

Woodland Public Schools - Fall Opening Plan for Fall 2020-2021

Revised and Updated October 14, 2020

Introduction

The fall reopening plan is the culmination of the work of school and district level teams that have met over the course of the last spring and summer to evaluate the risks associated with reopening schools and the steps necessary to mitigate the risks, thus seeking to protect the safety and health of our students, our staff, and our community. Our aim in this plan is to return to face-to-face learning as soon as safely possible. Regionally, school districts are working closely with public health officials to guide our planning and recommendations.

The course of the pandemic in our nation, state, and the region has evolved over the last several weeks and, as a result, there have been adjustments to our planning that have been based on adjusted and revised guidance from multiple jurisdictional agencies, including the Federal Centers for Disease Control (CDC), the Washington State Department of Health (DOH), the Washington State Department of Labor and Industries (L&I), and the Office of the Superintendent of Public Instruction (OSPI). Guidance continues to change as more information regarding COVID-19 and its transmission within schools and communities is learned.

The guidance from these agencies was largely compiled in the [OSPI Reopening Washington Schools 2020 District Planning Guide](#). This planning guide is supportive of a safe and healthy school environment and includes both general recommendations as well as specific directives from DOH and L&I. Examples of these directives include mandates on social distancing, face coverings, and daily health attestations for students and staff.

Our goal is to serve the educational and associated support needs of all students effectively and return them to school as soon as we can reasonably assure the safety and health of students, staff, and the community.

Thank you in advance for your patience and understanding as we work to develop a plan that meets the specific needs, attributes, and other unique characteristics of our district.

On August 12, 2020, the Woodland Public Schools Board of Directors passed [Resolution 20-10](#). This resolution adopts this reopening plan for the 2020-2021 school year. This resolution directs the superintendent to monitor the circumstances related to reopening schools and revise and update the reopening plan as needed.

Predicate for Risk-Based Four-Stage Reopening Plan

In May 2020, The Centers for Disease Control and Prevention published on [their website](#) considerations for ways in which schools can help protect students, teachers, administrators, and staff and slow the spread of COVID-19. This website states:

“The more people a student or staff member interacts with, and the longer that interaction, the higher the risk of COVID-19 spread. The risk of COVID-19 spread increases in school settings as follows:

- *Lowest Risk: students and teachers engage in virtual-only classes, activities, and events.*
- *More Risk: small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days, and groups do not mix. Students remain at least 6 feet apart and do not share objects (e.g., hybrid virtual and in-person class structures or staggered/rotated scheduling to accommodate smaller class sizes).*
- *Highest Risk: full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.”*

On August 5th, 2020, the State of Washington Department of Health released a document titled [“Decision Tree for Provision of In Person Learning among K-12 Students at Public and Private Schools during the COVID-19 Pandemic.”](#)¹ The expressed purpose of which is “to assist local health officers and school administrators in making decisions around resuming in-person instruction for public and private K-12 schools during the COVID-19 pandemic.”

Considering these two documents and other guidance, we have developed this four-stage reopening plan along with metrics that can collaborate with regional public health officials and support a reasoned approach to safely reopening schools where we can best support the learning and achievement of all students.

On Friday evening July 31st Dr. Steven Krager, MD, MPH, the Cowlitz County Deputy Health Officer² transmitted a letter to Cowlitz School District Superintendents which state, in part:

“We all want our children to go back to school, as the benefits for students and families are obvious. However, with the current disease burden in Cowlitz County, we recommend at this time that school districts in the county start the school year with distance learning and continually re-evaluate conditions. Our concern is that with high

¹ This document has been updated from its original issuance, Most recently on September 2nd 2020.

² Clark and Cowlitz Counties share health officers. Prior to COVID-19 Dr. Alan Melnick, MD, MPH, CPH served as the sole health officer for both counties. Recently Dr. Krager was hired and serves as the de facto lead public health officer for Cowlitz County.

community transmission, the risk of outbreaks in schools is elevated, which could lead to schools closing again quickly. We have some indications that rates of new infections have started to flatten in Cowlitz County and if this trend continues, we are optimistic that conditions for having in-person school will be safer soon.”

Based on guidance from the Cowlitz County Department of Health and Human Services and administrative recommendation the school board made the determination to start the 2020-2021 school year with distance learning and that we continue to reevaluate conditions.

Since the beginning of the school year infection rates, as reported by Cowlitz and Clark Counties have increased, currently placing both counties in the “High” range of a 14-day average of >75 cases per 100,000 residents. Though the rate is volatile, current infection rate data shows that Cowlitz County has returned to the “moderate” range of infection rates 14-day average between 25 and 75 cases per 100,000 residents

The guidance from Cowlitz County Department of Health and Human Services issued between September 21 and October 5 was:

“With the recent spike in cases, CCHHS recommends school districts approach in-person learning with caution. We support districts considering expanding inperson learning to elementary students as described by the WA Department of Health Decision Tree with the understanding that if activity rates continue to rise, a switch back to remote learning could be appropriate. If rates remain in the high range for greater than 3 weekly reports or if COVID-19 activity continues to accelerate, we will recommend that all school districts return to remote learning.

We acknowledge the difficult balance of weighing the risk of COVID-19 infections in schools with the needs of children and families that in-person school helps address. We also acknowledge that each school district has different circumstances, and support school districts remaining in remote learning while we observe the extent of this spike in cases. We will continue to work closely with school districts to provide individualized guidance as local circumstances warrant”³

On Monday, October 12, 2020 the Cowlitz Health officials updated their recommendation to:

“With Cowlitz County’s return to the moderate activity level after a recent spike in cases, CCHHS recommends school districts continue to approach in-person learning with caution. Our current recommendation considers that some school districts postponed in-person learning until we knew the extent of our spike in cases after the Labor Day holiday even though rates had been in the moderate range more than three weeks in September.

³ Guidance Posted on Cowlitz County School Data Reports at <http://www.co.cowlitz.wa.us/2750/COVID-19-Data-Reports-and-Presentations> between 9/24 and 10/5

- For school districts currently in all-remote learning Because the spike in cases was short-lived, these school districts can plan a return to in-person learning for elementary students, as described by the DOH Decision Tree.
- For school districts that have begun in-person learning These districts can begin planning to expand to more grade levels (middle and high school students), but we recommend waiting to expand until 3 weeks of moderate activity has been sustained.

If case rates accelerate after expansion, or if rates enter and remain in the high range for more than 3 weeks, we will recommend that all school districts return to remote learning.

On October 6, 2020 Washington Governor Jay Inslee announced [several changes to the Washington Safe Start reopening plan](#). Among the changes identified were modifications to guidance specifically related to [guidelines related to youth and adult sports](#). The guidance document was developed by the Governor's Office with collaboration of the Washington State Department of Health (DOH) and the Washington Interscholastic Athletic Association (WIAA). These changes supersede contradictory guidance provided in the DOH document "[Decision Tree for Provision of In Person Learning among K-12 Students...](#)"

Based on changing guidance from the Governor's office, the Washington State Department of Health, and local public health authorities the administration is recommending readoption of the reopening plan, as amended.

Woodland Public Schools 4 Stage Reopening Plan. (Revised 10/14/20)

<p>Stage 1 School Reopening</p>	<p>Full Distance Learning with face-to-face supports for students in groups of no larger than 6 students (7 including staff).</p> <hr/> <p>Requirements for Moving to Stage 2</p> <ul style="list-style-type: none"> ● Three-weeks of case counts below between 25-75 per 100,000 residents in Cowlitz County in the prior 14 days⁴ or at a higher level or shorter term if Cowlitz public health officials support shifting to stage 2 reopening. ● Overall positive trends in additional metrics, including: <ul style="list-style-type: none"> ○ Overall case count ○ Hospitalizations ○ Test positivity rate ● The district superintendent, in consultation with school board members will determine movement to Stage 2 based on available data and concurrence with the Cowlitz County Department of Health and Human Services public health officials⁵ ● Because of its remote nature Yale Elementary School may transition to Stage 2 on a different timeline from Columbia or North Fork Elementary Schools.
<p>Stage 2 School Reopening</p>	<p>K-4 in Hybrid Model. (Grades K-4 every day, with a portion of the day dedicated to at-home learning. Depending on guidance from public health officials K-4 may begin smaller groups of students, ½ of each class group attending on alternating days, additional face-to-face supports, including daily attendance may occur for some learners if schools reopen with an alternating day model.</p> <p>Grades 5-12 Distance Learning with face-to-face support options in groups up to 6 students, with consideration of phasing in alternating day hybrid face-to-face learning if limited COVID transmission occurs and rates stabilize in the moderate range.</p> <hr/> <p>Requirements for Moving to Stage 3⁶</p> <ul style="list-style-type: none"> ● Multiple weeks of case counts below 25 per 100,000 residents in Cowlitz County, or at a higher level or shorter term if Cowlitz public health officials support shifting to Stage 3. ● Overall positive trends in additional metrics, including: <ul style="list-style-type: none"> ○ Overall case count

⁴ The data we will use if collected and reported by Cowlitz County Health. For purposes of accuracy the 14-day lookback period lags by six days. Example: August 10 rate would be determined based on reported positive tests between July 20 and August 3. If the rate remains stable for 14 or more days consideration will be given to moving to the next stage.

⁵ In consultation with public health officials a shift to Stage 2 may occur with less than 14 days of case counts in the moderate range.

	<ul style="list-style-type: none"> ○ Hospitalizations ○ Test positivity rate ● ● The district superintendent, in consultation with school board members will determine movement to Stage 3, based on available data and concurrence with the Cowlitz County Health and Human Services public health officials ● Because of its remote nature Yale Elementary School may transition to Stage 3 on a different timeline from Columbia or North Fork Elementary Schools.
Stage 3 School Reopening	
	3 K-4 in person (Every Day, Reduced Schedule) / 5-12 Hybrid (Alternating Day)
	Requirements for moving to Stage 4 of Reopening <ul style="list-style-type: none"> ● Multiple weeks of case counts below 10 per 100,000 residents in Cowlitz and Clark Counties ● Overall positive trends in additional metrics, including: <ul style="list-style-type: none"> ○ Overall case count ○ Hospitalizations ○ Test positivity rate ● The School Board will determine movement based on the ability of our schools to safely serve students under CDC/DOH/L&I/OSPI guidelines and concurrence with the Cowlitz County Health and Human Services public health officials
Stage 4 School Reopening	Full and Complete Reopening of Schools
	Modifications to full Reopening of Schools will be based on recommendations from the Clark/Cowlitz County Health Department, Governors, Office, OSPI, and available Local Data.

STAGE 1: Full Distance Learning

In the spring of 2020, we were thrust into offering a distance learning program with very little preparation, inadequate ability to support students, their families, and staff with the tools and technology support they needed to ensure the success of all students. Schools were closed state-wide by Washington State Governor Jay Inslee with the issuance of [Proclamation 20-09](#), which expanded to schools state-wide [Proclamation 20-08](#) and explicitly prohibited in-person educational, recreational, and other K-12 school programs using their school facilities. This strict prohibition exacerbated the challenges we faced in offering high-quality distance learning.

Distance learning will look very different from the program we were able to offer in the spring of 2020.

	Spring 2020	2020-2021 School Year
Materials and Technology	Woodland HS 1:1 Chromebooks. For all other students, we tried to provide Chromebooks. Families had the option of printed learning packets.	Woodland HS and Woodland MS will have 1:1 Chromebooks available. If we can acquire them, Chromebooks will be distributed to all students P-12.
Connectivity	Many of our students and some staff lacked connectivity to be able to support learning. Some accommodations for this included: <ul style="list-style-type: none"> • Distribution of a limited number of Verizon Hotspots. • Addition of parking lot WiFi zones to allow access from cars. 	Recognizing that the lack of high-speed internet access is a major impediment to students ability to access high-quality distance education and that this disproportionately impacts students whose families are experiencing poverty, the state is investing CARES act resources to provide students who receive free and reduced internet access for one year. In addition, the district is working to acquire additional hotspots to support learners in rural areas of the school district who cannot otherwise access high-speed internet.
Expectations of Educators	In alignment with the Governor’s “Stay Home-Stay Healthy” order, Educators worked from home. Though the vast majority of school staff worked very hard, there was a public perception that teachers were	Both certificated and classified staff will be required to work from school. ⁷ Educators will work in a designated space and adhere to PPE and physical distancing requirements. This will allow teachers to receive support with

⁷ In alignment with Inslee [Proclamation 20-46.1](#) High Risk Employees, as [defined by the CDC](#) can request accommodations that may, if reasonable, include working from home.

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	<p>“on vacation” and not investing in delivering high-quality educational experiences for students. Because of the variance in the quality of connectivity and impacts of individual family support needs, the quality and capacity for instructional delivery varied significantly.</p>	<p>technology, coaching, and curricular support and work collaboratively with administrators, teachers, paraprofessionals, and specialized educators.</p>
Instructional Time	<p>OSPI provided guidance to school districts in the spring of 2020 that suggested the following “Maximum student commitment each day.”</p> <p>Recommended guideline</p> <ul style="list-style-type: none"> ● Pre-K: 30 minutes ● Grades K-1: 45 minutes ● Grades 2-3: 60 minutes ● Grades 4-5: 90 minutes ● Grades 6-8: 20 minutes per class (2.5 hours maximum per day) ● Grades 9-12: 30 minutes per class (3 hours maximum per day) <p>The agency waived the annual instructional hours requirement (an average of 1027 instructional hours per grade level).</p>	<p>WAC 180-16-200 Total instructional hour requirement is not anticipated to be waived for 2020-2021. This equates to about 5:45 hours per day for each of the 180 days of the school year. Teachers will be asked to plan instruction and instructional activities for students that will meet this requirement. A portion of the school day will be spent in synchronous online instruction with classes, groups, and individuals. Synchronous whole group instruction will be recorded, so it is available for students who are unable to participate synchronously. Students will also have time within the school day to work independently or in small groups (using Google Meet) to complete related instructional activities.</p>
Curricular Content	<p>New content was largely limited given the limitations on time, materials, connectivity, and accountability.</p>	<p>New content will be delivered to all students that will be focused on critical standards.</p>
Teacher Preparation	<p>Preparation for quality remote teaching was very limited in the spring of 2020. Woodland High School staff were the most well prepared because of the training they had received on Google Classroom in the prior two years as the school was implementing its 1:1 initiative.</p> <p>All school districts certificated, and some classified staff were asked, as a</p>	<p>It is expected that all staff, with the exception of the teachers new to our school district in 2020-2021, have a basic understanding of the district selected learning management system (Google Classroom).</p> <p>With school board approval the administration will request a 5 day waiver of the 180 day school year requirement. This waiver will allow</p>

STAGE 1: Full Distance Learning

	<p>part of their professional responsibilities to complete online Google Classroom training. In addition, Technology Director Rippl provided synchronous training online.</p> <p>There was very limited training on how to effectively develop and deliver high-quality and engaging lessons in an online environment.</p>	<p>the district to use three bargained days prior to when students begin the school year (September 1-3) to ensure teachers are well prepared for remote instruction. Teachers will receive additional training on the development and delivery of high-quality remote instruction. They will have planned time to collaborate together and develop quality instructional units.</p> <p>The District will reserve two days for use on October 8 & 9 to evaluate, retrain, and recalibrate instruction to ensure its impact and effectiveness.</p> <p>In addition, there will be ongoing coaching support for staff through the school year.</p>
Family Engagement	<p>In the spring, the transition to remote learning was very quick, with a one-day turnaround. The teachers reached out to students and families in an attempt to engage students with varied results. Some students disengaged partially or entirely.</p> <p>The OSPI mandates on grading from the state created a disincentive for students, particularly students at the high school level, to continue to actively engage in learning.</p>	<p>Three days (September 1-3) will be utilized by teachers to personally and meaningfully engage each student in the district and their families. The purpose of these contacts will be to 1) Provide materials, texts, and Chromebooks to each student, 2) Identify any existing or anticipated barriers to student success 3) Determine what additional supports may be needed to fully support students academically and socially/emotionally. It is expected that IEP teams will meet prior to or during this time to identify supports for students with Individualized Education Programs and identify needed supports, including in-person instruction, if appropriate.</p>
On-Site Support	<p>Governor Inslee's Proclamations 20-09 and 20-08 explicitly prohibited in-person educational, recreational, and other K-12 school programs using</p>	<p>A limited number of students will be served on-site by certificated faculty and classified staff. Students served will be individually determined by IEP</p>

STAGE 1: Full Distance Learning

	<p>their school facilities. As a result, we were unable to offer direct face-to-face supports to learners, including the most at-risk, within the schools.</p>	<p>teams and building teams. Decisions will be data-based. Group sizes, health screening procedures, PPE requirements, and physical distancing requirements will be strictly enforced.</p>
<p>Extracurricular Activities</p>	<p>No extracurricular activities or athletics allowed.</p>	<p>Clubs and other groups can meet virtually or in small groups of 6 (plus advisor) or fewer.</p> <p>Athletic team practices and/or training may resume for all sports under the following guidelines:</p> <ul style="list-style-type: none">• Pods of 6 will be established and maintained per sport (coaches may float)• Social distancing of 6 feet will be maintained with no physical contact between athletes• Compliant masks will be worn at all times indoors. Masks may be removed during strenuous activity outdoors.• Programs adhere to sport specific guidelines that have been established by Woodland Public Schools for stage 1.

STAGE 2: Elementary Hybrid/ MS & HS Remote

In Stage 2 of school reopening, the education of students in grades 5-12 will remain the same as it is in Stage 1. The elementary grades will return to regular face-to-face instruction at school. The exact configuration of that instruction (A/B or all students) and the grade levels involved will be determined based on enrollment and the ability to serve all students while meeting the physical distancing requirements of DOH at the time of the transition decision.

The Department of Health Requirements:

On June 11, 2020, the OSPI published [Reopening Washington Schools 2020 District Planning Guide](#), which included, beginning on page 16, the Health and Safety Requirements of the Washington State Department of Health. On August 4, 2020, the [Department of Health updated these requirements](#).

The documents are built around nine (9) key principles for reducing potential exposures:

The mainstays of reducing exposure to the coronavirus and other respiratory pathogens are:

- **Keep ill persons out of school** — educating students, families, and staff to stay home when sick, and using screening
- **Cohorts** — conducting all activities in small groups that remain together over time with minimal mixing of groups
- **Physical distancing** — minimizing close contact (less than six feet) with other people
- **Hand hygiene** — frequent washing with soap and water or using alcohol-based hand gel
- **Protective equipment** — use of face coverings or shields, and barriers
- **Environmental cleaning and disinfection** — especially of high-touch surfaces
- **Improve indoor ventilation**
- **Isolation of sick people and excluding exposed people**
- *With the above considerations, outdoor activities are safer than indoor activities*

In alignment with these principles, the documents discuss requirements regarding many functions of school operations:

- People at High Risk
- Drop-Off and Pick-Up
- Health Screening at Entry
- Grouping Students
- Physical Distancing
- Meals
- Hygiene Practices
- Cloth Face Coverings
- Bus Transportation
- Response if Someone Develops Signs of COVID-19
- Cleaning and Disinfecting Procedures

STAGE 2: Elementary Hybrid/ MS & HS Remote

The way in which elementary schools and secondary schools operate varies significantly, largely based on the way instruction is delivered to students and the way the curriculum is differentiated for learners of different performance levels. As a result of these differences, we can strictly comply with the DOH requirements at the elementary level much more easily than we are able to with older grade levels.

The most difficult requirements to comply with involve the grouping of students, physical distancing, and meals. We have developed a plan that addresses all areas of the DOH requirements at the elementary level. This plan will significantly reduce the risk of wide-spread transmission between students and staff.

Elementary Hybrid Education Model

	Traditional Elementary Structure	2020-2021 Hybrid ⁸ Structure
Daily Health Screening	Students are not pre-screened. If we suspect illness, the school nurse or other staff assess and screen the student's symptoms to determine if they should be sent home.	Parents of all students and each member of the staff will be required, prior to attending each day to "attest" to their health status per the requirements of the DOH. This will be done electronically. If a student arrives at school without an attestation, the classroom teachers will be responsible for checking for symptoms and fever.
School Day	Our elementary day is typically 6 hours, 30 minutes of at school attendance.	The elementary school day will be split between school attendance (5:45) and at home learning (1:00).
Curriculum	<p>Content is in all of the core subjects of Mathematics, ELA, Science, Social Studies.</p> <p>In addition, nine (9) content area specialists provide standards-based lessons in visual arts, physical education, music, and social/ emotional learning.</p> <p>These content area specialists also provide an opportunity for contract required scheduled classroom preparation time for classroom teachers.</p>	<p>At school, the content will be provided in the core subjects of Mathematics, ELA, Science, and Social Studies. Mathematics and ELA will be the priority.</p> <p>Three (3) content area specialists will provide asynchronously-delivered standards-based lessons in visual arts, physical education, and music for at home learning.</p>

⁸ In addition to the "at home" portion of the instructional day it may be necessary, depending on numbers in classes to also shift to an alternating day (A/B) schedule where classes are split into two cohorts.

STAGE 2: Elementary Hybrid/ MS & HS Remote

		The at-school portion of the student learning day will be shortened to provide teachers with contracted required preparation periods.
Class Sizes	<p>The CBA with WEA sets elementary class-size maximums of:</p> <p>K-1 = 22 2-3 = 24 4 = 28</p> <p>It is typical to have class sizes near these levels.</p>	<p>5 teachers (4 FTE) have been shifted from content area specialist assignments into regular classroom assignments. This shift will allow for the reduction of class sizes so that no grade is anticipated, based on current numbers, to be over 21 students.</p>
Classroom Physical Distancing	<p>Teachers traditionally have had a great deal of flexibility in the way they set up their classrooms. It has been typical to group students around shared tables, or partners, triads or quads. Grouping of students was intentional and focused on maximizing engagement and learning. Most of the classroom furniture is designed for this type of grouping.</p>	<p>Evidence suggests that viral transmission is increased by sustained contact between individuals⁹. As a result, all classrooms must be able to accommodate individuals in the classroom in such a manner that they can exercise consistent six-foot physical distancing from other teachers and students.</p> <p>The district has acquired enough single student desks to allow distancing in classrooms. Classroom floors have been marked with desk locations to ensure the distances are maintained. Teachers will face new challenges in how they engage students in collaborative work.</p>
Cohorting of Students ¹⁰	<p>Students have not been cohorted. There is traditionally significant interaction between students outside of their regular classrooms in specialized classrooms (Special Ed, ELL, LAP, etc.) and at lunch and recess.</p>	<p>Students will, to the greatest extent possible, be served within their classroom cohort. When grade levels are served in specialized classrooms, the support will be targeted by the classroom cohort to avoid potential viral</p>

⁹ The current DOH document states “Maintaining six feet of distance is most important when students or staff will be engaged in something for more than a few minutes, like during class reading or quiet time, or eating lunch. There may be brief moments, such as passing by others in the hallway or during play at recess when students are less than six feet apart from each other.”

¹⁰ DOH Fall Guidance requires a shift to remote learning for a single cohort of children that has two confirmed cases in a 14-day period. If we do not cohort and the DOH determines transmission is occurring at school then the entire school could be required to shift to remote learning.

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		<p>spread outside of that cohort.</p> <p>Transitions within the school will be coordinated and regulated to support student health and safety. Playgrounds will be zoned, and students will be asked to play with others in their classroom cohort.</p>
Meals	<p>Congregate meal service is the norm. We have large rectangular tables that seat between 16 and 20 students at each table. In each of the three elementary schools, we have room for congregate feeding based on a fairly compressed time schedule.</p>	<p>With physical distancing, the large rectangular tables can seat three students. With additional seating needed the schools have developed plans to:</p> <ol style="list-style-type: none"> 1) Expand the student eating areas into gymnasiums and other areas. 2) Increase the number of lunch periods to reduce the number of students at any one time and allow for table surfaces to be sanitized between groups.
Pupil Transportation	<p>School buses are designed to fit large numbers of students, three to a seat with seats spaced about thirty inches between rows.</p>	<p>We will actively encourage parents to drive or walk their children to school. The DOH allows us to not follow the physical distancing requirements while transporting students with the requirement that students and the driver wear face coverings and the strong recommendation that windows remain open and that seating occur to maximize the spacing of students. KWRL has worked out a series of protocols to ensure that these expectations are addressed.</p>
Drop Off/Pick Up	<p>These activities are designed for safety and efficiency. Each school's unique layout drives the way this is organized in each school.</p>	<p>Each school, because of the uniqueness of layouts, are developing plans to manage the arrival and dismissal of students and the parent and school bus drop off and pick up with the goal of maximizing student health safety.</p>
Hygiene	<p>Students are given the opportunity to wash hands at sinks and waterless hand sanitizer is provided optionally to students.</p>	<p>It is difficult, given the number of sinks available for handwashing, to promote proper handwashing as frequently as is necessary to protect students. We have</p>

STAGE 2: Elementary Hybrid/ MS & HS Remote

		acquired enough alcohol-based (60%+) hand gel to allow frequent student hand sanitization. Students will be taught and encouraged to avoid touching their eyes, nose, and mouth.
Cleaning	Classroom cleaning has traditionally occurred on a nightly basis by our custodial staff and has been focused more on the appearance than deep sanitation.	The custodial staff have been trained and will be focused on the deep sanitization of classroom spaces daily. We will monitor the workload of custodial staff and may adjust other non-sanitary cleanings to ensure high touch surfaces will be regularly cleaned.
Volunteers	Classroom volunteers and “Reading Buddies” are critical elements of our program.	Volunteers will be very limited and rarely used.
Extracurricular Activities and Assemblies	Extracurricular activities or assemblies allowed.	All guidelines will remain the same as stage 1. Programs will adhere to sport specific guidelines that have been established by Woodland Public Schools for stage 2. Clubs and other groups can meet virtually or in small groups of 6 (plus advisor) or fewer.

STAGE 3: Grades K-4 In Person/ 5-12 in Hybrid (A/B) Schedule

In Stage 3 of school reopening, the education of students in grades PreK-4 will remain the same as it is in Stage 2. Grades 5-12 will return to regular face-to-face instruction at school on an alternating day (A/B) schedule. Students will have 2 or 3 days of face-to-face instruction each week and on alternate days engage in asynchronous learning that compliments and extends the in-class learning. Some work and consideration is being given to offering synchronous instruction simultaneously to students in class and students at home.

Given the structure of the way secondary schools are operated, difficult choices must be made between severely limiting course diversity and opportunities for differentiated learning (e.g., advanced math, honors, AP, College in HS, CTE, etc.) and putting students in strict cohorts. We have chosen to divide our Middle School into 8 cohorts (5A/5B, 6A/6B, 7A/7B, 8A/8B) (with limited crossover) and the High School into 2 cohorts (A/B).

Because of the limited ability to establish small cohorts at the secondary level the DOH and Cowlitz Health advice transitioning to face-to-face instruction with these students when the risk level is determined to be “low” using the DOH proposed metric (<25 cases per 100,000 residents in a rolling two week period, plus other indicators).

Many mitigation elements identified for our K-4 school in Stage 2 Reopening will apply to grades 5-12, including screening, meals, hygiene, transportation, and drop off/pick up. Other elements will be modified as follow:

Physical Distancing	Each classroom at WMS and WHS has been measured to determine the maximum number of students that are able to be accommodated with six-foot distancing. Each cohort will be limited by the available space within the classroom (typically 20-22 students). Desks will be arranged, as they are at the elementary level to ensure distancing is maintained.
Schedule	The school day will be the same length as in previous years, and the schedule of class periods will be similar. The High School will lengthen their first period to account for an increased time associated with health screening (the MS already has an extended first period). Classes will be shortened for a few minutes to allow surface cleaning between classes.
Cleaning	Daily cleaning will be similar to that described at the elementary level. In addition, the cleaning of classrooms will occur between class periods. The procedure for classroom cleaning is still being established.
Extracurricular activities and athletics	Team practices and/or training can continue for all sports. All practices and/or training will be in alignment with guidance issued by the governor’s office, state department of health and the WIAA within the moderate risk range of allowable sport specific activities. All clubs/groups may meet in person.

This stage of reopening needs little explanation. In this model, schools will return to functioning much as they did prior to the pandemic. We will be able to return to this model when the rate of infection is very low, an effective immunization is developed and broadly adopted, or there is “herd immunity.”