials can help inform decisions related to school operations by examining public health indicators that are used to determine level of community transmission and disease severity levels. For example, indicators such as healthcare capacity (e.g., staffing, ICU bed occupancy), changes in newly identified COVID-19 cases, and percentage of people testing positive for SARS-CoV-2 infections in the community might be useful to determine whether to maintain or modify school operations. These indicators are set by state, local,



tribal, and territorial health and healthcare officials, and should be shared with schools for decision making.

- Is a cohort approach used within the school? The level of student and staff mixing within the school

should also be considered. If students are kept in cohorts to minimize mixing of students, exposure to an individual with COVID 19 may be limited to one particular cohort and not pose a broad risk to the rest of the school. Cohorts that have been in close contact with someone with COVID 19 can switch to virtual learning and stay home in accordance with CDC's guidelines for quarantine and self-isolation, and the school may remain open.

- Communicate with families, staff, and other partners. When preparing to go back to school, regular communication

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should be used to update students, families, teachers, and staff about academic standards, meal program services, and access to other school-based essential services that students and families rely on Regular communication with families, staff, and other partners should include:

- o Updates about the status of COVID 19 in the school and community
- o Notification when there are COVID-19 cases in the school (when communicating about the health status of students, schools should take care to avoid disclosing personally identifiable information and should follow all

applicable privacy requirements, including those of the Family Educational Rights and Privacy Act)- o Explanation of what parents, students, teachers and staff can expect when returning to school; in particular

communicating about:

- the importance of staying home when sick and staying home to monitor symptoms if close contact

occurred with a person who tested positive for SARS-COV-2

- considerations for COVID-19 symptom screenings + types of social distancing measures being implemented

when students, teachers, staff and/or visitors will be expected to wear cloth face coverings and whether cloth face coverings will be available from the school.

everyday healthy hygiene practices that will be implemented upon reopening (e.g., students, teachers, staff

staying home when sick, hand hygiene, cleaning frequently touched surfaces) o actions being taken to prevent SARS-CoV-2 transmission in buses, school buildings and facilities o actions that families and households can take to help prevent the spread of COVID-19 o actions families can take to manage anxiety about COVID-19 o decisions about operational status potential use of virtual learning if COVID-19 cases are identified among

students, teachers, or staff, and o guidance on caring for someone who is sick and for parents, guardians, and caregivers who are sick o guidance on how to reduce stigma. Fear and anxiety about a disease can lead to social stigma, which is negative attitudes and beliefs toward people, places, or things

Families and students who had to make alternative arrangements with community providers to receive services (e.g., physical or occupational therapy, speech therapy, mental health services) during periods of school closures may need additional support and communication to establish a transition plan upon returning to school. Additionally, some families may have experienced significant hardship that now increases the number of students who need or qualify for some services, such as school meal programs. Schools can take actions to identify, support, and communicate with families who need to initiate new services as schools prepare to open. Administrators can work with community partners to plan for additional school-based services and programs during the transition back to normal schedules in anticipation of an increased need for mental health services.

Additional resources for K-12 administrators

- Considerations for Schools
- Latest COVID-19 Information
- Cleaning and Disinfection
- Guidance for Businesses and Employers
- Guidance for Schools and Childcare Centers
- COVID-19 Prevention

- Handwashing Information
- Face Coverings
- Social Distancing

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- COVID-19 Frequently Asked Questions
  - People at Higher Risk
- Managing Stress and Coping
- HIPAA and COVID-19 . CDC Communication Resources
- Community Mitigation
- Approach for Monitoring and Evaluating Community Mitigation Strategies
- OSHA Guidance on Preparing Workplaces for COVID-19 A
- FERPA & Coronavirus Disease 2019 A

**What Is Cohorting?** Cohorting (sometimes called podding) is a new term for a strategy that schools may use to limit contact between students and staff as part of their efforts to limit transmission of SARS-CoV-2 (the virus that causes COVID-19). These strategies work by keeping groups of students and sometimes staff together over the course of a pre determined period of time. Ideally the students and staff within a cohort will only have physical proximity with others in the same cohort. This practice may help prevent the spread of COVID-19 by limiting cross-over of students and teachers to the extent possible, thus:

- decreasing opportunities for exposure or transmission of SARS COV-2
- reducing contact with shared surfaces, . facilitating more efficient contact tracing in the event of a positive case, and
- allowing for targeted testing, quarantine, and/or isolation of a single cohort instead of school-wide measures in the

event of a positive case or cluster of cases.

Cohorting strategies are common practice in many elementary schools across the United States. Many elementary school students have the same teacher and classmates during the entire school year. Implementation of this strategy varies, depending on setting and resources. For example

- Schools may keep cohorts together in one classroom, and have teachers rotate between rooms.
- Schools may alternate cohorts by days or weeks, with cohorts assigned to specific days or weeks.
- Schools may adopt a hybrid approach, with some cohorts assigned to in-person learning and others assigned to online learning

Evidence of the impact of cohorting on spread of COVID 19 is limited. Some evidence from other viral disease outbreaks and school reopenings in international settings suggests that cohorting may be an important tool for mitigating COVID 19 spread. However, it is essential to note that those studies were conducted in very different contexts, in communities with lower transmission levels

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Last Updated July 23, 2020



## Illness Log

[illegible]

# GERMS

are all around you.



**Stay healthy.**  
**Wash your hands.**



CS 316683-C 04/24/2020

[cdc.gov/coronavirus](https://cdc.gov/coronavirus)

# Wash YOUR HANDS!



Hands  
that look clean  
can still have  
icky  
germs!



CS 316683-B 04/24/2020

[cdc.gov/coronavirus](https://cdc.gov/coronavirus)



# HANDWASHING

is your superpower!



CS 316683-D 04/24/2020

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# Cover Coughs and Sneezes

Stop the spread of germs  
that can make you and others sick!



Cover your  
mouth and nose  
with a **tissue**  
when you  
sneeze or cough.



If you don't  
have a tissue,  
use your  
**elbow.**



Wash hands  
often, **especially**  
after coughing  
or sneezing.



CS 316683-E 05/06/2020

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# CLASS RULES



stay home if  
you feel sick



6 FT



keep 6 ft  
from others



wash your  
hands with  
soap and water



use hand sanitizer  
if you can't wash  
your hands



cough or sneeze into a  
tissue or use your elbow.  
clean your hands after.

## OTHER CLASS RULES

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