

## Resolution – District Reopening Plan

### BOARD RESOLUTION No. 4-20

**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;

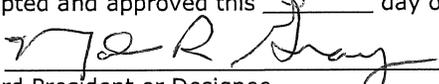
**WHEREAS**, RCW 28A.150.290 authorizes the State Superintendent of Public Instruction to make rules and regulations as necessary to carry out the proper administration of its statutory duties in unforeseen conditions and on June 11, 2020, the Office of the Superintendent of Public Instruction issued 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;

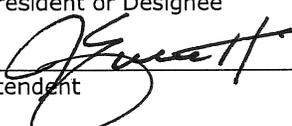
**NOW, THEREFORE BE IT RESOLVED**, that the Meridian School Board/Public Schools (the Board) has reviewed and hereby adopts its reopening plan for the 2020-2021 school year, which addresses the mandatory health requirements, statutory education requirements, and additional expectations, as identified 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.

Adopted and approved this 5<sup>TH</sup> day of AUGUST.

By:   
Board President or Designee

Attest:   
Superintendent



August 4, 2020

Dear Whatcom County School Superintendents:

Based on the COVID-19 disease activity in Whatcom County and our region, I do not feel it is safe to open schools in September for traditional classroom learning. I expect that our current infection rate and its ongoing increase will not slow or reverse enough to allow for safe operations this fall. Given the situation and the lead time needed to prepare for school operations, I strongly recommend against preparing to offer in-class instruction and that instead, you prepare for remote learning and provision of support services in the absence of classroom teaching.

The incidence of newly reported COVID-19 cases continues to rise in Whatcom County. After the first wave of infections that peaked at the end of March, the rate of new infections dropped to 16 confirmed cases in 14 days per 100,000 persons, a level that allowed our successful movement to Phase 2 in the Washington Safe Start plan. Since then, in addition to a surge in cases after Memorial Day, we have seen a steady rise in the baseline rate to the current 60 cases in 14 days per 100,000, and the trajectory shows that this rise is likely to continue. We have seen an increasing average number of contacts for each case, further contributing to the rate of spread. Unless there is more widespread adoption of measures by individuals, organizations, and businesses to reduce transmission, we will not soon see a reversal of the upward trajectory.

We share the goal with the public and our education community of returning to in-person instruction for all of our students. We recognize the importance of classroom teaching and activities for the education and development of children, the emotional and social benefits, as well as the support services schools provide. However, in order for that return to be sustainable and not contribute to transmission of COVID-19 within schools and our community, reopening classrooms requires sustained and low rates of infection in the community, effective measures in schools to suppress transmission, and quick and effective response to cases as they occur.

Although children are less likely to have severe disease than adults, and younger children are less likely to become infected or transmit infection than older children and adults, this does occur, and children over 10 years of age are as efficient in transmitting infection as adults. High rates of infection in the community increase the risk of infection spreading within the school, and transmission in the school can accelerate rise of infection rates in the community.

New infections among staff or students will impose considerable demands and instability on school operations as cases who are isolated and their close contacts who are quarantined are excluded from school until they no longer pose a risk of spreading infection to others. Further transmission outside of the schools will impact health, economic, and social activities, countering our efforts to sustain our economy during this pandemic and to maintain access to critical medical care.



The situation is likely to change, and as we gain more information about COVID-19 disease and transmission, guidelines are likely to be more refined. I encourage you to continue to plan for eventual hybrid and in-class instruction should the situation and guidelines allow for safe return to more normal operations. Whatcom County Health Department will continue to work with our state and local public health and educational partners in planning and developing guidelines, in maintaining ongoing communication and collaboration with our local school districts to successfully provide a safe and sustainable transition to in-person learning.

Sincerely,

A handwritten signature in black ink that reads "Greg Stern MD". The signature is written in a cursive, flowing style.

Greg Stern MD, Health Officer



August 31, 2020

Dear Whatcom County School Superintendents:

This letter is to inform you of significant changes in COVID-19 activity in Whatcom County, my support for utilizing the DOH Decision Tree, and to give a strong recommendation to take a cautious, slow phased in approach to resuming in-person learning.

Since my August 4, 2020 letter to Whatcom County School Superintendents, there have been encouraging changes in the rates of COVID-19 infection within Whatcom County and the region. This summer we saw the rate for Whatcom county increasing from 18 in early June to 46 in mid-July, then to 63 in late-July, with a trajectory that appeared to be heading to exceed 75 by September. Case rates have now declined to 33 as of August 18. On Aug 5, 2020, the Department of Health (DOH) issued [K-12 Schools – Fall 2020-2021 Guidance](#) and [Decision Tree for Provision of In Person Learning among K-12 Students at Public and Private Schools during the COVID-19 Pandemic](#). These provide detailed guidelines on whether and how to provide in-person learning based on community infection transmission rates, school resources, plans, and practices for COVID-19 prevention and response, and public health and healthcare capacity for timely testing, case investigation, and contract tracing. With the encouraging change in rates of community transmission, I support schools in planning to operate within these guidelines when they are prepared to implement the measures appropriate for current or higher transmission levels, to expand services slowly, and to be prepared to constrict should conditions require restriction measures.

The DOH *Decision Tree* describes three levels of community transmission, based on the number of cases over 14 days per 100,000 people. These levels are low (<25 cases/100K/14 days), moderate (25-75), and high (>75), with associated education modalities from remote learning, to hybrid (remote and in-person) instruction, to primarily in-person instruction, with consideration of in-person services/instruction for high-need students. I continue to recommend starting with remote learning with in-person services for high-need students as previously planned, then a slow, phased in expansion of in person learning in order to allow schools to prepare for more in-person instruction, to test their COVID-19 safety protocols, more fully implement their new remote learning programs, and more easily respond to changes in the local situation.

Whatcom County Health Department provides technical assistance to Whatcom County Schools in implementing the DOH *Guidance* and *Decision Tree*, and in preparation for responses to COVID-19 cases, contacts, and outbreaks within schools. While offering support for planning and operations, the health department is also responsible for control of infectious diseases. Individuals who are infected or are close contacts to those who are infected will be excluded from school during their isolation or quarantine periods. This may affect the ability of the school to operate. Outbreaks may require interruption of in-person learning in order to suppress ongoing transmission should opening or continued operation of in-person learning pose an imminent public health threat. Should community transmission rates increase, schools may need to constrict in-person activities until rates return to moderate or low levels. This potential disruption is why I strongly recommend a slow expansion of services to ensure as much as possible sustainability of school and community conditions and infection rates through monitoring transmission and the effectiveness of control measures.

We will continue to work with our local school districts to successfully provide a safe and sustainable transition to in-person learning.

Sincerely,

Greg Stern MD, Health Officer



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

## Should your community provide in person learning and for whom?

For School Administrators, Local Health Officers, and Community Stakeholders

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

COVID-19 Activity Level	Education Modality*	Extracurricular
<b>HIGH</b> <b>&gt;75 cases/100K/14 days</b>  Other considerations: <ul style="list-style-type: none"> <li>Increasing trend in cases or hospitalizations</li> <li>Test positivity &gt;5%</li> <li>Other health and education risks and benefits to children and their families</li> </ul>	Strongly recommend distance learning with the option for limited in-person learning in small groups, or cohorts, of students for the highest need students, such as students with disabilities, students living homeless, those farthest from educational justice, and younger learners.	Strongly recommend canceling or postponing all in person extra-curricular activities, including sports, performances, clubs, events, etc.
<b>MODERATE</b> <b>25–75 cases/100K/14 days</b>  Other considerations: <ul style="list-style-type: none"> <li>Increasing trend in cases or hospitalizations</li> <li>Test positivity &gt;5%</li> <li>Other health and education risks and benefits to children and their families</li> </ul>	Recommend distance learning as described above. In addition, consider expanding in person learning to elementary students.  Over time, consider adding hybrid in person learning for middle or high school students if limited COVID transmission occurs in schools.	Strongly recommend canceling or postponing all in-person extra-curricular activities.  Consider low risk activities when all students have some level of in person learning.
<b>LOW</b> <b>&lt;25 cases/100K/14 days</b>	Encourage full-time in person learning for all elementary students and hybrid learning for middle and high school.  Over time and if physical space allows, consider full-time in person learning for middle and high school.	Consider low and moderate risk in person extra-curricular activities.

When any in-person



## Can the school(s) implement recommended COVID-19 health and safety measures?

For School Administrators and Staff

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

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

✓	Protect staff and students at higher risk for severe COVID-19 while ensuring access to learning
✓	Transport or facilitate drop-off and pick-up of students
✓	Group students (required in elementary, recommended for middle and high school)
✓	Practice physical distancing of ≥6 feet among students and staff.
✓	Promote frequent hand washing or sanitizing
✓	Promote and ensure face covering use among students and staff
✓	Increase cleaning and disinfection
✓	Improve ventilation

*Are all staff trained on health and safety practices?*

When all YES



## Is the school and health system ready to monitor for and respond to suspected and confirmed cases of COVID-19?

For Schools and Local Public Health

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

✓	Can <u>the school</u> ensure monitoring of symptoms and history of exposure among students and staff? (attestation acceptable)
✓	Is <u>the school</u> prepared to manage students and/or staff who get sick onsite?
✓	Does <u>the school</u> have letters drafted to inform families and staff about confirmed cases or outbreaks?
✓	Is there adequate access to testing in the community <u>health</u> system for ill students and staff?
✓	Is there capacity in your <u>local health department</u> to investigate confirmed COVID-19 cases, quarantine their close contacts and assess whether transmission is occurring in the school?
✓	Can <u>local public health</u> monitor the level of community spread to determine when a change in education modality is needed?

When all YES



**Begin in Person Learning Model and Monitor**

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

## Meridian School District Washington Schools 2020 Reopening Plan

Line Item	Meridian Plan	Meridian Plan	Supporting Documents
1	Our district has identified our primary local health officer(s).	<ul style="list-style-type: none"> <li>● Dr. Greg Stern, Health Officer</li> <li>● Lorette Rasmussen, Environmental Health Specialist II</li> <li>● Kim Hankinson, Public Health Nurse</li> </ul>	
2	Our district has identified a primary district-level point of contact for our reopening effort.	Dr. James Everett, Superintendent <a href="mailto:jeverett@meridian.wednet.edu">jeverett@meridian.wednet.edu</a> 360-398-7111	
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.	<p>We enlisted legal guidance to identify the different types of risks and options for employees identifying as high-risk employees seeking accommodations.</p> <p>On July 22, 2020, a survey was distributed to all staff asking them to identify whether they considered themselves to be at high risk using the CDC At-Risk Guidance. We then reached out to each employee who identified as being at high-risk through our HR department.</p>	<ul style="list-style-type: none"> <li>○ Governor Inslee: <a href="#">High-Risk Worker Proclamation 20-46.2 Memo</a></li> <li>○ CDC Link: <a href="#">People Who Are At Increased Risk for Severe Illness</a></li> <li>○ CDC Video: <a href="#">Are You at Higher Risk for Severe Illness from COVID-19?</a></li> </ul>
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.	<p>Drop-off/Pick-up (During Remote Instruction &amp; Hybrid Instruction)</p> <ul style="list-style-type: none"> <li>● When serving students in-person during remote instruction and hybrid instruction, drop-off plans will 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 to ensure 6' social distancing.               <ul style="list-style-type: none"> <li>○ The District has designated the main entrances to each building will be the main</li> </ul> </li> </ul>	

access for employees. When we move to a hybrid model and start serving students in-person, we will add details about where students will enter and exit each building. There are classrooms where outside entrances will enhance the movement of students to stay farther away from each other and increasing social distancing. At this time, we do not see parents entering beyond the main entrances of our buildings.

- District Office – Main entry door only
- Transportation – Office door only
- At all locations, during hybrid operations District will designate specific pathways for student and staff movement.
- Vehicle Drop-off/Pick-up
  - Parents will be restricted to their vehicle(s) and spacing shall be communicated via signage to recognize social-distance protocols
- Bus Drop-off/Pick-up will apply appropriate social distancing mitigation and students will be expected to wear face coverings.
  - Buses shall load students back to front
  - Buses shall release students front to back
  - Buses shall load at the school with social distancing and students assigned seats so they load back to front
  - This process shall be examined as necessary and adjustments made to ensure student safety at bus stops and at school
  - These rules shall apply for athletic events and field trips when they resume
- Materials/Child Nutrition Drop-off/Pick-up
  - The District has utilized protocols throughout the initial COVID-19 response in distributing meals, instructional materials, and other items.

		<ul style="list-style-type: none"> <li>○ This process shall be examined and adjustments made, when warranted, to ensure safety for all continues <ul style="list-style-type: none"> <li>■ The distribution will be provided by Meridian employees via bus or at a campus</li> <li>■ Social distancing for staff and public shall be maintained via signage and guides</li> <li>■ Masks will be expected by staff, students, and the public</li> <li>■ Sanitization stations will be provided</li> </ul> </li> <li>○ This process shall be examined and adjustments made, when warranted, to ensure safety for all continues</li> </ul>	
5	We have a daily health screening plan in place for students and staff.	<p>The District will operate with a plan that relies upon both on-site and attestation</p> <ul style="list-style-type: none"> <li>● The District has added the option provided by WSIPC to have attestation provided electronically daily through the Skyward SIS application. Staff and students will be expected to complete the electronic attestation process before coming on campus. They may also provide a form that is filled out at home. If those two options are not followed, we will review</li> </ul>	<ul style="list-style-type: none"> <li>● Washington State Department of Health: <a href="#">K-12 Schools Fall 2020-2021 Guidance (updated September 2, 2020)</a></li> </ul>

		<p>the questions and take their temperatures with students and staff as they enter the building. Information is confidential and stored in Skyward. School administrators, HR, or other approved people will be able to verify if complete.</p> <ul style="list-style-type: none"> <li>● Thermometers have been purchased for visitors and others who require additional screening or did not complete the attestation form before arriving</li> <li>● This process shall be examined and adjustments made, when warranted, to ensure safety for all continues</li> </ul>	
6	<p>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.</p>	<p>For when we serve specific groups of students within-person support and/or when we move to a hybrid model of learning, the District has calculated learning space for students in each classroom, gym, weight room, and library throughout the District</p> <ul style="list-style-type: none"> <li>● Square footage, desk capacity, and other factors were incorporated into determining six-foot social distancing in each area</li> <li>● A recommendation on capacity was provided and verified physically in each classroom at each school</li> <li>● Signage and other tools are purchased and are to be installed in advance of on-site instruction that will provide social distancing markings for classroom areas, common spaces (e.g. – restrooms), and other areas as necessary</li> <li>● Personal Protective Equipment (PPE) has been purchased to mitigate further physical distancing</li> <li>● Isolation/safety rooms will have been identified before students return to school to house students/staff exhibiting symptoms</li> <li>● Air filtration system filters have been replaced and airflow increased. Windows may also be opened to increase airflow</li> </ul>	<ul style="list-style-type: none"> <li>○ Each elementary may accommodate up to 16 students.</li> <li>○ Each middle school may accommodate up to 16 students.</li> <li>○ Each high school classroom may accommodate up to 16 students.</li> <li>○ Each MP3 classroom may accommodate up to 9 students.</li> </ul>

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.	<ul style="list-style-type: none"> <li>● Meridian School District will be providing free meals for all children, ages 2-18, for all 7 days of the week.</li> <li>● Our remote learning model will have us provide a pick-up station at Meridian Middle School for meal pick-up two days a week, Mondays and Thursdays.</li> <li>● We will also deliver meals to Pollman Circle and Cordata Neighborhood to provide meals for those who do not have transportation.</li> <li>● We will also deliver to our homeless students and high needs students.</li> <li>● Meals will be wrapped for less person to person contact.</li> <li>● Social distancing protocols will be followed in the delivery and distribution of meals.</li> </ul>	Meridian School District Food Service Web Site: <a href="#">Meal Delivery Schedule</a>
8	We have established clear expectations and procedures to ensure frequent handwashing in all of our facilities for students and staff.	<ul style="list-style-type: none"> <li>● Sanitizing stations will be available for visitors and occasional use</li> <li>● Handheld and backpack sanitizing &amp; disinfecting devices have been incorporated into our cleaning regimen</li> <li>● The custodial team is working on safety measures and training for using equipment</li> </ul>	
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.	<ul style="list-style-type: none"> <li>● We are following the DOH and L&amp;I guidelines and procedures</li> <li>● Face coverings have been purchased and will be supplied for staff and students</li> </ul>	<ul style="list-style-type: none"> <li>○ DOH: <a href="#">Cloth Face Coverings and Masks</a></li> <li>○ L &amp; I: <a href="#">Coronavirus (COVID-19) Common Questions Regarding Worker Face Covering and Mask Requirements</a></li> </ul>

10	<p>We have developed busing plans to maximize physical distancing on our buses as much as possible on a given bus route.</p>	<ul style="list-style-type: none"> <li>● Bus Drop-off/Pick-up <ul style="list-style-type: none"> <li>○ Buses shall load students back to front with seating structured for proper social distancing</li> <li>○ Buses shall release students front to back with proper social distancing</li> <li>○ Buses shall load at the school with social distancing and students assigned seats so they load back to front</li> <li>○ Buses at individual stops shall release students with social distancing</li> <li>○ These rules shall apply for athletic events and field trips when they resume</li> </ul> </li> <li>● PPE <ul style="list-style-type: none"> <li>○ Purchase of PPE has occurred for Transportation in the same manner as for instructional spaces</li> <li>○ Tools and supplies are in place to sanitize buses between each run</li> </ul> </li> <li>● Cleaning of Vehicles <ul style="list-style-type: none"> <li>○ Training will be provided to Transportation administration and driver trainer to be passed along to all bus drivers and mechanic</li> <li>○ Checklists will be implemented to reflect guidelines established for proper sanitization and appropriate frequency between runs</li> <li>○ These same measures will be incorporated into a Transportation sanitization plan</li> <li>○ This process shall be examined and adjustments made, when warranted, to ensure safety for all continues</li> </ul> </li> </ul>	
11	<p>We have developed a cleaning regimen in our facilities and buses consistent with DOH guidance and the Infection Control Handbook 2010.</p>	<p>Our cleaning regimen includes using handheld and backpack fogging systems utilizing prescribed disinfectant solutions for classrooms, buses, and common office spaces</p> <ul style="list-style-type: none"> <li>● PPE <ul style="list-style-type: none"> <li>○ Purchase of PPE has occurred for Transportation in the same manner as for instructional spaces</li> </ul> </li> </ul>	

		<ul style="list-style-type: none"> <li>○ Tools are in place to sanitize buses between each run</li> <li>● Cleaning of Vehicles <ul style="list-style-type: none"> <li>○ Training will be provided to Transportation administration and driver trainer to be passed along to all bus drivers and mechanic</li> <li>○ Checklists will be implemented to reflect guidelines established for proper sanitization and appropriate frequency between runs</li> <li>○ These same measures will be incorporated into a Transportation sanitization plan</li> </ul> </li> <li>● This process shall be examined and adjustments made, when warranted, to ensure safety for all continues</li> </ul>	
12	<p>We have clearly established procedures, in coordination with our local health authority, to report any suspected or known cases of COVID-19.</p>	<ul style="list-style-type: none"> <li>● Meridian School District has not experienced any documented case of COVID-19 requiring a District response.</li> <li>● Meridian School District will coordinate its response with the Whatcom County Department of Health</li> <li>● Should a known or suspected case occur, the District will employ a full incident command process with James Everett (Superintendent) serving as the District's Incident Commander as he has done so throughout the COVID-19 response</li> <li>● This process shall be examined as necessary and adjustments made to ensure safety for all continues</li> </ul>	

<p>13</p>	<p>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 <a href="#">WAC 180-16-200</a>.</p>	<p><b><u>Elementary School Students</u></b></p> <p>Irene Reither Elementary School will follow the district calendar for student instructional days via remote learning as we start school on September 2, 2020. Families are meeting in-person for family conferences to meet teachers, share important information about their students, receive supplies and iPads/Chromebooks, and additional guidance. Instructional hours will be met through a blend of synchronous and asynchronous instruction, independent study time, small-group and individual instruction, and family connection meetings.</p> <p><b><u>Middle School Students</u></b></p> <p>Meridian Middle School students will follow the district calendar for student instructional days via remote learning as we start school on September 2, 2020. They will access all remote learning through the use of the Google Classroom platform. Instructional hours will be met through a blend of synchronous and asynchronous instruction, independent lessons, and small-group and individual instruction. For consistency, students will receive instruction and learning tasks for ELA, math, science, or social studies each day, while rotating between science and social studies content at the semester.</p> <p><b><u>Meridian Parent Partnership Program</u></b></p> <p>Families of K-8 Students desiring to keep their students remote for the entire semester were given the opportunity to join the Meridian MP3 Parent Partnership Program. It is Meridian School District's ALE program. MP3 is approved to offer both campus and remote courses for K-8 grade students. During semester 1 of the 2020-2021 school year, MP3 shifted its instructional model to only offer the remote</p>	<ul style="list-style-type: none"> <li>○ <a href="#">MSD Annual Calendar</a></li> <li>○ <a href="#">MSD Enhanced Remote Instructional Learning Steps 2020-2021</a></li> <li>○ DOH: <a href="#">Decision Tree for Provision of In Person Learning among K-12 Students at Public and Private Schools during the COVID-19 Pandemic</a></li> </ul>
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course structure where teachers provide SLPC guidance for curriculum acquisition, development of learning plans, weekly contact, and monthly reviews, but instruction and assessment is led and delivered by parents.

A commitment to this learning model for the first semester was requested of all families seeking this option. If we are able to shift to a hybrid learning model during this first semester there may be the ability to allow families previously enrolled in the campus learning model in Spring 2019-2020 access to campus one day a week – depending on the physical limitations needed to maintain social distancing. If that is not possible we will maintain the remote learning model throughout the first semester and reassess for the second semester.

**High School Students**

Meridian High School students will follow the district calendar for student instructional days via remote learning as we start school on September 2, 2020. They will access all remote learning through the use of the Google Classroom platform. Instructional hours will be met through a blend of synchronous and asynchronous instruction, independent lessons, and small-group and individual instruction. MHS operates with a 6 period schedule. In order to limit the volume of content at any given time, the teaching calendar is split into two 4.5 week intervals per quarter to allow for the concentration of 3 courses at a time. Therefore, classes are planned for 4.5-week intervals for periods 1/3/5 and then will switch to periods 2/4/6 for the next 4.5 weeks. We will continue to rotate on this basis as we persist in the remote learning model.

**9-12 Online Learning Option**

For students concerned with being able to safely return to campus in a hybrid model, were offered an online option through Edgenuity. Online program approval has been secured through OSPI to provide this option for a small number of students who selected this as an alternative to returning to

		<p>campus in our hybrid instructional learning model. This is a finite option for the students engaging in Fall 2020.</p> <p><b>Return to Campus</b></p> <p>When the spread of COVID-19 slows to permit a hybrid model, Meridian School District will work with the Whatcom County Department of Health and utilize the Washington Department of Health Decision Tree document to determine what groups of learners will be able to return to campus in a phased-step approach. We will also reference the MSD Enhanced Remote Instruction Learning Steps 2020-2021 document.</p>	
14	<p>In order to accommodate the instructional hour 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.</p>	<p>All students will be engaging in a remote learning model to start the school year. Important elements are present at each level to promote community and engage students in social-emotional learning whenever possible. These are to build relationships, check on student needs, and develop community.</p> <p>Student's enhanced remote learning is divided into two parts:</p> <ul style="list-style-type: none"> <li>• Real-Time, Live (RTL) –direct time the student has with the teacher on-line through Zoom (Synchronous)</li> <li>• Independent, On Demand (IOD) –time the student is learning (with support) on their own scheduled time using Google Classroom. (Asynchronous)</li> </ul> <p>The elementary, middle, and high school courses are designed to provide both structure and flexibility:</p> <ul style="list-style-type: none"> <li>• As prescribed by ReImagine AESD distance learning training, teachers provide direct instruction, which may include: several short videos, descriptions, learning targets, assignments, assessments, and extra resources for the lessons. This can be accessed and reviewed as many times needed before meeting live with the teacher</li> <li>• During the independent, on-demand learning time (asynchronous), students should</li> </ul>	<ul style="list-style-type: none"> <li>○ <a href="#">Elementary Schedule Information</a></li> <li>○ <a href="#">Middle School Schedule Information</a></li> <li>○ <a href="#">High School Schedule Information</a></li> </ul>

complete the learning assignments, assessments, readings, etc. from the teacher's instruction

- The student/parent is in control of when IOD learning will take place, though assignments will include due dates and will be scored

○ **Elementary School Schedule:**

- Students begin each day, Monday through Friday, with either a class meeting or SEL video lesson. Synchronous class meetings staggered start times as there are students with siblings who will also be needing to access their home network. Each elementary class is split into two cohorts who engage in the class meeting in-person Monday/Tuesday or Wednesday/Thursday and all students engage Fridays via Zoom.
- On the opposite days, they will watch an SEL video lesson. There is also an added segment called WIN (What I Need) live teacher contact time built-in for students who want to work on a specific skill or students identified as benefitting from additional support.
- Monday through Friday students receive learning tasks for literacy, math, science, and social studies. Teaching videos will be 5-7 minutes long to teach new content.
- There are two live sessions totaling no more than an hour to connect with students where students come together for class meetings and teachers focus on specific areas to meet the needs of learners in small group or 1:1 meetings.
- All students are also provided digital tools to support independent learning needs in math and literacy. Staff use these digital tools to provide student-specific intervention and small group differentiation. Students are encouraged to

		<p>engage with these tools 20 minutes per day five days per week.</p> <ul style="list-style-type: none"><li>• Students will also receive learning video lessons and tasks for PE, Music, Library, Technology, and Art. These will be provided with a choice for students to determine how they want to demonstrate their understanding of the new learning.</li><li>• Students are expected to provide an end of day reflection to their teachers each day of the week.</li><li>• On Fridays, students from both parts of a class will come together in a full class meeting via Zoom and have learning tasks to complete throughout the day. Staff will also be providing some WIN (What I Need) time via Zoom to students in need of extra support. Students are also to provide a reflection of their day.</li><li>• Every teacher will have an office hour Monday through Thursday live via Zoom to provide support and access.</li><li>• Fridays are where staff work collaboratively and attend Professional Learning Community (PLC) and staff meetings, respond to parent and student needs, as well as develop upcoming curriculum content.</li></ul> <p>○ <b>Middle School Schedule:</b></p> <ul style="list-style-type: none"><li>• Students begin each day, Monday through Friday, at 9:00 am with their homeroom teacher on Zoom. The student is expected to be logged in and ready for learning. Attendance is taken in homeroom and throughout the class periods.</li><li>• Homeroom is where students will receive needed information, tech support, and will be a time to build community with the teacher and fellow students through Character Strong activities.</li></ul> <p>○ Three days a week, students will receive three CORE Real-Time, Live (RTL) classes (ELA and math, science, or social studies)</p>	
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		<p>Real-Time, Live (RTL) contact with the teacher. Attendance will be taken during RTL.</p> <ul style="list-style-type: none"><li>• Office Hours/Student Support – Every teacher will have office hours Monday through Thursday 2:40 for Core classes 2:30-3:30 for Elective classes. Teachers will be available at this time for contact either through phone, email, or Zoom.</li><li>• Fridays are where staff work collaboratively and attend Professional Learning Community (PLC) and staff meetings, respond to parent and student needs, reach out to students in need of additional support, address attendance concerns, as well as develop upcoming curriculum content.</li></ul> <p>○ <b>High School Schedule:</b></p> <ul style="list-style-type: none"><li>• Students begin each day, Monday through Friday, at 11:15 am with their homeroom teacher on Zoom. The student is expected to be logged in and ready for learning. Attendance is taken in homeroom and throughout the class periods</li><li>• Homeroom is where students check-in with a staff member, receive needed information, tech support, and build community with other students<ul style="list-style-type: none"><li>○ Homeroom also provides time and support for graduation requirements to be completed, like the High School &amp; Beyond Plan</li></ul></li><li>• MHS has a 6-period schedule. During remote and, when possible, hybrid instructional models, students will engage with three periods at one time.</li><li>• Students will attend three classes for approximately 4.5 weeks. They will attend those classes Monday-Thursday but will be expected to work on content for the entire week.<ul style="list-style-type: none"><li>○ Limiting the number of classes allows students to focus on fewer subjects and teachers, making it easier to organize their</li></ul></li></ul>	
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		<p>time to learn the material for real-time, live and independent, on-demand learning.</p> <ul style="list-style-type: none"><li>○ Classes for the first 4.5-week session will be 1<sup>st</sup>, 3<sup>rd</sup>, and 5<sup>th</sup> periods. The second session will be periods 2<sup>nd</sup>, 4<sup>th</sup>, and 6<sup>th</sup> periods. These sessions will rotate back and forth.</li></ul> <p>Independent, on-demand time is when students complete coursework reading, watching videos, responding to other student comments, completing assignments, and taking assessments</p> <ul style="list-style-type: none"><li>○ Students determine when they learn material for their three classes: morning before classes, after classes are over during afternoon/evening, or weekends – or a combination.</li><li>○ Students need to schedule and plan time to complete assignments as well as meet assignment and project deadlines</li></ul> <ul style="list-style-type: none"><li>• Students will also be provided T3 time Monday – Thursday. It is a specific time and support for students who may be struggling to learn/understand the topic each teacher is examining. Depending on their progress, and topics available, students will choose one:<ul style="list-style-type: none"><li>○ Attend a teacher’s T3 session to get help on work previously assigned in class</li><li>○ A student will be assigned by a teacher to attend T3 to help the student better understand specific content</li><li>○ A student feels they don’t need help and may choose to use the 30 minutes to work on previously assigned content.</li></ul></li><li>• Office Hours<ul style="list-style-type: none"><li>○ Teachers host 30 minutes daily to answer student questions or visit during that time. Staff will also respond to inquiries posed through email, Google Classroom, or through a phone call.</li></ul></li></ul>	
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		<ul style="list-style-type: none"><li>• On Fridays, students have an extended homeroom period. They are also assigned content to be completed during independent, on-demand learning time.</li><li>• Fridays are where staff work collaboratively and attend Professional Learning Community (PLC) and staff meetings, respond to parent and student needs, as well as develop upcoming curriculum content.</li></ul>	
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<p>15</p>	<p>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.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Teachers will collect daily attendance data and report it through our Skyward data management system during each synchronous learning activity each day, including morning meetings, homeroom meetings, and synchronous class gatherings.</p> <p>New attendance guidance has the goal of creating a system that closely resembles a ‘traditional’ school day. We are responsible for ensuring our students are present and engaged – while recognizing and offering the flexibility and grace that this particular time requires.</p> <ul style="list-style-type: none"> <li>○ According to OSPI, evidence of student participation in remote learning MAY include: <ul style="list-style-type: none"> <li>● Daily interactions with their teacher to acknowledge attendance (including messages, emails, phone calls or video chats; or</li> <li>● Evidence of participation in a task or assignment.</li> </ul> </li> <li>○ We continue to refine indications of attendance/engagement. A student is absent from remote learning when they are not participating in <i>planned instruction activities on a scheduled remote learning day</i>. Student presence or participation may be asynchronous or synchronous. <ul style="list-style-type: none"> <li>● Students are absent when they do not attend the scheduled Zoom class periods or meetings. Currently, they may be marked present for that class for the day if students make an authentic effort to engage with staff and the instructional material that should count as being present for the day. Students may demonstrate participation in asynchronous learning by providing evidence to teachers through an engagement document, showing their participation with learning activities.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ <a href="#">Distance Learning Hierarchy</a></li> </ul>
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		<p>Tiered Response</p> <p>We are monitoring daily attendance data and have developed a process to contact families and verify contact information. Administrators and attendance secretaries will review attendance regularly. Working with counselors they will contact families if negative trends in attendance emerge.</p> <p>We will utilize the Distance Learning Hierarchy tool when reaching out to students and families. We will also engage in tiered interventions for students at risk of and experiencing chronic absences: incorporating parent conferences, assessments to identify barriers to attendance, home visits, references to the truancy board, convening the IEP or 504 team, and providing other best practice interventions.</p>	
16	<p>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.</p>	<p>For Elementary: Teachers have been identifying and developing curriculum through their Professional Learning Community and grade-level teams to identify and teach essential grade-level standards. This will provide students with their daily learning tied to their literacy, math, science, and social studies content. They will receive direct instruction via video and have additional synchronous learning reinforcing the new concepts. Small group and individual live meetings will also support student learning in the remote model – linked directly back to the PLC-identified essential learning standards.</p> <p>For Secondary: Curriculum and instruction will continue to be based on OSPI approved learning standards and instructional materials as identified by PLC collaboration to ensure essential standards are the focus of the content and new learning for students.</p>	<ul style="list-style-type: none"> <li>○ <a href="#">Washington State Learning Standards &amp; Instructional Materials (OSPI)</a></li> </ul>
17	<p>We have determined our 2020–21 grading policies.</p> <p>a. We have reviewed our grading practices, learned from decision-making this spring, and established the following grading system:</p>	<p>For Elementary: Students will continue to be graded on a 1-4 standards-based grading system. This is the system our elementary system has used before the pandemic and it allows for students and families to understand where their students are making progress and need additional support. All assignments will be assessed to ensure students are understanding content and making growth-related to grade-level standards. Students will</p>	

		<p>be provided with assessments during their learning to ensure mastery of the content.</p> <p>Throughout the learning period, teachers will be monitoring students for mastery of content. Grades will be on a 1-4 scale to communicate where they are relative to mastery of the standard.</p> <p>For Secondary: The current plan is to support an A-F/INC grading scale. During our enhanced remote learning model, we will suspend the use of Fs. This is slightly different than the model used in the Spring of 2020, where the grading scale was A-C/INC to allow for many factors outside of a teachers' control in the learning. There are greater tools, consistency, and opportunities for students to engage and respond than in the Spring. This is most similar to a traditional high school grading system that is familiar to teachers, students, and families and fits the model for determining GPA and academic college readiness.</p> <p>The removal of the F grade allows us to address potential equity issues. The current remote learning scenario will put undue stress on some families which could negatively impact grades. Removal of the F and use of the Incomplete designation allows our students to demonstrate academic growth and understanding on a different timeline where there may be factors outside of the students' control that contribute to inequities we are unable to mitigate from a remote setting.</p>	
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18	<p>Our district has a specific plan to support students who received “incompletes” in the Spring of 2020.</p>	<p>“Incomplete” designations were not utilized at the elementary or middle school level during the Spring of 2020.</p> <p><b>For High School Students:</b> Students who received an incomplete in the Spring will be afforded time during office hours, T3, and independent learning time on Fridays to work with teachers to complete work and earn a passing grade of A-C, based on Continuous Learning 1.0 grading criteria from the Spring of 2020.</p>	
19	<p>Our district developed summer learning and services opportunities for students who needed additional support to be ready for success this fall.</p> <ul style="list-style-type: none"> <li>a. If yes: What percentage of your students did you provide services to?</li> <li>b. If yes: Please briefly describe the learning and service opportunities you provided, including any programs or targeted supports:</li> <li>c. If yes: Please briefly describe your process for prioritizing your students furthest from educational justice</li> </ul>	<p>Summer learning opportunities were provided specifically to students with disabilities that required extended school year (ESY) services. No other summer learning or services were provided to students.</p> <ul style="list-style-type: none"> <li>a. We provided services to approximately 7.5% of our students.</li> <li>b. At our elementary school, we offered students who were below standard in Reading and Math access to Freckle online support program and then engaged them in intentional instruction in the areas that were identified during July. Chromebooks were distributed to students and connectivity options were offered to ensure students could participate.</li> <li>c. At our high school, we targeted students who were missing credits before the Spring of 2020. As a district, we utilize APEX as a tool for our students to recover credits. These students were specifically invited to participate in summer school. We provided a certified staff member to monitor the credit recovery through APEX. Summer school started the Monday after the last day of school and finished the last week of July. Chromebooks were distributed to students and connectivity options were offered to ensure students could participate.</li> </ul>	

20	<p>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.</p>	<p>Meridian School District has a series of screeners to assess readiness to learn at various grade levels.</p> <ul style="list-style-type: none"> <li>● We will utilize WA Kids Teaching Strategies Gold Whole Child Assessment for our Kindergarten students</li> <li>● We will also be using the American Reading Company's Independent Reading Level Assessment (IRLA) to determine student readiness at grades K-5</li> <li>● We will use the Northwest Evaluation Association's Measurements of Academic Progress (MAP) to assess our students in grades 3-9</li> <li>● We will also use the Smarter Balanced Interim Assessments for math and ELA for both 10<sup>th</sup> and 11<sup>th</sup>-grade students</li> </ul>	
21	<p>Our district has developed a family and community engagement process that includes strategies to reach non-English speaking families to inform our reopening plan.</p>	<p>We have been engaged in weekly and monthly question and answer sessions with community, childcare providers, and staff. We had focus groups of stakeholders and staff to examine and review our reopening planning. We will continue connecting with local agencies and organizations to engage our</p> <ul style="list-style-type: none"> <li>● community in meaningful collaboration. Meridian School District utilizes Language Link to assist with communication with non-English families.</li> <li>● Communication posted to our website has been translated into Spanish and Punjabi – our most prominent non-English languages.</li> <li>● We have purchased the S'MORE newsletter application for all administrators and teachers with language translation to assist families in accessing district and building content</li> <li>● We are adding language translation functionality to our website, allowing for communication in multiple languages</li> <li>● The District has a Language Line available to all parents to help interpret messages and</li> </ul>	

		<p>curriculum</p> <ul style="list-style-type: none"> <li>● ELL staff and bilingual paraeducators work with individual families to ensure communication is clear: targeting and calling our non-English</li> </ul>	
		<ul style="list-style-type: none"> <li>● families to share information about the reopening plan, meal distribution, and technology access opportunities, and Chromebook/iPad distribution events</li> </ul>	
22	<p>Our district has invested in additional accessible technology, hardware, or connectivity for students and educators as we have prepared for fall reopening.</p> <ol style="list-style-type: none"> <li>Please identify the percentage of students that you believe have adequate technology and connectivity to learn remotely during the 2020–21 school year.</li> <li>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</li> </ol>	<ul style="list-style-type: none"> <li>● The superintendent and IT director are members of the Connect Whatcom workgroup aimed at providing improved, reliable Internet access in Whatcom County. It is a cooperative effort by the Port of Bellingham, Whatcom County Council, the Mt. Baker Foundation, and each school district in Whatcom County to increase access for connectivity and reliable Internet service – most notably for students in Whatcom County. This has provided us the ability to distribute over 100 WIFI access points for students/families that will be reimbursed by the Whatcom County Council CARES Act funding.</li> <li>● Additionally, MSD has contracted with Comcast to provide access to broadband Internet hotspots and securing access to broadband for families in need.</li> <li>● OSPI has indicated a willingness to reimburse districts for any funding provided to secure Internet access before the school year – and as we move forward. The reimbursement will only cover the contracted amount OSPI arranged with providers. <ul style="list-style-type: none"> <li>○ By early August we identified 81-90% of our families had access and devices. MSD had been distributing both WIFI hot spots and Chromebook devices to families since early in</li> </ul> </li> </ul>	

		<p>the Spring 2020 closure. We now estimate 98% of our families have either a Chromebook or iPad device and can connect to the Internet.</p> <ul style="list-style-type: none"> <li>○ Buildings have also supplemented the digital platforms with materials distribution of textbooks and learning materials for art and CTE courses, manipulatives, and reading books</li> <li>○ We secured Chromebook and iPad devices to ensure all our students had a device to utilize for this school year.</li> <li>○ We are continuing to distribute devices and WIFI hot spots to families as they respond to our distribution events and reach out to us.</li> </ul>	
23	Our district has provided professional learning for our educators to prepare them for effective instruction during the 2020–21 school year.	Meridian School District had several teachers at each grade level engaged in the AESD ReImagine Distance Learning Training. Our Teaching and Learning department also provided training before the school year to support teachers in preparation for remote learning. Much of the training and follow-up support focused on establishing and maintaining relationships during remote learning, delivery of both synchronous and asynchronous content, pacing and feedback, and providing time for teachers to collaborate.	
24	Our district has selected a primary learning management system for consistent use with students across the district during the 2020–21 school year.	<ul style="list-style-type: none"> <li>● Elementary: SeeSaw &amp; Google Classroom</li> <li>● Secondary: Google Classroom</li> </ul>	