Stanwood Camano School District

Reopening Plans for the Board

"One Community Dedicated To The Success Of Every Student"

2020-2021
Student Calendar

Calendar Dates:

Sept. 3	First Day of School
Sept. 7	Labor Day
Nov. 5	1st Quarter (6-12) Ends
Nov. 11	Veterans' Day (observed)
Nov. 20	Fall Conferences (no school)
Nov. 25	Early Release (no late start)
Nov. 26-27	Thanksgiving Break
Dec. 21-Jan. 1	Winter Break
Jan. 18	Martin Luther King Jr. Day
Jan. 28	1st Semester (K-12) Ends
Feb. 12-15	Presidents' Day/Mid-Winter Break
Mar. 31-Apr. 2	Spring Conferences, Early Release (K-12) (no late start Wednesday)
Apr. 5-9	Spring Break
Apr. 13	3rd Quarter (6-12) Ends
May 31	Memorial Day
June 15	Last Day of School (Early Release) End of 2nd Semester
June 16, 17	Snow/Emergency Make-up Days

Key

Symbol	Meaning	Symbol	Meaning
⬡	First/Last Day of School	╲	Important Dates
◯	No School	✕	Early Release

Times

Times	Regular Schedule	Wednesday Late Start	Early Release
Grades 6-12	7:40 AM - 2:10 PM	9:00 AM	10:40 AM
Grades K-5	9:00 AM - 3:30 PM	10:20 AM	12:00 PM

July 2020

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2020

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2021

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

February 2021

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2021

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2021

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2021

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Decision Tree for Provision of in Person Learning among Public and Private K-12 Students during COVID-19

Should your community provide in person learning and for whom?
For School Administrators, Local Health Officers, and Community Stakeholders

The risk of COVID-19 being introduced into the school depends on the level of COVID-19 spread in the community and the health and safety measures taken by schools. Consider the following educational modalities based on community transmission and other health and education risks and benefits.

COVID-19 Activity Level	Education Modality*	Extracurricular
HIGH **>75 cases/100K/14 days** Other considerations: • Increasing trend in cases or hospitalizations • Test positivity >5% • Other health and education risks and benefits to children and their families	Strongly recommend distance learning with the option for limited in-person learning in small groups, or cohorts, of students for the highest need students, such as students with disabilities, students living homeless, those farthest from educational justice, and younger learners.	Strongly recommend canceling or postponing all in person extra-curricular activities, including sports, performances, clubs, events, etc.
MODERATE **25–75 cases/100K/14 days** Other considerations: • Increasing trend in cases or hospitalizations • Test positivity >5% • Other health and education risks and benefits to children and their families	Recommend distance learning as described above. In addition, consider expanding in person learning to elementary students. Over time, consider adding hybrid in person learning for middle or high school students if limited COVID transmission occurs in schools.	Strongly recommend canceling or postponing all in-person extra-curricular activities. Consider low risk activities when all students have some level of in person learning.
LOW **<25 cases/100K/14 days**	Encourage full-time in person learning for all elementary students and hybrid learning for middle and high school. Over time and if physical space allows, consider full-time in person learning for middle and high school.	Consider low and moderate risk in person extra-curricular activities.

Can the school(s) implement recommended COVID-19 health and safety measures?
For School Administrators and Staff

The risk of COVID-19 spreading in schools depends on the ability of the school to implement DOH's K-12 health and safety measures.

Does the school have the plans, staff, space, and supplies to do the following?

✓ Protect staff and students at higher risk for severe COVID-19 while ensuring access to learning

✓ Transport or facilitate drop-off and pick-up of students

✓ Group students (required in elementary, recommended for middle and high school)

✓ Practice physical distancing of ≥6 feet among students and staff.

✓ Promote frequent hand washing or sanitizing

✓ Promote and ensure face covering use among students and staff

✓ Increase cleaning and disinfection

✓ Improve ventilation

Are all staff trained on health and safety practices?

When any in-person

Is the school and health system ready to monitor for and respond to suspected and confirmed cases of COVID-19?
For Schools and Local Public Health

COVID-19 cases in the school should be expected. The risk of COVID-19 spreading in schools depends on the ability to quickly identify and respond to suspected and confirmed cases and the level of community transmission.

✓ Can the school ensure monitoring of symptoms and history of exposure among students and staff? (attestation acceptable)

✓ Is the school prepared to manage students and/or staff who get sick onsite?

✓ Does the school have letters drafted to inform families and staff about confirmed cases or outbreaks?

✓ Is there adequate access to testing in the community health system for ill students and staff?

✓ Is there capacity in your local health department to investigate confirmed COVID-19 cases, quarantine their close contacts and assess whether transmission is occurring in the school?

✓ Can local public health monitor the level of community spread to determine when a change in education modality is needed?

When all YES

When all YES

*Staff may work in school at any COVID-19 activity level if the school follows DOH and LNI health and safety guidance

Begin in Person Learning Model and Monitor

3

Stanwood Camano School District

RE-OPENING STEPS

STEP 1

CONTINUOUS LEARNING 2.0 (Distance Learning)

All students participate in distance learning. *(Specific populations come to buildings for additional support as safety allows.)*

STEP 2

HYBRID LEARNING

Students from step 1, as well as additional groups of students, will be onsite with in-person instruction two (2) days a week. All other students participate in distance learning.

STEP 3

HYBRID LEARNING

All students will be onsite with in-person instruction two (2) days a week and distance learning the remaining days.

STEP 4

IN-PERSON LEARNING

All students and staff participate onsite with in-person instruction five (5) days a week.

*Movement from one step to another will be based on direction from the Governor, the Snohomish County Health District, Office of Superintendent of Public Instruction and available resources.

ELEMENTARY - CONTINUOUS LEARNING 2.0

Based on Teacher weekly schedule shared with students via Google Classroom/Seesaw

	Monday	Tuesday	Wednesday	Thursday	Friday
This schedule is for students enrolled in Continuous Learning 2.0, either temporarily or throughout the school year. Google Meets will be held at scheduled times throughout the school day by building to avoid overlap of online meetings with other grade levels as much as possible. All students will have three Google Meets on Mon/Tues/Thurs/Fri - (Math, ELA, Specialist) and one optional Google Meet on Wednesday during office hours with teacher.	ELA (Reading/Writing). 30 minute Google Meet Instruction with Teacher	ELA (Reading/Writing). 30 minute Google Meet Instruction with Teacher	Working on completing activities assigned through Google Classroom/Seesaw	ELA (Reading/Writing). 30 minute Google Meet Instruction with Teacher	ELA (Reading/Writing). 30 minute Google Meet Instruction with Teacher
	ELA (Reading/Writing) - working on assignments from teacher via Google Classroom/Seesaw	ELA (Reading/Writing) - working on assignments from teacher via Google Classroom/Seesaw		ELA (Reading/Writing) - working on assignments from teacher via Google Classroom/Seesaw	ELA (Reading/Writing) - working on assignments from teacher via Google Classroom/Seesaw
	BREAK TIME				
	Social Emotional Learning	Social Emotional Learning	Office Hours Scheduled through Google Meeting	Social Emotional Learning	Social Emotional Learning
	LUNCH TIME				
	MATH 30 minute Google Meet Instruction with Teacher	MATH 30 minute Google Meet Instruction with Teacher	Pre-Recorded Social Emotional Lessons	MATH 30 minute Google Meet Instruction with Teacher	MATH 30 minute Google Meet Instruction with Teacher
	MATH - working on assignments from teacher via Google Classroom/Seesaw	MATH - working on assignments from teacher via Google Classroom/Seesaw	Working on completing activities assigned through Google Classroom/Seesaw	MATH - working on assignments from teacher via Google Classroom/Seesaw	MATH - working on assignments from teacher via Google Classroom/Seesaw
	BREAK TIME				
	BREAK TIME	Specialist Time Google Meet	Working on completing activities assigned through Google Classroom/Seesaw	Specialist Time Google Meet	Specialist Time Google Meet

Elementary Schedule – Hybrid Model

GROUP A	MONDAY - IN SCHOOL	TUESDAY - IN SCHOOL	WEDNESDAY - AT HOME	THURSDAY - AT HOME	FRIDAY - AT HOME
The school day runs from 9:00 - 3:30. Structured Google Meets are scheduled throughout the day. All students will receive instruction in the areas of Literacy and Math and a Specialist area on M/T/Th/F. Time not spent in structured Google Meets, will be spent working on independent activities within Google Classroom or Seesaw. On Wednsdays, students will continue to work through independent activities and will have access to their classroom teachers during an hour long office hour. Wednesdays will also be used to share virtual assemblies, social-emotional learning pre-taped lessons and some optional activities for students such as read alouds and other elective type activities.	Health Screening	Health Screening	Students working on assignments from in-class instruction	Students accessing announcements/schedules online	Students accessing announcements/schedules online
	Breakfast In Class	Breakfast In Class		ELA (reading/writng) - working on assignments from in-class instruction	ELA (reading/writng) - working on assignments from in-class instruction
	ELA - NEW LEARNING	ELA - NEW LEARNING			
	ONLINE PLATFORM PRACTICE	ONLINE PLATFORM PRACTICE	Office Hours Scheduled through Google Meet for student support with teacher		
	SOCIAL EMOTIONAL LEARNING activities via Google Meet/Seesaw	SOCIAL EMOTIONAL LEARNING activities via Google Meet/Seesaw		SOCIAL EMOTIONAL LEARNING activities via Google Meet/Seesaw	SOCIAL EMOTIONAL LEARNING activities via Google Meet/Seesaw
	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
	SPECIALIST VIA GOOGLE MEET	SPECIALIST VIA GOOGLE MEET	Pre-taped Social-Emotional Lessons available for students	SPECIALIST VIA GOOGLE MEET	SPECIALIST VIA GOOGLE MEET
	MATH LESSON - NEW LEARNING	MATH LESSON - NEW LEARNING	Students working on assignments from in-class instruction	MATH - Working on assignments from in-class instruction	MATH - Working on assignments from in-class instruction
HANDWASHING, RECESSES, BREAKFASTS & LUNCHES	Recesses and Lunches will be staggered throughout the day and held in different locations on campus to limit the student numbers in individual spaces. Breakfasts will also be held in different locations throughout the building, possibly in students' own classrooms. Handwashing and safety routines will be scheudled throughout the day and in various locations to ensure small groups and ongoing safety.				

Elementary Schedule – Hybrid Model

GROUP B	MONDAY - AT HOME	TUESDAY - AT HOME	WEDNESDAY - AT HOME	THURSDAY - IN SCHOOL	FRIDAY - IN SCHOOL
The school day runs from 9:00 - 3:30. Structured Google Meets are scheduled throughout the day. All students will receive instruction in the areas of Literacy and Math and a Specialist area on M/T/Th/F. Time not spent in structured Google Meets, will be spent working on independent activities within Google Classroom or Seesaw. On Wednsdays, students will continue to work through independent activities and will have access to their classroom teachers during an hour long office hour. Wednesdays will also be used to share virtual assemblies, social-emotional learning pre-taped lessons and some optional activities for students such as read alouds and other elective type activities.	Students accessing announcements/schedules online	Students accessing announcements/schedules online	Students working on assignments from in-class instruction	Health Screening	Health Screening
	ELA (reading/writing). working on assignments from in-class instruction	ELA (reading/writing). working on assignments from in-class instruction		Breakfast in Class	Breakfast in Class
				ELA - NEW LEARNING	ELA - NEW LEARNING
			Office Hours Scheduled through Google Meet for student support with teacher	ONLINE PLATFORM PRACTICE	ONLINE PLATFORM PRACTICE
	SOCIAL EMOTIONAL LEARNING activities via Google Meet/Seesaw	SOCIAL EMOTIONAL LEARNING activities via Google Meet/Seesaw		SOCIAL EMOTIONAL LEARNING activities via Google Meet/Seesaw	SOCIAL EMOTIONAL LEARNING activities via Google Meet/Seesaw
	LUNCH	**LUNCH**	**LUNCH**	**LUNCH**	**LUNCH**
	SPECIALIST - VIA GOOGLE MEET	SPECIALIST - VIA GOOGLE MEET	Pre-taped Social-Emotional Lessons available with students	SPECIALIST - VIA GOOGLE MEET	SPECIALIST - VIA GOOGLE MEET
	MATH Working on assignments from in-class instruction	MATH Working on assignments from in-class instruction	Students working on assignments from in-class instruction	MATH LESSON - NEW LEARNING	MATH LESSON - NEW LEARNING
HANDWASHING, RECESSES, BREAKFAST & LUNCHES	Recesses and Lunches will be staggered throughout the day and held in different locations on campus to limit the student numbers in individual spaces. Breakfasts will also be held in different locations throughout the building, possibly in students' own classrooms. Handwashing and safety routines will be scheudled throughout the day and in various locations to ensure small groups and ongoing safety.				

7

	Secondary- Continuous Learning 2.0				
	Based on Teacher weekly schedule shared with students at beginning of the week				
	Monday	**Tuesday**	Wednesday	Thursday	Friday
Zero Period					
7:40 - 10:40	Students working on assignments from Google Classroom			Students working on assignments from Google Classroom	
10:45 - 11:15	Lunch			Lunch	
11:15	Period 1 Google Meet/Instruction	Period 2 Google Meet/Instruction	Office Hours Scheduled through Google Meeting Students working on assignments from Google Classroom	Period 1 Google Meet/Instruction	Period 2 Google Meet/Instruction
12:15	Period 3 Google Meet/Instruction	Period 4 Google Meet/Instruction		Period 3 Google Meet/Instruction	Period 4 Google Meet/Instruction
1:15	Period 5 Google Meet/Instruction	Period 6 Google Meet/Instruction		Period 5 Google Meet/Instruction	Period 6 Google Meet/Instruction

8

	Monday	Tuesday	Wednesday	Thursday	Friday
Secondary Schedule - Hybrid					
Zero Period					
1st Period	Cohort A: In School Cohort B: Distance Learning	Cohort A: In School Cohort B: Distance Learning	Students working on assignments from in-class instruction	Cohort A: Distance Learning Cohort B: In School	Cohort A: Distance Learning Cohort B: In School
2nd Period	Cohort A: In School Cohort B: Distance Learning	Cohort A: In School Cohort B: Distance Learning		Cohort A: Distance Learning Cohort B: In School	Cohort A: Distance Learning Cohort B: In School
3rd Period	Cohort A: In School Cohort B: Distance Learning	Cohort A: In School Cohort B: Distance Learning		Cohort A: Distance Learning Cohort B: In School	Cohort A: Distance Learning Cohort B: In School
Lunch					
4th Period	Cohort A: In School Cohort B: Distance Learning	Cohort A: In School Cohort B: Distance Learning	Office Hours Scheduled through Google Meeting	Cohort A: Distance Learning Cohort B: In School	Cohort A: Distance Learning Cohort B: In School
5th Period	Cohort A: In School Cohort B: Distance Learning	Cohort A: In School Cohort B: Distance Learning		Cohort A: Distance Learning Cohort B: In School	Cohort A: Distance Learning Cohort B: In School
6th Period	Cohort A: In School Cohort B: Distance Learning	Cohort A: In School Cohort B: Distance Learning		Cohort A: Distance Learning Cohort B: In School	Cohort A: Distance Learning Cohort B: In School

Instructional Delivery/Core Four

- Live Google Meets
- Combination of Live and Pre-recorded instruction
- Seesaw - Grades K-2 and/or 3 depending on school
- Google Classroom - Grade 3, 4 & 5
- Screencast-o-matic

Instructional Content: Priority Standards

Stanwood Camano School District

Priority Standards = Endurance, Leverage, ReadinessPriority

English Language Arts

High School standards are organized by content area

NINTH GRADE

Literature
Key Ideas and Details
9-10.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Craft and Structure
9-10.RL.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Informational Text:
Key Ideas and Details
9-10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Stanwood Camano School District

Priority Standards = Endurance, Leverage, Readiness

SIXTH GRADE

Middle School standards organized by grade-level

English Language Arts Standards

Literature
Key Ideas and Details
6.RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
6.RL.3 Describe how a particular story's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
Craft and Structure
6.RL.4 Determine the meaning of words and phrases as they are used in a text, analyze the impact of a specific word choice on meaning and tone.
Integration of Knowledge and Ideas
6.RL.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

Informational Text:
Key Ideas and Details
6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Craft and Structure

Special Populations

- We are going to have a phase-in model for special populations.
- The first priority group that the district is working on bringing into the school buildings is kindergarten.
- Following kindergarten will be English Learners, McKinney Vento, students without connectivity and Special Education students.

Special Education Phase 1 through 4

- **Phase 1:** All Special Education students in Continuous Learning 2.0; no in-person instruction

- **Phase 2**: ASSIST program in-person instruction two days per week, beginning with elementary, then increasing to secondary. Resource students receive one-day per week of in-person paraeducator support.

- **Phase 3:** Adding behavioral program instruction in-person two days per week, beginning with elementary, then increasing to secondary.

- **Phase 4:** Adding pre-school instruction in-person and increasing ASSIST and behavioral instruction to four days.

Secondary Advisory

We have advisory class to build community, support our strategies for social-emotional learning, and get help during distance learning.

Topics covered during this time include:
- Required student yearly trainings (Student Handbook, Harassment, Drills)
- High School and Beyond Plan Lessons
- Character Strong Lessons

Day/Time
- Advisory may be a separate class with specific advisory times or integrated into a building-wide schedule.
- Schedules will be common to each building and are still being worked out.

Secondary Electives

- There will still be elective options for students in the continuous learning model.

- Staff are working on plans on how best to provide the curriculum in an online setting.

Career & Technical Education

- CTE Programs will continue to be offered.

- Staff are working on plans for curriculum delivery.

- Technology Services is setting up a Virtual Desktop Environment so students can access software.

- Looking at bringing in small groups of students.

- A few specialty programs may be impacted. We will contact those families as needed.

High School--Graduation

Graduation requirements for the Class of 2021 and beyond remain consistent with the requirement from before the closure. These requirement include:

- [Complete a High School and Beyond Plan](#)
- [Earn high school credits](#) (24 credits)
- [Complete a Graduation Pathway](#)

Social Emotional Supports

- School districts have been directed to make social emotional supports a priority. To this end, we will establish a Character Strong program.

- Character Strong will be implemented through Advisory. This curriculum focuses on character development in order to help students cultivate social-emotional skills, their emotional intelligence, and help them develop a stronger identity and purpose in school and in the world.

Parent Supports

- Weekly *Smore* school newsletters
- Teacher weekly office hours
- Counselors & Student Support Advocate
- Technology Support Line
- Clever supplemental resources

Attendance

- Attendance will be taken during Continuous Learning.
- We are waiting for state level guidance regarding how attendance will be collected and monitored.

Food Service

- Grab 'n Go breakfast and lunch meals will be available for multiple days for purchase. Free and reduced meal applications apply as usual.

- More information regarding food service delivery will be available on our school/district websites before the start of school.

Internet/Connectivity Options

<u>Chromebooks</u> will be available for every student. Please check with your building for distribution times.

**<u>Hotspots</u>** are available for those families without home internet access.

Instructional materials may be downloaded for offline access.

**Individual schools will reach out for checkout schedule/times

On Campus Requirements

- Any individual coming onto campus needs to check in at the front door (temperature check, no symptoms).

- Follow signage as to maintaining 6 ft. distance and directional arrows.

- Wear a mask.

SOCIAL DISTANCING
2M
6feet
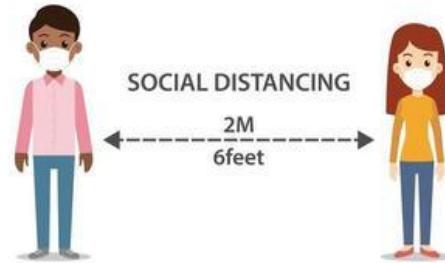
Transportation

- All drivers will wear face masks.
- All students will be required to wear face masks. If they do not have a mask, one will be provided.
- Students will load the bus back to front to avoid exposure.
- Windows will be open for better circulation.
- Siblings will be encouraged to sit together.
- Upon arrival at the school, a health screener will board the bus and screen students prior to unloading.
- Buses will be cleaned and disinfected after AM and PM runs.
- A video that shows our new procedures will be available on the website.

Cleaning, Disinfecting, Ventilation & PPE

- All schools will be cleaned and disinfected throughout the day and after students leave. Wednesdays will be for deeper cleaning and disinfecting and weekends, if necessary.
- HVAC equipment - cleaning, changing filters, system balancing, air flow
- Equipment/Supplies/Training - electrostatic handheld sprayers, Alpha HP disinfectant
- PPE (masks, shields, gloves, hand sanitizer, no touch sanitizing dispensers, disinfecting wipes, thermometers, UV sanitizers, desk shields, plexiglass, health room dividers, signage, cones, gowns, scrubs)

Next Steps

- Present Reopening Schools Template and recommend Board approval.
- Submit Reopening Schools Plan August 19, 2020 to OSPI for approval.

Questions