

**BOARD OF DIRECTORS  
SPECIAL MEETING  
AGENDA**

Monday, August 3, 2020  
5:30 p.m. Meeting

**Eastmont Administration Office**

*Due to current restrictions on public gatherings and in support of public safety, Eastmont's August 3, 2020 Board Meeting is closed to in-person public attendance. This meeting will be broadcast by the Superintendent and staff from the Eastmont Administration Office Board Room via this link:*

<https://zoom.us/j/98061173599?pwd=UFJwa0lwNTQ1QIRLRmUyVU5STUVKdz09>

- *If requested, the password is Eastmont.*
- *If this link does not connect, please check the website for an updated Zoom link.*

The Eastmont School District is governed by a board of five directors. The Eastmont Board of Directors sets the direction of the District by establishing goals, objectives, and policies to guide the superintendent who supervises all programs and staff. The Board of Directors is responsible for ensuring that the Eastmont School District is adequately financed to meet those goals, objectives, and policies; for monitoring the progress of the District; and for evaluating the performance of the superintendent. Each board member is a fiduciary for the District and, as such is responsible for using his or her best judgment in conducting the affairs of the District.

The Board generally meets at 5:30 p.m. on the second and fourth Monday of each month at either a school site or the Administration Office Board Room at 800 Eastmont Avenue, East Wenatchee. On holidays, or when a conflict occurs, a meeting may be held at an alternate time and/or date with proper notification given to the media.

The complete 2019-20 Board Meeting Schedule is available at [www.eastmont206.org](http://www.eastmont206.org) under the School Board tab.

NOTICE is hereby given that the Eastmont School District No. 206 Board of Directors, Douglas County, Washington will hold a virtual special meeting on Monday, August 3, 2020 beginning at 5:30 p.m. for the purpose of considering and acting upon the following agenda items:

I. CALL TO ORDER & PLEDGE OF ALLEGIANCE

II. APPROVE AGENDA/MODIFICATIONS

III. PUBLIC COMMENT

Comments critical of personnel, students, or volunteers will not be read given privacy concerns. Instead, they will be referred to the Superintendent for further inquiry and possible action.

Public comments will be accepted starting at about 5:32 by calling (509) 888-4698. Comments may also be sent by regular mail or emailed to Eastmont School District at [schoolboard@eastmont206.org](mailto:schoolboard@eastmont206.org)

IV. DISCUSSION & POSSIBLE ACTION ITEM

- A. Eastmont School District Reopening Plan for 2020-21 — Garn Christensen, Superintendent

V. FUTURE AGENDA ITEMS

VI. ADJOURNMENT

**FUTURE TOPICS IDENTIFIED BY THE BOARD FROM PREVIOUS MEETINGS**

- 1) Instructional screen time
- 2) Criteria and guidelines for student music and theater performances
- 3) Selection of sexual health curriculum
- 4) Revise superintendent evaluation

**UPCOMING MEETINGS – Until further notice, all future Eastmont Board of Directors Meetings will be held virtually.**

- August 17** Virtual Regular Meeting at 5:30 p.m.
- September 14** Virtual Regular Meeting at 5:30 p.m.
- September 28** Virtual Regular Meeting at 5:30 p.m.

# Washington Schools 2020 Reopening Plan Template

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Each school district, charter school, and state-tribal education compact school (“local education agency” or “LEA”) must adopt a reopening plan for the 2020–21 school year through local board resolution. The Office of Superintendent of Public Instruction (OSPI) developed this Washington School 2020 Reopening Plan Template in consultation with the State Board of Education (SBE).

[LEAs must use the 2020 Reopening Plan Template and file their plan with OSPI and the SBE within two weeks of the LEA’s fall starting date by completing the online survey.](#)

The LEA’s reopening plan must be approved by its governing body and posted on the LEA’s publicly available website prior to the opening of school. There are three major sections of the template with attestations or descriptions required for the components of each major section. Please fill out the template completely.

Each LEA should continue to monitor its reopening plan throughout the year and update as needed. We strongly urge you to continue your work engaging your parents, families, students, employees, and community partners while developing your reopening plan.



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

# **2020 SCHOOL REOPENING PLAN:**

## **Eastmont School District**

**Planned school reopening date: August 26, 2020**

**Planned last day of the 2020–21 school year date: June 11, 2021**

## Part I - MANDATORY Health Requirements

The local educational agency (LEA) must use the [Department of Health \(DOH\) and Labor and Industries \(L&I\) guidance](#) to create reopening plans aligned to health and safety requirements. All LEAs should maintain consistent communication with their local health authorities as reopening plans evolve.

**Please attest (and describe where appropriate) to the health mandates below.**

- 1) Our district has identified our primary **local health officer(s)**.  
 Yes
  - a. Please list the name(s) of your primary local health officer(s): Dr. Malcolm Butler
  
- 2) Our district has identified a primary **district-level point of contact** for our reopening effort.  
 Yes
  - a. Please list the name and contact information for your primary district-level point of contact: Superintendent Garn Christensen
  
- 3) We have reviewed the U.S. Centers for Disease Control and Prevention (CDC) definition of **high-risk employees** and we have clearly communicated with staff their opportunity to identify themselves as high-risk.  
 Yes
  - a. We are engaging self-identified high-risk employees to address accommodations consistent with L&I requirements and the Governor's proclamation about high-risk employees.  
 Yes
  
- 4) We have reviewed our **drop-off and pick-up plans** to provide proper physical distancing and minimal opportunities for parents and other adults, who are not staff, to enter our buildings.  
 Yes
  
- 5) We have a **daily health screening plan** in place for students and staff.  
 Yes
  - a. Please identify which health screening protocol best fits your school district planning.  
 Our plan will rely primarily on a screening process conducted at school or on buses.  
 Our plan is to rely on attestations, but to screen staff who do not provide an attestation that a screen was done at home before

school and students who do not provide an attestation that a screening was conducted by a parent, guardian, or caregiver before school.

6) We have altered our indoor classroom and common spaces and reconfigured our processes to ensure **six feet of physical distance** between all persons in our school facilities as a planning framework.

Yes

a. We are using additional common spaces to ensure six feet of physical distance between all persons in our school facilities as a planning framework.

Yes

No

b. We are using additional community-based spaces outside of our school facilities to ensure six feet of physical distance between all persons in our school facilities as a planning framework.

Yes

No

c. We understand that this is a planning framework and there will be limited times when students and/or staff may need to be within six feet for short periods of time.

Yes

d. We understand there are limited exceptions to the six-foot rule, but we will accommodate students with disabilities or others who meet the exceptions in order to deliver equitable services, which may include providing additional personal protective equipment (PPE) to staff and/or the student.

Yes

7) We have altered physical spaces, reconfigured schedules, and adopted necessary plans to provide **meals to students** that ensures six feet of physical distance between all persons as a planning framework.

Yes

8) We have established clear expectations and procedures to ensure **frequent hand washing** in all of our facilities for students and staff.

Yes

9) We have established clear expectations with students, staff, and families that all persons in our facilities will be wearing **face coverings** consistent with DOH and L&I requirements, including any of the narrow exceptions identified by DOH and L&I in guidance.

Yes

a. We have an adequate supply of face coverings on our premises to accommodate students who arrive at school without a face covering.

Yes

No

- b. We will provide adequate face coverings and other PPE requirements to protect all staff in each building and/or worksite consistent with the law and L&I guidance.

Yes

- 10) We have developed busing plans to maximize **physical distancing** on our buses as much as possible on a given bus route.

Yes

- a. We recognize that busing is an exception to the six-foot rule, as long as we exercise proper cleaning, maximum ventilation when reasonable, face coverings on students and adults, and proper PPE for our drivers.

Yes

- 11) We have developed a **cleaning regimen** in our facilities and buses consistent with DOH guidance and the Infection Control Handbook 2010.

Yes

- 12) We have clearly established procedures, in coordination with our local health authority, to **report any suspected or known cases of COVID-19**.

Yes

- a. We understand that contact tracing and any other procedures to identify additional COVID-19 cases are to be conducted and led by the local health authority, the Washington State Department of Health, or a designee at the direction of the public health authority.

Yes

## Part II – Statutory Education Requirements

- 13) We have established a school calendar to accommodate **180 instructional days and the required instructional hours** assuming all of the guided learning planned by and under the direction of the certificated teacher counts (in-person face-to-face, distance learning on screen with a teacher, independent learning assigned and evaluated by a teacher, and any other directed learning) subject to the State Board of Education requirements outlined in [WAC 180-16-200](#).

Yes

No

- a. We have created a flexible calendar with additional days that may be needed to address short-term school closure in the event that our facilities are not accessible as

directed by a public health authority or the Governor, and for which we were not able to make an immediate transition to Continuous Learning 2.0.

- Yes  
 No

b. Please upload a copy of your school calendar.

14) In order to accommodate the instructional hours requirements, please describe your typical **weekly schedule** for students and professional collaboration. Include any reasonable options to maximize **cohorts** of students to reduce the risk of possible virus transmissions.

- i. For elementary, please describe: Eastmont is starting school with remote only learning due to local COVID rates. Once numbers are within approved levels, students will be returned to campus incrementally by prioritized groups starting with our youngest students and most vulnerable students. These will be organized into small classroom sized pods within grade level cohorts. Instruction will be all day every day as space allows with appropriate social distancing. If adequate spacing is not possible, students will attend alternate days or partial days. See district on-campus phasing chart.
- ii. For middle school, please describe: Same as elementary with lower priority for return to campus other than those identified as most vulnerable. See attached on-campus phasing chart.
- iii. For high school, please describe: Same as elementary and middle school with lower priority for return to campus other than those identified as most vulnerable. See attached on-campus phasing chart.

15) We have a plan to take **daily attendance** for all students, regardless of our teaching modality, as well as a tiered approach to supporting students not participating and aligned to the OSPI attendance rules.

- Yes

a. We have a clear plan for ongoing communication with students and families, and we have provided a means by which all students will be required to check in daily even on days when the student is not physically present at school.

- Yes

16) We have identified **learning standards** across grade levels and/or content areas to ensure instructional time and professional learning are effectively tied to our reopening plan.

- Yes  
 No

17) We have determined our 2020–21 **grading policies**.

- Yes

No

- a. If yes: We have reviewed our grading practices, learned from decision-making this spring, and established the following grading system:
- For elementary, please describe: Return to pre-pandemic grading procedures.  
\_\_\_\_\_
  - For middle school, please describe: Return to pre-pandemic grading procedures.  
\_\_\_\_\_
  - For high school, please describe: Return to pre-pandemic grading procedures.  
\_\_\_\_\_

### Part III – Additional Expectations

18) Our district has a specific plan to support students who received **“incompletes”** in the spring of 2020.

- Yes  
 No

- a. If yes: Please briefly describe that plan: These students have been provided additional extended learning opportunities over the summer to complete these courses. Any that remain incomplete will continue to have an opportunity to complete these courses through the end of their high school experience.

19) Our district developed summer learning and services opportunities for **students who needed additional support** to be ready for success this fall.

- Yes  
 No

- a. If yes: What percentage of your students did you provide services to? Less than 1%.
- b. If yes: Please briefly describe the learning and service opportunities you provided, including any programs or targeted supports: On campus for identified 3<sup>rd</sup> grade students and high school students needing to complete courses.
- c. If yes: Please briefly describe your process for prioritizing your students furthest from educational justice: Eastmont uses Response to Intervention protocols to evaluate all students for both academic and social/emotional needs. Once identified, special program funds are used to provide intervention and support. These efforts will focus on our most vulnerable students P -12 as we start the 2020-21 school year.

20) We have a plan to perform a **universal screening** of each student when they return to school to better understand their strengths, learning needs, and social-emotional needs.

- Yes

No

- a. If no: Please briefly describe the efforts you are engaging in with respect to screening students when they return to school in the fall: \_\_\_\_\_

21) Our district has developed a **family and community engagement** process that includes strategies to reach non-English speaking families to inform our reopening plan.

Yes

- a. Please briefly describe your engagement strategy and the organizations or individuals who took part in your planning effort: Staff communicated activities and received feedback with parent leaders of our migrant and bilingual parent advisory committee. These same staff and parents will continue to share information and respond to concerns and suggestions as move into the school year. Parent surveys in both Spanish and English were conducted at the start of planning to solicit feedback on our end of 2019-20 activities, as well as get parent opinions on planning for this upcoming school year. Additional one-to-one phone calls were made to parents once draft plans were developed to get additional input.

22) Our district has invested in additional accessible **technology, hardware, or connectivity** for students and educators as we have prepared for fall reopening.

Yes

No

- a. Please identify the percentage of students that you believe have adequate technology and connectivity to learn remotely during the 2020–21 school year.

0 – 30%

31 – 40%

41 – 50%

51 – 60%

61 – 70%

71 – 80%

81 – 90%

91 – 100%

- b. Please briefly describe your strategy to accommodate students during the 2020–21 school year who do not have adequate technology or connectivity to effectively learn remotely: We believe close to 100% of students will have needed technology and connectivity through the distribution of 1 to 1 Chromebooks and needed wireless hubs. Those who live in locations with connectivity will be identified as our most vulnerable and be first to return to on-campus instruction.

23) Our district has provided **professional learning** for our educators to prepare them for effective instruction during the 2020–21 school year.

Yes

No

- a. If yes: Please briefly describe the professional learning provided or facilitated by the district: \_\_\_\_\_
- b. If no: Please briefly describe the professional learning the district will provide or facilitate prepare staff for effective instruction during the 2020–21 school year. All educators will participate in series of training to improve remote academic instruction and ensure student's social and emotional needs are being addressed.

24) Our district has selected a primary **learning management system** for consistent use with students across the district during the 2020–21 school year.

Yes

No

- a. If yes: Please select or write-in the primary learning management system the district is using with students:

Google Classroom

Microsoft Teams

Schoology

Canvas

Seesaw

Moodle

Other (write-in): \_\_\_\_\_

# On-campus Instruction

*Grade Level School Based Cohorts Divided into Pods of 15-25 Students Depending on Classroom Capacity*

On campus activities increase slowly, incrementally, with safeguards in place as local conditions improve.

**Group A** = Most vulnerable students with up to 10% of 3/1/20 school population as approved by principal.

**Group B** = Second most vulnerable students with up to 33% 3/1/20 school population as approved by principal.

**Group C** = All remaining students

**DO** = District Office

**SC** = Student Care

**PS** = Preschool

**SS** = Summer School

**PC** = Physical Conditioning

Red = Remote/online only

Yellow = Part-time on campus

Green = Full-time on-campus

Week	DO	SC	PS	K	1	2	3	4	5	6	7	8	9	10	11	12
6/1																
6/8																
6/22																
6/29														SS	SS	
7/6							SS							SS	SS	
7/13							SS							SS/PC	SS/PC	SS/PC
7/20							SS							SS/PC	SS/PC	SS/PC
7/27							SS							SS	SS	SS
8/3																
8/10																
8/17																
8/24			<b>School Starts 8/26, necessary employees on campus, all students remote for first two weeks as of 7/27</b>													
8/31																
9/7			ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC
9/14			ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC
9/21			ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC
9/28			ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC
10/5			ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC
10/12			ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC
10/19			ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC
10/26			ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC
11/2			ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC
11/9			ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC
11/16			ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC
11/23			ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC	ABC

# On-campus Instruction

*Grade Level School Based Cohorts Divided into Pods of 15-25 Students Depending on Classroom Capacity*

			PS	K	1	2	3	4	5	6	7	8	9	10	11	12
End of First Trimester																
11/30																
12/7																
12/14																
12/21																
01/4																
1/11																
1/18																
1/25																
2/1																
2/8																
2/15																
2/22																
3/1																
3/8																
End of 2 <sup>nd</sup> Trimester																
3/15																
3/22																
3/29																
4/5																
4/12																
4/19																
4/26																
5/3																
5/10																
5/17																
5/24																
5/31																
6/7																
6/14																



## Eastmont COVID-19 Safety Committee Reopening Guidance

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### *Committee Members:*

*Chair Russ Waterman (EHS)  
Matt Charlton (DO)  
Jon Abbott (EHS)  
Holly Cornehl (EJHS)  
David Garcia (CPIS)*

*Jim Meyering (Custodial Suprvsr Retired)  
Jason White (Custodial Supervisor)  
Jamea Connor (Lee)  
Kim Browning (Cascade)  
Greg Loomis (Lee/Cascade)*

### **Hygiene Practices**

- Wash hands often with soap and water for at least 20 seconds. Children and adults should wash hands when they arrive at school, before meals or snacks, after outside time, after going to the bathroom, after nose blowing or sneezing, and before leaving to go home. Help young children to make sure they are doing it right.
- Teach children (and adults) not to touch their eyes, nose, and mouth with unwashed hands.
- If soap and water are not readily available, use an alcohol-based hand gel with at least 60 percent alcohol and preferably fragrance-free. Supervise use of alcohol-based hand gel by young children. Cover coughs or sneezes with a tissue, then throw the tissue in the trash. Clean hands with soap and water or hand gel.

### **Student Drop Off**

- Develop a system for drop-off and pick-up that keeps families at least six feet from each other and reduces their need to enter the school. This may include staggering drop-off and pick-up times for various groups, one-way traffic flows, greeting students at their vehicle, or placing distancing markers on walkways.

### **Screening**

- Staff will self-attest daily on COVID-19 Google doc provided by HR.
- Students will be screened at the school daily or online attestation via Parent Square.
- Screening onsite will include the following action or questions:
  - Temperature check for a temp below 100.4
  - Fever or sense of having a fever
  - A cough
  - Shortness of breath or difficulty breathing
  - A sore throat
  - Chills
  - Close contact or cared for someone with COVID-19
  - New loss of taste or smell
  - Muscle or body aches
  - Nausea/vomiting/diarrhea
  - Congestion/running nose – not related to seasonal allergies
  - Unusual fatigue
  - Taken any fever reducing medications within last 4 hours

## **Screening (continued)**

- Screening should be broken down into groups and done at a designated entry(ies) to the building. This could be done by grade level per entry point and a separate entry point for those doing Parent Square attestation.
- Social Distancing should take place in any line for screening.
- Two staff per screening station: One for Temp check and one to do onsite attestation or verify online attestation.

## **Face Coverings**

- What is a face covering?
  - A cloth face covering is fabric that covers the nose and mouth.
  - It can be:
    - A sewn mask secured with ties or straps around the head or behind the ears.
    - Multiple layers of fabric tied around a person's head.
    - Made from a variety of materials, such as fleece, cotton, or linen.
    - Factory-made or made from household items.

### *Staff Members*

- All employees are required to use at least a cloth face covering that fully covers the mouth and nose. Additional personal protective equipment or other controls are required for workers in medium and higher risk transmission areas.
- Staff using a face shield: Can be done in certain circumstances. L&I has updated their guidance to allow staff to wear face shields when a face covering reduces the effectiveness of instruction (for example, during speech therapy, demonstrating enunciation, or language instruction). This is determined by the educator leading the instruction. For all other activities (staff meetings, hallway monitoring, playground or cafeteria monitoring, etc.), staff must wear a cloth face covering unless they fit into one of the exemption categories.

### You are required to wear a mask under the following conditions:

1. You are working in close proximity with or talking to anyone (6 feet or closer) inside District facilities.
2. Walking around the inside of any of the District facilities (going to the copy machine, break room, bathroom, etc.), especially if there are multiple people working in a common office area.

### You do not need to wear a mask under the following conditions:

1. If you are in your own office and working alone.
2. You are in a work space alone or with a small group of staff and adhering to strict social distancing (6 feet apart). You must have your mask ready to put on at a moment's notice.
3. Those working in an office setting (while there are reduced staff in the buildings this summer), do not have to wear a mask if you are in your own cubicle/desk space, working alone. You will need to put a mask on if there are an increased amount of people in the building or office space.
4. When wearing a face covering reduces the effectiveness of teaching (for example, during speech therapy, demonstrating enunciation, or language instruction), the educator may remove the face covering for the period of time that the covering interferes with instruction. Physical distancing of at least six feet must be strictly maintained during this time.

### Staff Exemptions from Wearing Facial Mask

1. Cloth face coverings should not be worn by:
  - Those with a disability that prevents them from comfortably wearing or removing a face covering.
  - Those with certain respiratory conditions or trouble breathing.
  - Those who are deaf or hard of hearing and use facial and mouth movements as part of communication.
  - Those advised by a medical, legal, or behavioral health professional that wearing a face covering may pose a risk to that person.

### *Students and Other Individuals*

- All students and other individuals who will be in a school facility for greater than 15 minutes are required to use cloth face coverings that fully cover the mouth and nose or higher protection.
  - Shall wear a face covering/face shield on buses and on campus
  - Students may use face shields as an alternative to a cloth face covering
  - Younger students must be supervised when wearing a cloth face covering or face shield and will need help putting them on, taking them off, and getting used to wearing them.
  - For students who are not exempt from the face covering requirement, schools should take steps to educate the student on safety compliance, implement positive behavior interventions, recommend alternative face coverings (such as a face shield instead of a mask, which can feel more comfortable), and, when appropriate, consult with the student's parent or guardian. Only as a last resort may districts consider excluding a student for refusing to wear a face covering. If a student is excluded, the school must provide the student with an opportunity to receive educational services during the exclusion and then return the student to their regular educational setting when the exclusion ends. Students who are unable to consistently wear a face covering due to sensory, behavioral, or other disabilities must not be disciplined or denied access to educational services as a result.

### Social Distancing

- Practice physical distancing (six feet) within each group of students as much as possible. Create space between students and reduce the amount of time they are close with each other. Your ability to do this will depend on students' ages and developmental and physical abilities. Select strategies to increase physical distancing that will work for your school and the space available. Not all strategies will be feasible for all schools. Think creatively about all opportunities to increase physical space between students and limit interactions in large group settings.
- Districts must arrange their physical spaces to accommodate six feet of distance when all students and staff are seated.
- For the purposes of school facilities, districts must have a plan to maintain six feet of distance when all students and staff are seated. Both DOH and L&I recognize that some tasks and movements will require proximities closer than six feet, including passing in the hallway or a teacher moving around in the classroom.
- Hallways should be designated with directional arrows to control traffic flow.
- Social distancing signs and spaces should be clearly marked throughout the building.

### Social distancing strategies:

- Cancel field trips, assemblies, and other large gatherings. Cancel in-person activities and events such as field trips, student assemblies, special performances, school-wide parent meetings, or spirit nights.
- Cancel or modify classes where students are likely to be in very close contact.
- Suspend or make significant modifications to activities that are considered high risk, such as choir or other classes or activities that require students to remove face coverings, and may contribute to transmission of COVID-19. If these classes or events continue, hold them outdoors or in a large well-ventilated space and with fewer people than usual to allow even greater physical distance between students. Ensure that families understand these activities are high risk.
- Increase the space between desks. Rearrange student desks to maximize the space between students. Turn desks to face in the same direction (rather than facing each other) to reduce transmission caused from virus-containing droplets (e.g., from talking, coughing, sneezing).
- Reduce the number of students in the halls at one time. Stagger release of classes. Limit activities where multiple classrooms interact.
- Stagger arrival and/or dismissal times. These approaches can limit the amount of close contact between students in high-traffic situations and times.
- Reduce congestion in the health office. For example, use the health office for children with flu-like symptoms and a satellite location for first aid or medication distribution.
- Limit nonessential visitors. Limit the presence of volunteers for classroom activities, mystery readers, cafeteria support, and other activities.
- Limit cross-school transfer for special programs. For example, if students are brought from multiple schools for special programs (e.g., music, robotics, academic clubs), consider using distance learning to deliver the instruction or temporarily offering duplicate programs in the participating schools.
- Teach staff, students, and their families to maintain distance from each other in the school. Educate staff, students, and their families at the same time and explain why this is important.
- Keep students outside more, as weather and space permits.

### **Busing**

- Unlike classroom time, which can be in excess of six hours a day in some schedules, bus rides are typically short in duration and are often essential for students to access their basic education. However, multiple additional health mitigation strategies such as health screening, face coverings, hand hygiene, frequent cleaning, and maximum air circulation are necessary when riders cannot follow the six-foot social distancing rule on buses.
- Maximize outside air and keep windows open as much as possible.
- Encourage walking, biking, or being driven by caregivers as much as possible.
- Riders and staff members must wear a cloth face covering.
- Clean and disinfect frequently touched surfaces.
- Keep riders as far apart as possible on the bus.
- During the pre-trip inspection the bus driver shall clean their driving area and entrance hand rails using a disinfectant wipe. The bus driver may also want to use disposable gloves during the inside portion of the pre-trip while they are checking items such as the emergency door handles.

### **Busing (continued)**

- Bus drivers shall use their face mask at all times during operation. This would include student loading, driving, unloading, unpacking of under storage and cleaning during post trip.
- Passenger windows are to be open to create airflow at all times during operation and are to be *only* operated by the bus driver.
- Students shall wear face masks at all times on the bus.
- At times when siblings are riding the same bus they will sit together in the same seat.
- After each bus run the bus driver shall wipe down their area and the entrance hand rails using a disinfectant wipe. Before disembarking, the driver shall (starting at the rear and working towards the front) fog the bus using the Room Service aerosol disinfectant.
- After the morning run the interior of the bus (seat bottoms, seat backs, walls) shall be wiped down thoroughly with disinfectant using the most current district products and procedures.

### **Building Ventilation**

- Ventilation is important to have good indoor air quality. Offer more outside time, open windows often, and adjust the HVAC system to allow the maximum amount of outside air to enter the program space. Use of fans for cooling is acceptable. They should blow away from people. There is no special cleaning or disinfection for heating, ventilation, and air conditioning (HVAC) systems.
- Outside doors and windows should be opened to maximize air flow when weather permits.
- Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to children using the facility.

### **Outdoor Areas**

- Outdoor areas, like playgrounds in schools and parks, generally require normal routine cleaning, but do not require disinfection.
  - Do not spray disinfectant on outdoor playgrounds—it is not an efficient use of supplies and is not proven to reduce risk of COVID-19 to the public.
  - High-touch surfaces made of plastic or metal, such as grab bars and railings, should be cleaned routinely.
  - Cleaning and disinfection of wooden surfaces (play structures, benches, tables) or groundcovers (mulch, sand) is not recommended.

### **Cleaning of Classrooms and High-touch Areas**

- If groups of students are moving from one area to another in shifts, finish cleaning before the new group enters the area. Clean and disinfect high-touch surfaces each night after students leave.
- *Custodial staff will be responsible for disinfecting classrooms daily using District approved disinfectants at the end of each day.*
- *Teaching staff will be tasked with cleaning high traffic classroom areas with soap and water several times during the day.*
- Clean and sanitize toys, equipment, and surfaces in the program space. Clean and disinfect high-touch surfaces like doorknobs, faucet handles, check-in counters, and restrooms. Use alcohol wipes or 70% isopropyl alcohol to clean keyboards and electronics. Outdoor areas generally require normal routine cleaning and do not require disinfection. Wash hands after you clean.

## **Meals**

- Limit gatherings and potential mixing of classes or groups in the cafeteria or other communal spaces. Consider having students take their meals outside or in the classroom. You may accomplish this through meal delivery to classes, or through grab-and-go services. If using the cafeteria, have students sit with their class or group, and ensure physical distance between students and between groups.
- Stagger mealtimes in the lunchroom or dining hall. Arrange the flow of students to reduce crowding such as at handwashing sinks, food vending areas, etc. Space students as far apart as you can at the table. Make sure tables are at least six feet apart.
- Individually plate food for each student. The staff (not students) should handle utensils and serve food to reduce spread of germs.
- Clean and sanitize tables before and after each group eats. Use a washable plastic tablecloth for wooden tables.
- Possibility of eating in classrooms based on building capacity and grade level. (*This is a bargaining issue on how to meet a teacher's "duty free" lunch.*)

## **What to do if Someone Develops Signs of COVID-19**

- To prepare for the potential of students or staff showing symptoms while at school, schools should have a response and communication plan in place that includes communication with staff, families, and their local health jurisdiction.
- If a student or staff member develops signs of COVID-19 (see list under health screenings on page 3), separate the person away from others, with supervision at a distance of six feet, until the sick person can leave.
- While waiting to leave school, the individual with symptoms should wear a cloth face covering or mask if tolerated. Air out and then clean and disinfect the areas where the person was after they leave. The person with symptoms should follow DOH guidance for what to do if you have symptoms for COVID-19 and have not been around anyone who has been diagnosed with COVID-19. Ask the employee or student's parent or caregiver to inform the school right away if the person is diagnosed with COVID-19.
- If a student or staff member tests positive for COVID-19, the local health jurisdiction will advise, but it is likely that many of the student's classmates will be considered close contacts and need to be quarantined for 14 days. Refer to What to do if you were potentially exposed to someone with confirmed coronavirus disease (COVID-19)?

## **Returning to School After Having Suspected Signs of COVID-19**

- A staff member or student who had signs of suspected or confirmed COVID-19 can return to the program when:
  - At least three days (72 hours) have passed since recovery – defined as no fever without the use of medications and improvement in respiratory signs like cough and shortness of breath; AND
  - At least 10 days have passed since signs first showed up OR
  - It has been at least three days (72 hours) since recovery AND a health care provider has certified that the student does not have suspected or confirmed COVID-19.
- If a person believes they have had close contact to someone with COVID-19, but they are not sick, they should watch their health for signs of fever, cough, shortness of breath, and other COVID-19 symptoms during the 14 days after the last day they were in close contact with the person sick with COVID-19. They should not go to work, child care, school, or public places for 14 days.

2020

August	M	T	W	TH	F
Days	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
	31				
	17-20: Teacher Pro. Development Days				
	24: All Staff Opening Day				
	25: Required Teacher Training Day				
	26: First Day of School				

September	M	T	W	TH	F
Days		1	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30		
	7: No School - Labor Day				

October	M	T	W	TH	F
Days				1	2
	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
	26	27	28	29	30
	7 & 14: Parent Conf 4-7 pm for grades 5th-12th*				
	9: COVID MAKE-UP DAY (If Needed)				
	29-30: No School for K-12 - Parent Conferences for grades K-4th only**				

November	M	T	W	TH	F
Days	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30				
	11: No School - Veteran's Day				
	24: End of 1st Trimester Grading (62)				
	25-27: No School - Thanksgiving				
	30: COVID MAKE-UP DAY (If Needed) ****				

December	M	T	W	TH	F
Days		1	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31	
	21-31: No School - Winter Break				

2021

January	M	T	W	TH	F
Days					1
	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29
	1: No School - New Year's Day				
	18: No School - Martin Luther King Jr. Day				

2021

February	M	T	W	TH	F
Days	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	1: COVID MAKE-UP DAY (If Needed)				
	3 & 10: Parent Conf 4-7 pm for grades 5th-12th*				
	12: COVID MAKE-UP DAY (If Needed) ****				
	15: No School - President's Day				

March	M	T	W	TH	F
Days	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30	31		
	11: End of 2nd Trimester Grading (59)				
	12: COVID MAKE-UP DAY (If Needed)				
	19: No School for K-12 - Parent Conferences for grades K-4th only***				

April	M	T	W	TH	F
Days				1	2
	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
	26	27	28	29	30
	5-9: No School - Spring Break				

May	M	T	W	TH	F
Days	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
	31				
	5 & 12: Parent Conf 4-7 pm for grades 5th-12th*				
	31: No School - Memorial Day				

June	M	T	W	TH	F
Days		1	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30		
	4: High School Graduation				
	11: Last Day of School				

**Grading Periods**

1st Trimester Ends - November 24  
2nd Trimester Ends - March 11  
3rd Trimester Ends - June 11

\* = Grades 5<sup>th</sup>-12<sup>th</sup> Parent Conferences are in the evening from 4:00 - 7:00 on Oct. 7 & 14; Feb. 3 & 10; and May 5 & 12.

\*\* = Grades K-4<sup>th</sup> Parent Conferences: Wed. (4:00-7:00); Thurs. (12:00-3:00 & 4:00-7:00); and Friday (8:00-11:00).

\*\*\* = Grades K-4<sup>th</sup> Parent Conferences: Thursday (4:00-7:00) and Friday (8:00-11:00).

\*\*\*\* = COVID Make-Up Day/Will be a Records Day for Staff if Make-Up Day is not needed.

 = Half Day: Students are released after lunch & 3 hours early from regular schedule.



## **Roadmap for Reopening Schools 2020-2021 School Year**

### ***Draft***

#### **Priorities/Guidelines:**

- Provide a safe environment for students, staff, and visitors.
- Be responsive/supportive of our community's expectations and needs.
  - High levels of engagement/communication.
  - Predictable schedule.
  - Combination of real-time instruction and recorded instruction.
  - Offer students/families a choice of "remote" only instruction
- Be "fluid and flexible" in our delivery systems to be able to respond quickly when health conditions change in our area or if/when individuals or groups of students must learn remotely.
- Provide as close to normal levels of learning as possible and return to normal operation as soon as it is safe to do so.
- Provide equitable access to education for all students, regardless of access to technology, language barriers, migratory lifestyle, transitional housing, access to supervision, disabilities, mental health, and physical health and safety.

#### **Options for Families:**

- Choice 1: Phase into a return to normal school operation. (See description below)
- OR**
- Choice 2: Eastmont Virtual Academy (HomeFIELD)

#### **Phasing Into Normal School Operation**

1. Remote Instruction: Utilizes Google Classroom and Google Meet to organize and deliver instruction. All students have chromebooks.
2. Hybrid Instruction: As health conditions allow, students will return to campus on a part time basis following health and safety protocols. Students on site will be phased in prioritizing our younger and most vulnerable students. We will use an alternating (A - B) rotation. This reduces the number of students on campus at any point in time allowing for safety protocols to be followed. Best attempts will be made to keep schedules consistent whether remote or on site.
  - a. Synchronous teaching could occur with teachers continuing their same instructional practices with some students participating in the classroom while others participating from home. Or
  - b. Teachers could pre-record lessons, direct students not onsite to work on projects, assignments or individual work.



3. Onsite Instruction: As health conditions allow, all students will return to campus following health and safety protocols.

### **Instructional Tools**

- Google Meet
- Google Classroom - Learning management system for all classroom management/organization.
- Chromebooks checked out to any student who needs one (1:1).

### **Required Hours/Days**

- State Requirements: 1,027 instructional hours, 180 instructional days.
  - State Board of Education has additional guidance

### **Grading and Assessments**

- Follow district adopted grading practices.
- Provide regular feedback to students via individual meetings and returned work.
- State assessments - waiver requested from U.S. Dept of Ed (pending)

### **Attendance/Enrollment**

- Required to take attendance and maintain records regardless of instructional delivery model.
- Students/families may request a transfer between instructional models at trimester (12 weeks) or on a space available basis.

### **Learning Standards:**

- Washington state student learning standards with a focus on essential standards.
- District adopted curriculum
- Follow grade level and content area scope and sequence

### **Initial Professional Development:**

- Remote learning strategies - live instruction with large groups of students
  - Include use of new technology
- Google Classroom - organization
- Qmlative - attendance and gradebook
- Social Emotional Learning/Culturally Responsive Teaching



## Elementary Roadmap: Phase into a return to normal school operation.

**Step 1: 100% Remote Instruction** - no students on site. Staff working on site unless approved to work from home by Human Resources.

- Safety: On-site staff follow all precautions listed in the district safety plan.
- Instructional Plan:
  - General Expectations
    - Routines and structures for consistency to balance think time, work time, and play time for health and well-being.
    - Monday-Friday weekly plan posted Monday mornings
    - Assignments released daily by 8:30am (set ahead of time)
    - 3 content lessons daily (Reading, Writing, Math)
    - Small group and one-on-one lessons provided daily in support of lessons and reteach by classroom teachers.
    - Live class meeting daily; 'Opening' w/announcements, class meeting and attendance (student must either be present for live session or there is evidence the student has engaged that day - i.e. messaged teacher, turned in assignment, etc...).
    - Afternoon flex time-work hours adjusted to end 'student time' one hour earlier than contracted time. Clarity on flex time to come via building admin.
    - Each student will only have one Google Classroom. Specialists are added as co-teachers to make it simple for students and parents.
  - Content: Focused on Essential Learning Standards
    - Reading (Recorded Lesson Posted Daily - Live is optional)
    - Writing (Recorded Lesson Posted Daily - Live is optional)
    - Math (Recorded Lesson Posted Daily - Live is optional)
    - Social Studies/Science (Integrated if possible into ELA)
    - PE/Music (daily lessons in primary/intermediate)
    - Art (Recorded Weekly lesson in primary/intermediate)
  - Delivery of instruction will include
    - Pre-recorded teacher lessons & Live (I do)
    - Interactive opportunities; whole group, small group, individual for live instruction (We do)
    - Independent practice (You do)
  - Grading & Feedback:



- Standards based grading practices in place and communicated.
- Grading required in reading, writing and math.
- Specialist Teachers and Paras: The top priority is to provide support for students in their general education classroom. The second priority is to provide specific instruction in the specialty area.
  - PE and Music Teachers:
    - Support identified students with general education needs.
    - Provide daily recorded lessons per grade band.
  - EL Teacher:
    - Support students with their general education learning needs.
    - Provide education opportunities as defined in state and local plans for English Learners (ELs).
    - Provide ELs with English language development instruction that is tailored to address their proficiency level and with the rigor and intensity to exit services as quickly as possible.
    - Instructional program: Imagine Learning
    - Google Meet weekly w/newcomers and Level 1
    - Google Meet weekly w/all other students per grade level
    - Bilingual paras support Level 1's, 2's with general ed access
    - Migrant Bilingual support connecting with families weekly
  - Special Education Teacher:
    - Support identified students with their general education learning needs. Offer Gen ed access support to Tier I (scaffold work)
    - Primary focus supporting higher need students
    - Intensive skill work groups, small groups and individual
    - Manage paras to deliver small group instruction in support of IEP goals or accessing Gen Ed curriculum.
    - IEP team to determine workload/schedule for expectations and accommodations for individual students.
  - Response to Intervention Coordinators & PBIS:
    - Support identified students with general education learning needs.
    - Primary focus supporting higher need students
    - Intensive skill work groups, small groups and individual
    - Manage paras to deliver small group instruction (LAP, Title)
  - Paraprofessionals
    - Support identified students with general education learning needs.
    - Follow guidance from program teacher (i.e. ELL, Special Ed, LAP) to support students.

**Step 2: Hybrid** - Partial Students On Site. Staff working on site unless approved to work from home by Human Resources.



- Safety: On-site staff follow all precautions listed in the district safety plan.
- Instructional Plan:
  - General Expectations TBD

**Step 3: 100% On-Site**

- Safety: On-site staff follow all precautions listed in the district safety plan.
- Instructional Plan:
  - General Expectations TBD

**Secondary Roadmap: Plan for returning to normal school operation.**

**Clovis and Sterling Intermediate Schools:**

**Routines and Structure:** created to balance think time, work time, and play time for the health and well-being of students.

- Monday-Friday weekly plan posted Monday mornings
- When given, assignments will be released daily by 8:00 am (set ahead of time)
- Run 2 CORE classes - 1 Specialist on a /6 week rotation.
  - Offering different time options for students to participate in lessons/meet with teachers ( AM/PM options for each class, smaller groupings, more personalized instruction/relationship building, varying home situations, etc.)

Period	Times	Minutes
Prep (PLC Monday)	8:00 - 9:00	60 minutes
Block 1	9:00-10:15	75 minutes
Passing/Break	10:15-10:25	10 minutes
Block 2	10:25 - 11:45	80 minutes
Lunch	11:45 - 12:25	35 minutes



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Block 3	12:25 - 1:45	80 minutes
Interventions/Communication with Students/Families (Flex Time for Evenings When Needed)	1:45 - 2:45	60 minutes

**Flexible Instruction:**

- Pre-recorded teacher lessons & Live (I do)
- Interactive opportunities; whole group, small group, individual for live instruction (We do)
- Independent practice (You do)
- SEL - Character Strong/Sanford Harmony
  - Build in social time for students to practice social skills online.
  - Plan virtual orientations for students and families, including expectations for remote learning.
  - Social-Emotional Strengths/Needs Universal Screener
- Engagement strategies encouraged when able; project based learning, online projects (shared by content area/grade level or across schools)

**Planning for Parent Needs**

- School Communication w/families; expectations, attendance, participation, grading
- Remote conference with families at the beginning of the school year
- Distribute expectations info, login information, personalized pw info, cheat sheets (tutorials) at Chromebook check out
- Utilize Parent Square to share information

**Platforms**

- Primary Use
  - Google Classroom and Google Meet
- Supplemental Use
  - Kami
  - Screencastify
  - Google Apps (shared resources document?)
  - GoFormative
  - School webpage
- Be aware of the impact/confusion multiple logins/platforms has on families

**Support of Special Student Populations**

- English Learners (EL)



- Provide education opportunities as defined in state and local plans for English Learners (ELs).
- Provide ELs with English language development instruction that is tailored to address their proficiency level and with the rigor and intensity to exit services as quickly as possible.
- Program Supports: Imagine Learning, Achieve 3000, MyOn
- Migrant Bilingual support connecting with families weekly
- **Special Education**
  - Offer Gen ed access support to Tier I (scaffold grade level work)
  - Primary focus supporting higher need students
  - Intensive skill work groups, small groups and individual
  - Manage paras to deliver small group instruction in support of IEP goals or accessing Gen Ed curriculum.
  - IEP team to determine workload/schedule for expectations and accommodations for individual students.
- **RTI/PBIS**
  - Primary focus supporting higher need students
  - Intensive skill work groups, small groups and individual
  - Manage paras to deliver small group instruction (LAP, Title)
  - SEL
  - Social/Emotional Support
  - Behavioral Support
- **Use of Paraeducators**
  - Recommend connected to cohorts and small groups
  - Consistency with student groups prioritized

## **Eastmont Jr. High and High School**

### **Class Schedule**

Currently, all EJHS and EHS students are enrolled in six classes. Students will begin the year engaging in only three of their six classes for half the trimester/semester and then switch to the final three classes in their schedule for the second half of the term.

Engaging in only three classes at one time makes the learning more manageable for students in either a remote or hybrid learning model.

<b>Period</b>	<b>Times</b>	<b>Minutes</b>
Prep (PLC Monday)	7:45 - 8:45	60 minutes
1st/4th	8:45 - 10:05	80 minutes



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Passing/Break	10:05 - 10:15	10 minutes
2nd/5th	10:15 - 11:35	80 minutes
Lunch	11:35 - 12:10	35 minutes
3rd/6th	12:10 - 1:30	80 minutes
Special Services/ Interventions/Communication with Students/Families (Flex Time for Evenings When Needed)	1:30 - 2:30	60 minutes

### **Classroom Expectations**

Students log in with their teacher at the beginning of each class so teachers can take attendance.

- The first half of the block period is for live video direct instruction and direct interaction with the teacher. This is something our parents requested when surveyed.
- The second half of the block will be open based on the needs of the class. Teachers can have students work individually or virtually in groups while they help individuals, provide small group instruction or provide learning extensions to students ready to progress.

### **Daily Schedule**

Classes would run daily Monday through Friday from 8:45 -1:30. The last hour of the day teachers/students can schedule additional time for individual support, small group instruction or time for communication with students/families. Teachers can also choose to flex this time to be available for evening availability for families.



## **Roadmap for Serving our At Risk and Most Vulnerable Students**

### **Considerations for Special Education:**

1. Continuous learning plans will be developed to ensure that, in both models of remote and on site education, staff and families have agreed upon and understand the goals of the students' education and how progress will be monitored.
2. Additional safety planning will take place for our most medically fragile children.
3. Conduct SPED assessments on site as health conditions allow.
4. Life Skills Students will be highest priority to serve on site.

### **Considerations for English Language Learners, Migrant, McKinney/Vento and other Unique Student Populations:**

1. Consistent contact with Bilingual & Migrant students and families to ensure access to Academics, Supplies, Health, and outside resources.
2. EL Teachers will create goals based on students' 4 ELP Domains and prioritize services to our highest-need students (Newcomers & Emerging L1 & L2).
3. Migrant Students who are Priority for Service and High Needs ELL's are considered high priority for on site service.
4. McKinney Vento Students are considered high priority for on site service.



## **Parent Roadmap for Reopening Schools for the 2020-2021 School Year**

### **1. Provide a safe environment for students, staff, and visitors.**

- a. Follow guidance of Washington State Department of Health and Chelan-Douglas Health District on when it is safe to have students on site and what precautions need to be in place.
- b. Social Distancing, Hand Hygiene, Mask/Shield wearing, Enhanced Cleaning, Keeping Students in Cohorts.
- c. Limit the number of students in a classroom/instructional space.
- d. Be “fluid and flexible” in our delivery systems to be able to respond quickly when health conditions change in our area or if/when individuals or groups of students must learn remotely.

### **2. Listen to our families**

- a. Provide choices to meet different needs of families (pages 2 and 3)
- b. If we must do remote learning:
  - i. Provide technology support to students and parents
  - ii. Help parents “help” their children
    1. Classes for parents on supporting learning at home
    2. More teacher led “live” instruction
    3. Teacher-parent communication improved

### **3. Provide effective instruction and meaningful feedback that is simple and predictable for students to participate in:**

- a. Regular opportunities for connection with and support from your teacher.
- b. Predictable schedule.
- c. Combination of real-time instruction and recorded instruction.
- d. One platform for video streaming (Google Meet) and one for Learning Management (Google Classroom).
- e. Similar learning expectations and grading practices as normal school operation even when learning remotely.

### **4. Provide equitable access to education for all students:** regardless of access to technology, language barriers, migratory lifestyle, transitional housing, access to supervision, disabilities, mental health, and physical health and safety.

- a. Checkout a chromebook to any student who requests one.
- b. Provide internet hotspots to those who have need.
- c. Provide our most vulnerable students additional support including being the first to receive instruction and support on site.



After reviewing the choices below, if you want to register your child(ren) in the Eastmont Virtual Academy (choice 2) fill out this form or go to <http://eastmont206.org> . If you want choice 1 for your children you don't need to do anything further and your child(ren)'s school will contact you.

## **Choice 1: Phased return to normal school operation.**

Remote initially, students return to school as soon as safe to do so

### **Elementary Student Remote Learning Example**

- Live class meeting daily; 'Opening' w/announcements, class meeting
  - Meetings/lessons recorded for families needing to work at alternate times
- Balanced routines for think time, work time, and play time for health and well-being
- Monday-Friday weekly plan posted Monday mornings
- Assignments released daily by 8:30am (set ahead of time)
- 3 content lessons daily (Reading, Writing, Math)
  - Science/social studies integrated into Reading and Writing
  - PE/Music and Art -recorded for scheduling ease
- Small group and one-on-one lessons provided to support class lessons
- Intentional planning for students needing additional support
  - English language development
  - Special education or Response to Intervention (RTI)

### **Intermediate Student Remote Learning Example**

- Block 1            9:00-10:15      English- rotate and integrate Reading/Social Studies
  - Combination of live and recorded instruction, student work time with teacher support.
- Break            10:15-10:25
- Block 2           10:25-11:45      Math rotate and integrate Science
- Lunch Break    11:45-12:25
- Block 3           12:25-1:45      Specialist (PE, Music, SEL) and support (ELL, SPED, LAP)
- Lessons recorded for students/families needing to work at alternate times

### **Jr. /Sr. High Student Remote Learning Example**

- 1st period       8:45-10:05            Science - Earth in Space: Combination of live and recorded instruction, student work time with teacher support.
- Break            10:05-10:15
- 2nd period      10:15-11:35            US History - Reconstruction Era
- Lunch Break    11:35-12:10
- 3rd period      12:10-1:30            Algebra - Exponents
- Lessons recorded for students/families needing to work at alternate times
- Intentional planning for students needing additional support
  - English language development
  - Special education or Response to Intervention (RTI)



## Mapa para padres sobre la reapertura de escuelas del año escolar 2020-2021

### 1. Proporcionar un ambiente seguro para los estudiantes, el personal y los visitantes.

- a. Siguiendo las instrucciones del departamento de salud del estado de Washington y el distrito de salud de Chelan-Douglas para saber cuándo es seguro tener estudiantes en las escuelas y qué precauciones deben tomarse.
- b. Practicando distanciamiento social, higiene de manos, uso de cubrebocas / careta, aumentar la limpieza, y mantener a los estudiantes en grupos.
- c. Limitando el número de estudiantes en un salón o espacio de instrucción.
- d. Ser "flexibles y variables" en nuestros sistemas de entrega para poder responder rápidamente cuando las condiciones de salud cambien en nuestra área o si / cuando individuos o grupos de estudiantes deben aprender de forma remota.

### 2. Escuchar a nuestras familias

- a. Brindar opciones para satisfacer las diferentes necesidades de las familias (páginas 2 y 3)
- b. Si debemos hacer aprendizaje en línea:
  - i. Proporcionar apoyo tecnológico a estudiantes y padres.
  - ii. Ayudar a los padres a que puedan "ayudar" a sus hijos
    1. Clases para padres sobre cómo apoyar el aprendizaje en casa
    2. Más instrucción dirigida por el maestro "en vivo"
    3. Comunicación mejorada entre padres y maestros

### 3. Brindar instrucción efectiva y comentarios significativos que sean simples y predecibles para que los estudiantes participen en:

- a. Oportunidades consistentes para mantener comunicación y recibir apoyo de su maestro.
- b. Horario predecible.
- c. Combinación de instrucción en vivo e instrucción grabada.
- d. Una plataforma para la transmisión de video (Google Meet) y otra para la gestión del aprendizaje (Google Classroom).
- e. Expectativas de aprendizaje y prácticas de calificación similares a las de la operación escolar normal, incluso cuando tengan clases en línea.

### 4. Proporcionar acceso a la educación para todos los estudiantes:

Independientemente del acceso a la tecnología, las barreras del idioma, el estilo de vida migratorio, la vivienda de transición, el acceso a la supervisión, la discapacidad, la salud mental, la salud y seguridad física.

- a. Asignar una tableta a cualquier estudiante que lo solicite.
- b. Proporcionar puntos de acceso a Internet a quienes lo necesiten.
- c. Brindar apoyo adicional a nuestros estudiantes más vulnerables, incluso ser el primero en recibir instrucción y apoyo en el sitio.



Después de revisar las opciones a continuación, si desea registrar a su (s) hijo (s) en la Academia Virtual de Eastmont (opción 2), complete este formulario o visite <http://eastmont206.org>. Si desea la opción 1 para sus hijos, no necesita hacer nada más y la escuela de sus hijos se comunicará con usted.

## **Opción 1: Regreso gradual a la operación normal de la escuela.**

Inicialmente en línea, los estudiantes regresan a la escuela tan pronto como sea seguro hacerlo

### **Ejemplo de aprendizaje en línea para estudiantes de primaria**

- Junta de clase en vivo todos los días; "Apertura" con anuncios
  - Reuniones y lecciones pre-grabadas para familias que trabajan en horarios alternos
- Rutinas equilibradas para el tiempo de reflexión, tiempo de trabajo y tiempo de juego para la salud y el bienestar.
- Plan semanal de lunes a viernes publicado los lunes por la mañana
- Tareas publicadas diariamente a las 8:30 a.m. (programadas con anticipación)
- 3 lecciones de contenido diarias (lectura, escritura, matemáticas)
  - Ciencias y estudios sociales integrados en lectura y escritura
  - Educación física, música y arte, pre-grabados para facilitar la programación
- Se proporcionan lecciones en grupos pequeños y uno a uno para apoyar las clases
- Planificación adicional para estudiantes que necesitan apoyo adicional
  - Desarrollo del idioma inglés
  - Educación especial o respuesta a la intervención (RTI)

### **Ejemplo de aprendizaje en línea de estudiantes intermedios**

- 1er período 9:00-10:15 Inglés: rotar e integrar lectura / estudios sociales
  - Combinación de instrucción en vivo y grabada, tiempo de trabajo del alumno con apoyo del maestro.
- Descanso 10:15-10:25
- 2do período 10:25-11:45 Matemáticas- rotar e integrar la ciencia
  - Combinación de instrucción en vivo y grabada, tiempo de trabajo del alumno con apoyo del maestro.
- Almuerzo 11:45-12:25
- 3er período 12:25-1:45 Especialista (Educación física, música, apoyo emocional, programas especiales y educación especial. (ELL, SPED, LAP por sus siglas en Inglés)
- Lecciones pre-grabadas para estudiantes/familias que trabajan en horarios alternos

### **Ejemplo de aprendizaje en línea para estudiantes de preparatorias EHS y Secundaria EJHS**

- 1er período 8:45-10:05 Ciencia - Tierra en el espacio
  - Combinación de instrucción en vivo y grabada, tiempo de trabajo del alumno con apoyo del maestro.
- Descanso 10:05-10:15
- 2do período 10: 15-11:35 Historia de los Estados Unidos - Era de la reconstrucción



# Eastmont School District

*Relationships, Relevance, Rigor, Results*

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- Almuerzo 11:35-12:10
- 3er período 12:10-1:30 Álgebra - Exponentes
- Lecciones registradas para estudiantes / familias que necesitan trabajar en horarios alternos
- Planificación adicional para estudiantes que necesitan apoyo adicional
  - Desarrollo del idioma inglés
  - Educación especial o respuesta a la intervención (RTI)

PROVIDING EDUCATIONAL CHOICES TO FAMILIES  
NOW & IN THE FUTURE...

# Eastmont Virtual Academy

offered through the Eastmont HomeFIELD Program



*An Educational Program  
for Families Seeking an  
Alternative Schooling  
Option for their Children  
in Grades K-12 for the  
2020-21 School Year*



Family Involvement in Education,  
Learning, & Development

## Individualized, Flexible Learning Opportunities

- District-Provided Curriculum & Instructional Materials
- Hybrid Options Available
- Certificated Teachers & Support Staff Provide:
  - Virtual Learning Experiences
  - Flexible Schedule Options
  - Teacher-Created Weekly Student Learning Plans
  - Staff-Facilitated Individual & Group Instruction through Live & Recorded Lessons
  - Site-Based, Remote, & Online Course Options
  - Hands-On, Paper-Pencil, & Virtual Instructional Activities
  - Weekly Two-Way Communication & Monthly Progress Reviews with Parents/Guardians

For Additional Information  
& Registration Forms:

Eastmont School District Office  
509-884-7169  
[www.eastmont206.org](http://www.eastmont206.org)

Or email  
[homefield@eastmont206.org](mailto:homefield@eastmont206.org)



**Eastmont School District**  
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PROPORCIONANDO OPCIONES  
EDUCATIVAS A LAS FAMILIAS  
HOY Y EN EL FUTURO ...

# Academia virtual de Eastmont

Ofrecido a través del programa Home FIELD de Eastmont



*Un programa educativo  
para familias que  
buscan una opción de  
educación alternativa  
para sus hijos en los  
grados K-12 para el año  
escolar 2020-21*

## Oportunidades de aprendizaje, individuales y flexibles

- Plan de estudio y materiales de instrucción proporcionados por el distrito
- Opciones de tiempo parcial en casa y tiempo parcial en la escuela disponibles
- Los maestros certificados y el personal de apoyo brindan:
  - Experiencias de aprendizaje virtual
  - Opciones de horario flexible
  - Planes semanales de aprendizaje estudiantil creados por el maestro
  - Instrucción individual y en grupo facilitada por el personal a través de lecciones en vivo y grabadas
  - Opciones de cursos basados en el sitio, desde casa, y en línea
  - Practicas de actividades virtuales, y practicas con papel y lápiz
  - Comunicación semanal y revisiones mensuales de progreso entre padres/guardianes y maestros



Participación familiar en educación,  
aprendizaje y desarrollo

Para información adicional y  
formularios de registracion  
visite:

Oficina del distrito escolar de  
Eastmont

509-884-7169

[www.eastmont206.org](http://www.eastmont206.org)

O mande correo electronico a  
[homefield@eastmont206.org](mailto:homefield@eastmont206.org)



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# **Communication/Outreach Plan**

## **Roadmap for Reopening Schools 2020-2021 School Year**

### **Eastmont School District**

#### **Goals:**

- Share information in a variety of ways
- Utilize proactive strategies to reach all Eastmont families
- Provide multiple opportunities for parents to ask questions

#### **Strategies and Timeline** (subject to Board approval of plan August 3)

- July 30 Video Release - Spencer Taylor describing choices and next steps parents
- July 31 Video release - Matt Charlton describing outreach and planned parent supports
- August 3 8:00pm Distribute the Roadmap for Reopening Schools Plan to all staff (following Board meeting)
- August 4th Video release - Board Member Whitney Smith
- August 4th Distribute an easy to read fact sheet for families
  - Direct mailing to each family
    - Include description and form for parents to opt into Eastmont Virtual Academy provided by HomeFIELD
- August 4th Social media, Traditional media and District website
- August 4th Parent Square posting
- August 4th Principal/Parent Google Meets
  - Brief descriptions of programs and then opportunities for Q&A
    - 6:00pm English
    - 7:00pm Spanish
- August 5th - Eastmont Virtual Academy - provided by HomeFIELD Google Meets
  - Brief description of the program and then opportunities for Q&A
    - 6:00pm English
    - 7:00pm Spanish
- August 6th Principal/Parent Google Meets
  - Brief descriptions of programs and then opportunities for Q&A
    - 6:00pm English
    - 7:00pm Spanish

- Week of August 10
  - Each principal offers one parent Google Meets
    - Brief descriptions of programs and then opportunities for Q&A
      - 6:00pm English
      - 7:00pm Spanish
- **August 12th deadline** for parents to opt into HomeFIELD remote only program
- August 13th 11:30AM-1:00PM Executive Team participating in an online forum: Public School Reopening Q&A Joint Session with Wenatchee Public Schools
- August 15th 8:00-2:00PM - Participation in Serve Wenatchee - Back to School Event - Town Toyota Center
- Week of August 17
  - Each principal offers one parent Google Meets
    - Brief descriptions of programs and then opportunities for Q&A
      - 6:00pm English
      - 7:00pm Spanish



## **August Institute 2.0 (2020-2021) DRAFT**

### **Clock Hour Info**

### **Daily Schedule**

- Morning Session: 8:15-11:15am
- Lunch: 11:15am-12:30pm
- Afternoon Session: 12:30-3:30pm

### **Monday, August 17th: Building Day**

- Instructional Plan
- Safety Plan
- Using new classroom technology (if ready)
- Collaboration & Planning

### **Tuesday, August 18th: Menu of Courses**

- Google Classroom
- Google Meet Tips and Tricks
- Engaging Students Remotely (WEA?, Global PD “Bring Your Own Device”?)
- Kami
- Giving feedback to students virtually
- Safe Schools
- District/EEA Updated Info??
- Bleeding Kits???? (Reschedule to later when we are face to face? - Ask David)
- Special Ed Offerings (Confirm with Sarah)

### **Wednesday, August 19th: Required Training**

#### Preschool & Elementary

- AM: Qmulativ - Navigation, Attendance, Grading.
- PM: Social Emotional Learning (SEL)
  - Roadmap Relaunching Relationships?

#### Secondary (5th-12th)

- AM: Social Emotional Learning (SEL)
- PM: Qmulativ - Navigation, Attendance, Grading.

### **Thursday, August 20th**

- Collaboration & Planning
- Building Needs (Using new technology if ready)



**EASTMONT SCHOOL DISTRICT**

*Relationships, Relevance, Rigor, Results*

509.884.7169 • FAX:509.884.4210 • WWW.EASTMONT206.ORG  
800 EASTMONT AVE. • EAST WENATCHEE, WA 98802

**RESOLUTION NO. 2020-12**

**DISTRICT REOPENING PLAN**

**WHEREAS** Chapter 28A.320 RCW authorizes local school boards to govern their respective districts, including the promotion of effective, efficient, and safe district operations, and RCW 28A.330.100 authorizes local school boards with additional powers, and RCW 28A.150.230 assigns local school boards the responsibility for ensuring quality in the content and extent of its educational program;

**WHEREAS** on February 29, 2020, Washington Governor Jay Inslee declared a state of emergency in all counties of our state under Chapters 38.08, 38.52, and 43.06 RCW, and directed the implementation of the plans and procedures of the state’s Comprehensive Emergency Management Plan in response to the novel coronavirus (COVID-19) and on March 13, 2020, Governor Inslee ordered the closure of all public and private K-12 schools in Washington State until April 24, 2020, to contain the spread of COVID-19, and on April 6, 2020, directed that school buildings remain closed from providing traditional, in-person instruction throughout the remainder of the 2019-2020 school year;

**WHEREAS** RCW 28A.150.290 authorizes the State Superintendent of Public Instruction to make rules and regulations as necessary to carry out the proper administration of its statutory duties in unforeseen conditions and on June 11, 2020, the Office of the Superintendent of Public Instruction issued official guidance for reopening Washington schools for the 2020-2021 school year, which included sections on health and safety from the Department of Health and the Department of Labor and Industries, specifying employee and student safety requirements for reopening schools during the COVID-19 pandemic and requiring school boards to adopt and submit reopening plans for the 2020-2021 school year;

**NOW THEREFORE, BE IT RESOLVED THAT** the Board of Directors of the Eastmont School District has reviewed and hereby adopts its reopening plan for the 2020-2021 school year, which addresses the mandatory health requirements, statutory education requirements, and additional expectations, as identified by the Office of Superintendent of Public Instruction’s June 11, 2020 official guidance for reopening Washington schools.

**BE IT FURTHER RESOLVED** that the Board directs that the plan be posted on the District’s website two weeks prior to the reopening of school. The Board recognizes that the circumstances related to reopening schools safely are mutable, and the reopening plan requires monitoring and possible revision. Therefore, the District Superintendent will monitor the reopening plan throughout the 2020-2021 year, and the District will revise and update the reopening plan as needed.

**BE IT FURTHER RESOLVED** that execution of this Resolution is conclusive evidence of the Board’s approval of this action and of the authority granted herein. The Board warrants that it has, and at the time of this action had, full power and lawful authority to adopt this instrument. This resolution pertains exclusively to the 2020-2021 school year and sunsets no later than that time.

- DRAFT -

**ADOPTED** by the Board of Directors of Eastmont School District No. 206, Douglas County, Washington, at a regular meeting thereof, held on August 3, 2020, with the following Directors being present and voting thereon.

**ATTEST:**

**BOARD OF DIRECTORS**

\_\_\_\_\_  
Garn Christensen, Secretary to the Board

\_\_\_\_\_  
Dave Piepel, Board President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Annette Eggers, Board Vice President

\_\_\_\_\_  
Whitney Smith, Board Member

\_\_\_\_\_  
Meaghan Vibbert, Board Member

\_\_\_\_\_  
Cindy Wright, Board Member

- DRAFT -