

Frequently Asked Questions: Updated 3/9/2021

<b>Questions</b>	<b>Answers</b>
<b><i>Return to In-Person</i></b>	
When are we anticipating each grade level will return to in-person instruction in a hybrid model?	Contingent on metrics continuing to be within the state parameters, we are currently planning on the following schedule: <ul style="list-style-type: none"> <li>i. March 15: Pre-K-1, K-2 ACP K12 FCP/ETP, 1-2 split classes</li> <li>ii. March 29: Grades 2-3, 3-5 ACP, 3-4 split classes</li> <li>iii. After Spring Break: Secondary small groups, starting with seniors who need support to complete graduation requirements</li> <li>iv. April 19: Grades 4-5</li> </ul>
Can one teacher teach both remote and hybrid, for example face-to-face in the morning and the other half of the class in the afternoon, remotely?	<ul style="list-style-type: none"> <li>a. Yes, in coordination with the principal. If that works with transportation and family choice.</li> <li>b. Additional unforeseen workload impacts of teaching both instructional models on both general education and specific programs (Dual-language, DHH, etc.) will be resolved first with the principal and then monitored in LMC, per our Letter of Agreement.</li> </ul>
Can an employee whose assignment requires work at a district work site and who chooses not to return to the work site until after vaccination, choose to access to take wellness, vacation, or unpaid leave or request a temporary remote assignment?	Per section 14 of our 2020-21 LOA, staff without a qualifying condition, who choose not to return to work on site when the work requires, may access a temporary remote assignment, if available, or take vacation or unpaid leave. Wellness or sick leave is not included in these options per our LOA and MOUs.
Will FWEA staff who are assigned to two buildings and are required to travel between the two on the same day be compensated?	Yes. Per section 7.7 of our CBA-The following compensation recognizes the reduction in planning time for staff with classroom teaching assignments, which results from the necessity to travel between buildings. ... 1. Travel inside a zone will be compensated at a rate of forty (40) additional minutes of pay. 2. Travel across zones will be compensated at a rate of sixty (60) additional minutes of pay.
Can PLCs who are teaching remotely, still decide to combine classes and	Yes

share teaching responsibilities, per our workload relief agreements?	
Can Elementary ELL Specialists still support remote instruction by attending grade level classes, team teaching, and supporting instruction in break out rooms?	Yes
<b>Health and Safety Protocols</b>	
What safety guidelines are we using to develop our safety protocols?	District protocols, including the return to in-person instruction, are aligned to the Governor's, OSPI, Department of Health, and Labor and Industries guidance.
Who is responsible for setting up the teaching space?	Teachers set up their learning space with support of the custodian.
Can teachers set up their classroom in a way that best supports their instruction and complies with social distancing and guidelines outlined in the staff guide?	Yes
How are we ensuring that safety protocols are working in the building?	Safety Committees at each building will monitor and evaluate implementation of district protocols at the site and review concerns submitted to the principal since the last meeting, and will meet by the Wednesday prior to any grade level returning to hybrid to evaluate implementation and resolve concerns.
What do I do if I see that safety protocols are not being followed or if the implementation of the protocols at our site is not working?	Report it to the principal by submitting the online form. Concerns will be addressed in Safety Committee meetings and the resolution will be recorded in the minutes, which are shared with the district Risk Management Team and FWEA leadership.
Who gets what PPE?	<p>We use <a href="#">OSPI's guidance</a>, developed in partnership with DOH and L&amp;I. We have identified certain roles, such as Nurses and Health room staff, Pre-K, FCP, SEB, and K2 ACP teachers and paras have higher level PPE in the event, and because they may need to be closer than 6 feet for more than 15 minutes. (N95s, gloves, gowns, face shields).</p> <p>Staff in roles other than those listed above who believe they need a higher level of PPE based on the referenced guidance, should</p>

	contact their principal to determine if their situation requires a higher-level PPE.
Where do I get the appropriate PPE?	The office manager at the building level will be able to assist staff in accessing the appropriate PPE in alignment with the OSPI Guidance and as approved by the principal.
What happens if a staff member is required to do tasks that necessitate an N95, but the staff member fails the fit test?	The staff member will be provided appropriate and approved alternatives, following DOH guidance, referenced above, or will be placed in an alternative position, if available.
What PPE is needed for in-person testing, such as ELPA?	Staff are provided PPE required by the task. If the in-person proctoring requires a higher level of PPE, they will have it.
Now that some staff will be working from the building, will staff meetings be in-person for those onsite?	Per the LOA "Staff meetings will be held remotely until a return to full in-person operation."
What happens if there is an outbreak of COVID-19 at any site?	If an outbreak occurs, which is currently defined by the DOH as two or more cases at one site where the proximate cause of transmission was exposure on site, we follow DOH guidance, which may include pivoting to remote learning for all scholars until cleared by the DOH to reopen. For any positive case, we follow the guidance of DOH as outlined in our staff guide.
What are the parameters of Rapid COVID-19 testing?	<p>Rapid Testing is provided for all onsite staff through a partnership with Children's Hospital. Staff choosing to participate will fill out the opt in form provided by Children's Hospital. The form includes information on data privacy.</p> <p>Test are conducted on site by a trained team of district staff, which may include nurses and school nurse assistants or other staff.</p> <p>If a staff tests positive, they receive a text message and the site testing team informs the principal. The staff goes home, and the site follows the protocol for confirmed cases. The staff is encouraged to see their health care provider for a confirmatory test.</p>
Where do staff go when their room is being cleaned between sessions? And	Each site will designate a partner space for each teacher, such as an empty adjacent

how long do they need to be out of their room?	room, where staff can go while the electrostatic sprayer is being used. They need to be out of their room for 10 minutes after spraying is complete.
How are buildings addressing ventilation in every space?	The district has gone above and beyond Department of Health requirements by purchasing air purifiers for each space to augment air flow and filtration, which the custodians will set up ensuring the circuit can handle the load. This is in addition to following the DOH guidance to increase outside airflow through the HVAC and putting in the highest MERV level filters allowed by our systems.
Should staff open classroom windows to increase outside air?	Health Department recommends opening windows and doors, as long as it doesn't decrease temperature and comfort of the room. Staff do not need to open windows to improve airflow as we have adjusted our system to increase fresh air and air exchange; however, opening the windows does not affect the HVAC system's effectiveness.
Will the district host a vaccination site?	It may be. We are working with local health care providers to provide access for our staff.
How are buildings addressing plexiglass in front offices?	Plexiglass has already been provided to each site where desks are public facing.
Will the doors remain locked to the community/visitors?	Yes
Are isolation room and waiting room supervision expectations for specialists "filling in"?	No
<b>Safety Protocol Compliance</b>	
What is staff's responsibility in following and enforcing safety protocols among colleagues?	As stated in our LOA, "strict compliance with all relevant District safety and health rules will be an essential function of each employee's job" for themselves and non-compliance will be address through progressive discipline. Staff have a shared responsibility of reminding colleagues to

	follow protocols. Staff should report violation to principal.
When do I need to wear a mask?	Anytime you are on site, unless you are alone in a room, office, or vehicle with the door closed, or if you are in a cubicle that has walls that extend above your head.
What if staff are not following protocols in the classroom, but students don't feel comfortable reporting?	Principal and APs will monitor classrooms and address staff and student violations. Students will be reminded that if they ever are concerned, report it to a trusted adult.
What if a scholar is repeatedly not wearing a mask?	<p>Students who are temporarily not wearing masks will be reminded by the teacher or other staff member, and family will be contacted to problem solve, if necessary, if the behavior continues intermittently, as described on page 21 of the staff guide. Unless the student is unable to do so due to their disability as determined by the IEP team, the student must be wearing a mask in order to remain in class.</p> <p>If a scholar refuses to wear a mask, with the exception of those students referenced above, the principal/designee will be contacted, and the principal/designee will call the parent to come pick up the student. If a scholar refuses to wear a mask on the bus, the student will not be allowed to ride the bus in the future, until the behavior changes.</p>
What are mask expectation for students with IEPs who are served onsite in ACP, FCP, PreK, or ETP?	They are expected to wear a mask unless they have a note from their doctor that they are medically unable to wear a mask, their mask becomes wet due to excess saliva, or they can't take off the mask by themselves. Students in these programs without those listed circumstances, will build towards mask wearing, and the behavior will be addressed like other behaviors that need reinforcing. (no PWN or Amendment is required)
What should staff do if they see a student not wearing a mask who is served with an IEP?	Talk to a staff member familiar with that student (case manager, teacher).

Are teachers who will be teaching hybrid starting March 29 or April 19, required to be onsite starting March 15.	No. Per our 2020-21 LOA with the FWEA, staff teaching remotely, may choose the location.
<b>Right Response</b>	
In our LOA, it says, "Any updated information regarding restraint and isolation policies and procedures will be provided to all relevant staff prior to beginning face-to-face instruction." Are there any changes?	RR protocols have not changed. The emphasis on RR is de-escalation as much as possible to avoid hands on interventions. Continue to fill out restraint and isolation paperwork and debrief as part of incident, including whether PPE was sufficient in the interaction.
Will Right Response trained special education staff be pulled from their self-contained program to help with restraint and isolation for scholars outside of their caseload?	Protocols and procedures for Right Response have not changed, nor has the staff responding to incidents changed.
<b>Special Education</b>	
If an elementary student with an IEP is moved to a different teacher, will case management change?	Yes, so that the teachers providing the SDI continues to be the case manager, consistent with the elementary model.
How will staff be compensated if they end up writing more IEPs due to changes in caseload?	In our CBA, we have negotiated IEP threshold compensation language to address cases where staff have to write more IEPs.
When will Special Education staff be able to collaborate on any transition?	<ul style="list-style-type: none"> <li>a. Staff can use time in the transitional asynchronous days to collaborate with colleagues. One day has been set aside for district scheduled roll up meetings.</li> <li>b. RSP, Itinerants, and secondary ACP will continue to provide remote services and therefore will not see changes in the students they serve due to return to in-person learning.</li> </ul>
Will paraeducators be allocated based on caseload or session size?	In accordance with existing CBA language in the MAP, total caseload numbers, rather than session participant numbers will be used to determine paraeducator allocation (CBA Reference Section 12.D).
Will Resource Room be included in small groups?	Yes, small group time should continue to be used to provide SDI. When we transition to in-person small groups, scholars will be included in that consideration process.
Will we have synchronous instructional time for SEB, especially with SEB and general education instruction (inclusion model type students who use SEB for pull out supports) when they are stuck	Because of the individualized needs and small number of elementary scholars in our SEB program, an individualized approach will be necessary. The following options, among others, exist:

<p>with SEB, but their grade level isn't in session?</p>	<ul style="list-style-type: none"> <li>• If a scholar's grade level is back in session and their LRE indicates, they could spend their in-person time in their general education setting. And their asynchronous remote time receiving some synchronous SDI and support with asynchronous general education assignments. In these cases, they may still need to access the SEB classroom for behavior supports/breaks throughout the in-person day.</li> <li>• If the scholar's grade level is not back in session, they could spend their in-person time receiving SDI and support with general education asynchronous work while in-person and then attend their grade level session remotely.</li> </ul> <p>Teams are encouraged to work with their program specialist if they have questions or need clarification on service delivery.</p>
<p>How will we support students with Behavior Intervention Plans who require more behavior supports and switching schools/teacher's caseloads?</p>	<p>School teams may need to convene to review behavior intervention plans prior to the return to hybrid to ensure they are familiar with the plan and identify any changes that may need to be made. Time will be provided during asynchronous transition time for teachers transferring scholars to other teachers to meet and share information.</p>
<p>How to track when staff are over the caseload amount with case numbers and student changes, are we still case manager on an IEP even if someone else is providing instruction? Are we provided planning time to provide materials and methods we would use for that students' instruction?</p>	<p>Caseloads will change to reflect any movement of teachers/scholars. Threshold compensation will be used to track IEPs over the identified threshold by program (CBA). Time will be provided during asynchronous transition time for teachers transferring scholars to other teachers to meet and share information.</p>
<p>If doing hybrid and synchronous, do I have to upkeep my Canvas and other tech sites? Planning for both is a lot of work on teachers to plan in-person and online activities when tech is meant for use at home. If out sick or on leave, who does the Canvas page?</p>	<p>All teachers teaching in-person will need to continue to upkeep Canvas to support asynchronous (at home) time for scholars. Any resources needed for FCP scholars to access synchronous remote services during their remote day will need to be provided using Canvas. Additional planning time has been provided on Wednesdays to support this planning. Following current practice,</p>

	staff who are absent for the short term, provide lesson plans, and if there is a long-term sub, they do their own planning.
How will students who are remote access physical materials needed to access SDI?	All scholars will have the opportunity to pick up needed materials on Wednesdays. For scholars who do not attend their neighborhood school we will identify a school in their neighborhood for them to pick up these materials.
How will paraeducators be able to support arrival and dismissal, knowing that in the past they had 15 minutes before and after the school day to assist?	Any paraeducators that, prior to remote instruction, were working 6.5 hours, will return to 6.5 hours. 6-hour paras, will flex one hour from Wednesdays to add 15 minutes to their shift on the other days.
If an IEP team determines that a student needs in-person services, who will provide that?	Using the data-based decision-making process, IEP teams will determine what services are needed, the frequency and duration of the services and who (the role) is needed to provide that service. Once the team has made those decisions, SSS will work in collaboration with HR to identify the staff who will provide those services.
What time in the school day will be available for RSP and SSS therapists, vision teachers, adaptive pe teachers and school psychologists to provide services or conduct assessments? Is cleaning time a no-go time?	The middle part of the day can be used to provide instruction if it does not interfere with the individual scholar's transportation (in-person scholars) or need to eat lunch. Teams should use individual scholar needs and IEP LRE to determine when to serve a scholar. Collaboration will need to occur with other specialists to avoid conflicting services.
What communication needs to happen around transitional asynchronous time for students with IEPs and whether it impacts instructional time?	As previously communicated with families during the launch to remote instruction and in alignment with guidance from OSPI, asynchronous activities can count as SDI and instructional time. FWPS will communicate to all families regarding any transitional asynchronous time.
<b>ESP</b>	
Will ESPs continue to work remotely on rotation?	We will continue to follow language of LOA: "After the 9-day count, ESPs will be authorized by their supervisor to work remotely on rotation, to the extent that there is remote work available and the building has sufficient staff to serve the public," recognizing that the rotation will have to be revisited. (We anticipate we will

	need all hands-on deck as we did at the beginning of the year.)
Can you speak to the issue of taking attestations over the phone for scholars whose parents have not completed this before school starts? Or are we simply calling them to ask that they complete it themselves?	There is no liability issue. Office staff will be asked to take what the parent/guardian shares and place in attestation. You are simply recording their answers.
Attestations, how will we get info, who will get the info.	Attestations are in the cloud as part of the Qualtrics system – and the dashboard will display the attestation data.
Attestations – who will be responsible to call families who don't do this? Are we going to have to complete the process for families?	Office staff and family liaisons or other assigned staff will be responsible to call families.
Timing of attestations and holding room if it's not done.	If a scholar does not have an attestation they will come through the thermal scanner and be placed in the waiting room where a staff member will call home. Scholars will remain in the waiting room until the attestation is completed.
Reaching parents when attestations are not complete.	Utilize all Synergy numbers and the emergency contact information.
Is there a simpler word than attestation that would be easier to understand for non-English speakers?	Attestation is the word from the Department of Health guideline, and we also refer to them as Daily Health Screenings.
Is the plan to check in each scholar, and have a pre-printed list of who has completed the screening?	Yes. Each scholar will be verified as part of the approval process. The Qualtrics dashboard can be used to generate filtered lists that best meet the needs of the school. The principal will determine available staff to help with this process.
How do we see the online health screening each day, is it a Google doc?	The Google doc is being replaced with a new tool – Qualtrics. Results will be available to each location through a dashboard which contains the ability to sort, filter and print.
We want to know more about the online health screening.	Training will be provided for both the daily health screening attestation and the dashboard as part of the trainings offered during transition week.
Are students able to complete the attestation at school if not yet completed by parents before arrival?	No. The parent or guardian must complete. Parents or guardians may complete it onsite from their own device.
For teacher name at high school will it be their 1 <sup>st</sup> period or their advisory teacher's name?	Additional input will be gathered regarding teacher names for high school students prior

	to returning high school students (other than small group and FCP).
Will this be an active document, so could a staff member have a laptop and look at the list or is someone going to keep printing out the updated list?	Yes. It is also accessible by any mobile device, such a Chromebook, iPad, or phone. It updates real time.
<b><i>Arrival/Dismissal</i></b>	
5 minutes for arrivals/dismissals doesn't seem feasible – is that the actual amount of time that will allow staff to screen and support student arrivals?	The arrival process will begin earlier than the 5 minutes provided within the instructional day. Identified staff, other than the classroom teacher, will support the arrival process when classroom teachers are in their professional time. The 5 minutes built within the instructional day is placed in the schedule so that teachers are ready to receive their students as they line up in the hallway.
<b><i>Staffing and Supervision</i></b>	
Is there enough staffing to cover AM/PM transitions? What are expectations?	Yes. Identified staff will assist with arrival and dismissal process. The building principal will identify those individuals.
How will we keep children social distanced apart when they arrive and leave – I'm not sure there are enough adult bodies available. And with parents wanting to meet and greet staff?	There will be markers on the ground. Parents are not allowed in the building unless they have an appointment.
Who will be staffing the isolation room?	Isolation Room is being staffed by the COVID Support Paraeducators.
Who will be supervising students before teachers are in their classrooms?	Students will be waved into the building. Once a student is through the thermal scanner, they will wait on the socially distanced marker outside of their classroom. Identified staff, such as school administration, paras, and other identified staff, not involved in professional time during this time period will assist with the process.
Do we get our .25 back for 6-hour paras to help at the start and end of day?	Yes. We will be flexing 1 hour from Wednesday and time from SLCs to extend shift by 30 minutes the other days.
Who will be cleaning and disinfecting between sessions? Will teacher be responsible?	Custodial staff will be cleaning and disinfecting the building.
Can we get clarification on who is responsible for cleaning and disinfecting? My custodian is saying it	Custodial staff will be cleaning and disinfecting. Teachers will be provided supplies to clean desktops and a squirt

will be the certificated staff, not custodial staff.	bottle with towel to wipe off surfaces if needed.
Can we get the info that the custodial staff has been given for their expectations?	Cleaning guidelines are part of the staff guide.
Is always a staff member assigned to be in an isolation room...to be available if a person needs to be there?	Yes, when needed.
Do we get extra help for nurse and nurse assistant...more in building time, our nurse is here only 1 day a week?	As additional support, a COVID Support Paraeducator is being assigned.
Will there be a nurse at the high school for FCP?	The current assignment of nurses is not expected to change as a result of hybrid. A nurse will be available.
Will there be a nurse on site all week and if not, will our health clerk be available more days.	There should be a nurse/SNA on site every day—based on a defined schedule, plus an additional COVID Support Paraeducator.
For FCP students who cannot be alone in a room...does an FCP para stay with them? Sorry this might have been on a slide.	Yes, if needed.
<b>Safety/Security/Health</b>	
Will our doors remain locked?	Yes. Doors will remain locked. Parents may schedule an appointment.
Who (non-school staff) will be allowed to enter the building?	Only essential staff will be allowed in building. All staff will be required to follow the universal precautions.
Can multiple students be in the isolation room at the same time?	Yes. They may, if they are masked and at least six feet apart.
What are the isolation room rules/requirements?	See the staff guide regarding isolation rooms.
Concern about staffing the isolation room, holding room-What is ESP role with these?	Library Assistants will assist in the waiting room. Other identified staff have been selected to assist with the isolation room (COVID Support Paraeducator and/or other para's if needed).
What is ESP role in the protocol to support in case of COVID exposure?	The ESP role is to support the building principal who is the identified COVID Lead.
How will families be made aware of positive COVID cases in the building their student is attending?	The DOH will provide guidance related to communication. Students or staff within close contact (using definition) will be personally contacted. The positive COVID case protocol will be used as outlined in the staff guide.
If office managers or office staff are expected to cover health room shouldn't we be fitted with N95?	Health room coverage provided by ESPs is not expected to expose staff to unmasked students for more than 10 minutes a day

	multiple times per day, so is not considered a high transmission risk.
Is the health room still being used and staffed?	Yes. Health rooms will continue to be used as health rooms and support distribution of medication, and other first aid. Symptomatic scholars will not be seen in the health room. They will be escorted to the isolation room(s).
What is plan for addressing adults who are non-compliant?	They are to be reported to the principal.
What is correct protocol for encountering this behavior in adults? What are expectations for ESPs if buildings are "closed" due to an outbreak?	We will follow the guidance of the DOH. If the office staff is not identified as a close contact, they will continue to work as previously established. If there is an outbreak, the DOH will determine next steps, which may include a school returning to fully remote. Again, we will follow their direction.
<b>Format of the Day</b>	
Are other schools having recess?	No. No school is having recess. Recess is built into the asynch schedule.
Questions about if teacher is out and no sub picks up, who covers the classroom since other teachers are not in the building?	We have assigned a guest teacher for every building. The building will establish a coverage plan that takes into consideration the COVID-19.
A lot of high school students don't know their bus number. Can something be set up for them to look it up?	We will communicate bus routes to families. At this time only secondary small groups will be coming to campus. Staff will work with ETP and FCP scholars to remind them of their bus routes.
What is Data Secretary role in the Hybrid model (attendance, AM/PM, automatic, done by teachers)?	Assigning students to rosters.
Could both elementary OM's and data secretaries receive training on the new sections and assigning students to classes?	Yes. This is teamwork at its best.
<b>PPE/Supplies</b>	
I haven't heard about supplies for FCP in high school, are we getting those as well?	FCP PPE will be bundled and distributed the week of March 8.
Do we get garbage cans for exit doors, touchless? And classroom ones for the wash stations?	The need for additional garbage cans is noted.
Is there signage we can access and print out?	This has been provided to principals and office managers. A list of signage is available on ESP Teams under General.

We haven't received any hanging signs?	Unclear about this request – there are no hanging signs defined in the approved list.
How do we order? IFAS or email?	There is a PPE order form in the ESP Teams folder – General. Send to Christina Reagle and Patty Hanson.
Can we order another sandwich board?	Yes
Can we order additional handheld thermometers through the warehouse? I didn't see it listed on the PPE form.	Two infrared thermometers have been provided to each elementary school, and to HS AD's. Additional infrared thermometers are being provided to High Schools AD's.