

Diane Bradford: Hello and welcome to the Mukilteo School District family webinar. We are here to talk a little bit more about our in-person learning plan and give you some updates tonight, so as we wait for people to join, we are expecting quite a number of people to join us tonight, so we're going to give just about 30 seconds for those folks to get into the room so they don't miss anything critical.

Welcome for those who are just coming in. We're at about 320 folks so we are just waiting a few more seconds for people to get a chance to join in the room and then we'll get started with the in-person learning plan family webinar.

Okay people are slowly coming in so we're going to get started here. So I just want to introduce myself. My name is Diane Bradford. I'm the Communications and Public Relations Director for Mukilteo School District and it's my honor tonight to welcome you and thank you for being here to participate and hear some updates and have a chance to ask some questions as part of our town hall event tonight. So the way that tonight is going to work is that we have a lot of information to present to you we have um a presentation that'll take probably about 45 to 50 minutes. I think that it'll answer quite a number of questions that you might have. However, if we get towards the end of the presentation and you still have questions to ask, we're using the Q and A, or question and answer box tonight so you can type in your questions there. We also have an up-voting option, so if you see somebody who has the same question as you or you like their question, you can like it and that will move it up to the top of the Q and A box. So that's how we'll help select some of the questions at the end of the event tonight to answer verbally is we'll be looking at that Q and A box and starting with the ones that seem to be the most widely held questions that are still outstanding there for you. A couple of other things is that this is being recorded tonight so that's great for people who aren't able to attend tonight. We'll make that recording available as well as the slide deck so people can watch that after the fact. Also any questions, we probably won't be able to answer everybody's questions, I wish we could tonight, but we will continue to develop the frequently asked questions section on the on the website. We'll keep growing that and adding to that as well as it helps inform our communications out to families as well. So feel free to ask those questions in the Q and A box towards the end of the presentation. I think that's all I've got. I see our numbers are still going up, but I'm going to go ahead and get started. I'm going to go ahead and turn it over to Superintendent Brynelson to get us started.

Dr. Brynelson: Thank you, Diane, and welcome everybody to our October town hall. We are really glad that you are joining us tonight and we know that there are a lot of questions about returning to in-person instruction and so we've really tailored this town hall outlined to answer a lot of those questions start with the land acknowledgement. Mukilteo School District acknowledges that we are gathered on indigenous lands the traditional territory of the coast Salish people specifically the Tulalip tribes successors in interest to the Snohomish, Snoqualmie, Skykomish and other allied bands signatory to the 1855 treaty to point Elliott. So, as you know much has happened since our August town hall. If you were able to join us for that, school started in a distance learning model and we received lots of feedback that students and parents' experiences are much better this fall than they were last spring. So I just want to first thank the staff the teachers and the principals all of our classified staff for what they did to help make fall a great or a better experience for your students and also thank you parents and guardians for supporting your students and helping us and your students' education during these challenging times. So, I just want to start with a review on our approach. So, these are things that we keep in mind as we make decisions about returning to in-person instruction. The health and safety of our students and our staff and our families are a top priority. Snohomish Health District and and the Department of Health

give us recommendations and data that we consider when we uh are thinking about returning to in-person. We get new and updated information all the time and so I often say change is our new constant and because of that we need to be flexible and adaptable in our planning so when we plan for returning to in-person and I say it's when we return, it's not if eventually our students will be back in school uh when we plan we have to be prepared for very different scenarios because again, all of our decisions are tentative and we have to adjust accordingly with new data and information but ultimately, our goal is to return to in-person learning. So decision making, so I just want to review the things that we think about and consider in the guidance that we have when we make decisions about planning for in person. It really starts with the Snohomish Health District decision tree and I just want to review that I'm sure you've seen this, but it always helps to review and center our thinking. So, this visual is divided into three parts and all three work together as we transition students back to in person. So, the first question that we need to ask is should your community provide in-person learning and for whom? So, we need to look at the COVID-19 activity level and then that corresponds with the recommendation for the educational modality. So, as you know, in July it was recommended that schools in Snohomish County for the most part start in a distance learning model. There's exceptions for small groups of students that need specialized instruction or more support but in general, schools were to start in a distance learning model because the COVID cases were above 75, which is the high range now. Right now, we're in the moderate range 25 to 75. I'll talk more about the current data in a bit, but the recommendation when you're at the moderate range is to consider planning in-person learning to elementary students and it's left up to the school districts to decide which grade span and whether we do an in-person all-day model or a hybrid model. Once we have the moderate level or the level the recommendation for the modality, then we transition over to the middle part of this graphic and those are all the safety and health procedures that need to be in place in order to return to in person. So, the question is, can the schools implement recommended COVID-19 health and safety measures? So we have to have plans in place to make sure that staff and students are safe, and very shortly within a week we will have live on our website an operations guide or manual that outlines all the things that we're doing to meet these guidelines. Really the town hall tonight is geared mostly towards answering some of those questions of our health and safety planning, and then finally the final part, the third part of this chart. Is the school and health system ready to monitor for and respond to suspected and confirmed cases of COVID? So we have to have systems in place at our schools to respond to um students and staff that have symptoms and then also we work with the Health Department but we need to have capacity within our health care system also to follow up so those three parts of the chart and work together as we plan to return in person. In addition to the decision tree, we receive a lot of data covered case numbers and so we monitor daily and weekly uh the coveted case numbers. In addition to that, district leaders in Snohomish County meet with the Snohomish Health District every two weeks and we spend time getting going deeper into the data, looking at trend information, and then that's where we receive the most updated recommended recommendations on planning for in-person instruction. In addition, districts follow the Department of Health guidelines and then a couple of added these two bullets to this slide because I get asked. We get asked a lot of questions about what's the difference between the governor's safe-start phases and the decision tree? The short answer is school districts do not are the governor's safe start phases do not apply directly to schools we followed the decision tree the chart I just showed you. We also get asked how come the school board meetings are held virtually and they're not in person, and again school board meetings are governed by different entities and rules and the short story is while counties are in phase two we cannot hold board meetings in person.

So the next slide it talks about the health guidance timeline and we just wanted to do a quick review with you. I've already mentioned that the recommendation in July was to start schools in a distance learning model at the beginning of this September. Superintendents were told that the recommendation was going to be to consider expanding in-person learning for elementary students and that's because there was a five-week trend line downward of COVID cases. So we were in the middle of that moderate range on the decision tree last week so that's what we've been doing, preparing for the tentative uh return to school for students preschool through second grade. Tentative start date as we know was October 26 and I put tentative in front of everything because again, we have to adjust and adapt when new information comes to us. So last week in our meeting with the Snohomish Health District it was recommended to proceed with caution for in-person planning and that's because the COVID cases county-wide were on an increase again, a four-week increase. In addition, there is data within our own Mukilteo School District boundaries that showed that we have in some areas COVID numbers that are the highest in Snohomish County and they're well above the 75 mark so those two things made us make the decision to let us to the decision that I announced on Friday, that we were going to postpone our tentative start date. The latest update is yesterday. The Snohomish Health District released their new set of numbers and cases have jumped from the low 50s to 71 and so when we meet with the Health Department next week we'll get even more guidance on what we should be doing next but the communication that came out with that those the new data numbers yesterday was to put a pause on returning to in-person instruction for whole groups of students, whole classes of kids. So again, we made the decision last Friday and the numbers supported that decision that came out yesterday. So these are just bullets that I took from the communication that I sent out on Friday. We're again delaying our tentative start date of October 26. We'll continue to monitor the county's data updates for the next several weeks and then we will decide at that time whether we can propose a new tentative target date to reopen or whether or not we are going to delay even further. We'll communicate at least two weeks in advance to bringing students back so families and staff can prepare. I just want to acknowledge that we know that there are parents that need and want to send their students back to in-person learning. So we are very mindful of the social emotional needs that our students have the academic needs that they have, but also the safety and health procedures and guidelines that we have to follow. So this decision is is very complex and planning to return to in-person is also complex as you'll hear later on in this presentation

So, as I said earlier, it's not a matter of if we return to in-person, it's a matter of when. I don't know when we're going to return but we will continue to plan. So as you know we sent out a survey to our elementary families as well as our elementary staff members because we wanted to know how many were planning to return back to in-person instruction and how many wanted to remain in a distance learning model and that's something that we committed to very early in the school year. Families that wanted to remain in a distance learning model would have the option to do do so. So here is the initial survey results. We have just over 3,500 students in preschool through second grade enrolled in our district and we heard from a little over 3,000. The results were 63 percent at the time of the survey wanted to transition back to an in-person learning model. We had 33 percent that wanted to stay distance learning at least through the semester and then we had four percent as you know we asked the question um do you want distance, do you want to return in person, or if possible would you just prefer to stay with your teacher? So we had four percent that just said we love our teacher, we'll just stay in

whatever model if possible that that teacher is going in. So for the elementary teachers we had 203 preschool through second grade teachers that responded. At that time 56 percent said that they wanted to return in person, 16 said they needed or wanted a distance learning option, and then there was 28 percent that said they needed more information before they could make a decision. Diane, go up to the the family slide again. So there's about 500 to 550 of families haven't responded yet to what their student would prefer. We heard that some of those families also needed more information before they could make a decision. What's interesting with the data that we have right now, it's pretty close if you look at the blue 56 percent for the teachers, sorry yeah, and 63 percent of the students actually want to return in person so that's matching um very well right now. Also it's important to note that about a third of our students want to remain in a distance learning model so schools going to look different for our students and again you'll hear more about that in a bit, but when you think about a school that maybe has 600 students on site, if a third of them want a distance learning model, that means that there's going to be less students on site in all of our buildings.

So we have received a lot of questions about health and safety. So I/we just kind of themed these real quickly so kind of the top themes that came out where they had questions.

Staff had questions about personal protective equipment, maintaining social distancing guidelines and safety procedures. So again, we will have an operations manual that we'll be posting. It's a living document so it needs to be updated frequently but it will have many of these systems outlined in it. So I'd like to turn it over now to Cindy Steigerwald, our director of transportation and safety and she's going to walk through some of the guidelines that we have figured out or processes we're going to have in place to meet the health and safety guidelines so Cindy, over to you.

Cindy Steigerwald: All right, thank you and welcome Michael to families. Good evening. So, I will walk through as Dr. Brynson said, some of the planning that we've done throughout this process as she identified. We came up with three of the main categories and then within those categories we needed to start looking at specific plans and kind of drilling down to the details so here's an example of some of those items would be which would be staying home when sick. This is for staff and students daily attestations, bus transportation, the process for arrival and departure instruction, what will that look like in the classroom, how will we maintain physical distancing and then also the increased safety and hygiene practices both for disinfecting and then our own personal practices. As we looked at that, really the intent is to develop plans that would help to confirm that staff and students are well when they enter our buildings and then have the plans to support that wellness as we invite students back on site.

So, to start with um that, the foundation of that would be the daily added stations so we looked at many options and we have decided that staff will complete electronic attestations daily and then for students we have decided to do paper attestations and that's really to make sure that we have the ability to reach our families in an effective way, and then also we have a visual form from students um and their families stating that their their students are well. As they enter the buildings all students will have that attestation form and then on arrival, they will also have a temperature check and we will make sure both of those are completed before they enter the buildings.

Bus transportation. This is a big question and and it's also an area that took a lot of planning so we've been running a lot of different scenarios and different ideas on what it could look like to reduce capacity on the buses and promote physical distancing on the buses. We've been able to develop a plan um with the K-5 model coming back at some point so we we wanted to take the plan from from the smallest

return all the way up to full return um and developed a double-run system, which would mean that every route would basically for K-5 would be cut in half. So, if you had one route we would start and pick up the students farthest away from school and travel to the middle point and then at that point we would head to the elementary school and unload students and then go back out and to the middle point and work our way into the school.

As students load the bus they will load from back to front. The reason for that is when they exit, they will exit from front to back. This way when seated kids are in the seated position, they won't have students, other students pass them in the aisle way. All of the students will be required to wear a face mask. If they don't have them when they enter the bus we will have extras on the bus and they will be able to get one before entering the bus. We'll also develop a plan to have siblings or students that live in the same household sit together and to promote the extra ventilation and airflow we will have all the windows down one notch and the roof vents will be open. Also, the driver window will be open which will allow for continual circulation of air. A little side note, the one notch there's actually little barriers above the windows which helps so rain doesn't come in so the one notch will allow air to come in so you'll want to have your students wear coats on the buses, but they won't be getting wet. The buses will be disinfected between runs. The drivers will have disinfectant wipes and we'll be able to wipe down all the touch points which would include the handrails and the seat backs, any of that area and then on longer layovers they will then be able to do a more thorough wipe down of the bus. At the end of the day each bus will receive a disinfectant treatment with the electrostatic sprayer and as of uh the doing this system for K-5 and even for hybrid moving. On the average, load was between 20 to 25 students with the seat capacities of 28 seats per bus, that was one student per seat.

Arrival and departure. Anybody that's ever entered a school, elementary school in particular before or after school, you know that it's a very congested area. We have taken time and had our manager of safety who is retired law enforcement, along with another campus security person with that same experience, do an assessment of all of our parking lots to look at the different ways that our students will be coming to us – bus riders, walkers and parent parent parent pick up and drop off. So within that then looking at the passive travel and identifying where the students will be entering and creating checkpoints for attestation. You'll be provided with a map that will show you exactly where the students will be entering, dependent on the way they get to school, there will be a checkpoint where they will turn in their attestation form and have their temperature checked. If they arrive without an attestation form and the temperature check is taken and there's no temperature they'll go to a waiting area, an outside area that they'll wait and staff will make contact with the family and do a daily attestation and then at that time they'll be escorted to the classroom. If they do happen to have a temperature 100.4 or higher at that checkpoint then we will escort them to the care center where either nursing health room staff will help the student and will make contact and to have students go home promptly.

For parent pickup or drop off, you can expect if you're going to be driving your student your students will stay in the car until the staff member approaches the car. You'll turn in the attestation form and then we'll do a quick temperature check through the window and if everything passes then the student can get out of the car and we'll escort them to the classrooms. Reason being for this, if for some reason there is a missing attestation form or there's a temperature at that time student will still be in the car and you'll be asked to take your student home and take care of them.

So, as you can see there's a lot of layers um approach to to the COVID safety plans that we've been doing. We're really looking at from arrival to dismissal and all the different travel paths and the different areas that a student will be. So we're looking at physical distancing of student seating in the classroom. We're looking at individual individualized supplies to reduce sharing items. What that means is, in the classroom setting we know that the the basic supplies that students are going to use every day we can actually give them their own personal little kit so they'll have a little like a pencil box, but their own personal kit of those items can be at their desk and they're theirs, they don't have to share them. The items that do have to be shared then we'll we develop plans on how to share them. For instance, there's books in every classroom. Books are an important part of the learning process and we want kids to be able to enjoy them so we'll look at that and provide a set of books for each student per and then once um that time period is up with that set of books then those books would be quarantined for 24 hours before they've been released for another student to access them. Things that we can't develop a plan for and for disinfecting will be either removed from the classroom or will be covered up so kids won't have access to that. Also custodial teams have developed cleaning protocol and disinfecting for high-touch points in all areas. Our facilities team has using the air system have done an assessment and analysis of all of our mechanical systems they have increased airflow in the buildings and they have also updated the system to use Merv 13 filters and replace them at a more frequent rate. All of this, as you can imagine, is going to take extra staffing and extra supervision. So as we develop these plans we then look at the building staffing levels and how we can support these plans. Actually, going through one of the areas, I can give an example of is the attestation before the arrival and dismissal is something that's going to take extra staff so as the all-hands-on-deck approach. Bus drivers will be part of that process so after we get to school secure the bus we'll be able to use that the bus driving staff to help get students from the bus position to the classroom position, monitoring social distancing.

Here is a picture of of what a typical classroom is going to look like and when I say typical classroom, I say that kind of carefully because every classroom is different. So there isn't a set way that each classroom will look like, but what we can say is consistent is that all of the spacing for students are six feet. So when you look at this you can see the desks are spread spaced apart and that six-foot distance is based on seating position, not the actual desk itself but the seating position of the student when they're at the desk and then also, the desk if on the floor there are actually markings underneath the desk so regularly throughout the day or at night during disinfecting desks can easily be put back into position to make sure that we maintain social distancing. Pictures like these and visuals like these are extremely important. I know that people wonder what is it going to look like when we return so we're working on developing the plans to share this information so you'll know what it's going to look like for your students as they come back into the school sites.

PPE (personal protective equipment) is one of the main components to ensure safety for staff and students. As I said earlier, all students will be required to be wearing a face mask. Students can bring their own, and we definitely encourage that, but if somebody does not have a mask, we will have masks available all over. The classrooms have extra masks, buses have extra masks, really all all areas will have an extra supply of masks. Staff will also be supplied with personal protective equipment we will/I'll share a video in a little bit, we'll tell you a little bit what that'll look like, but they will have their face masks and they will also have a face shield and so that's a good visual for students to understand that their teachers are going to look a little bit different.

Here's the video that will give you a good an example of all the different supplies and PPE we have.

As we prepare for your return, we've set up a lot of new protocols for cleaning, disinfecting and our own personal protection while we're on site. We have a large array of different cleansers, hand sanitizers and disinfectants that you'll be seeing in your classroom and that you'll be using to help keep yourself safe, also your teachers. When you come back to the classroom most of them will be wearing a mask that will look very similar to mine with also a face shield on it. Along with that we have gloves available. We have several different type of masks, depending on the situation, that we use. the risk level matrix for so we have across the clock mask, we have these three-ply masks that the students will be wearing, all the way up to N95 mask. In addition to that we have goggles, we have the face shields, and we have gowns. So we're prepared to use the proper PPE all the way from low-risk to high-risk situations. then in addition to our disinfecting on the school buses we have static sprayers. These electrostatic sprayers will be used at the end of the day to spray down all of the buses and occasionally in classroom settings as needed will be sprayed down also. Thank you. Now I'll turn it over to Debra Suggs, our district nurse, to talk about the next level of preparation.

Debra Suggs: Hi everyone, I'm glad we could all be together tonight to hear about the plans for bringing your student back to school. One of the projects that our nursing team has been helping with and we've been collaborating closely with the safety department is to create training videos for not just staff, but for families and kids, about how to safely use your mask, how to safely put it on, how to take it off. I'm not going to play the video here tonight, but you can see one of our nurses here um Alyssa, she's the nurse for Pathfinder Kindergarten Center and one of the nurses at Challenger. She did a video about mask safety. We had some others who you'll be seeing later down the road that um nurses that got together and did some training videos for staff and families regarding, surrounding hand washing and what a teacher might look like when they come to school. So these are some of the projects we've been working on as a nursing team.

Another thing that we've been working on um is to help develop training plans for again for staff, for families and for for a student audience. some of these training plans have been delivered and have been put in place already, some will be coming to you but we want to point out and reassure you that all of our staff members are going to be trained before the students return to school.

So these are these are the big questions that a lot of people are looking for answers to and the first one is, what happens if a staff or a student show symptoms? Because we're in the midst of a pandemic we have a very specific set of symptoms that we're watching for and we don't really allow any flexibility of those. If someone falls sick at school, let's say they develop a fever or a sore throat or that or you know a headache, so they're just not feeling well. They're going to be isolated and we're going to send them home. Isolation from a staff member's point of view just looks like gathering their gear, going to their car, going home. We have protocols and procedures in place for that. Staff member to be in communication with the building administration and the school nurse as needed to to talk about the next steps. If one of our students falls sick at school then we have other procedures set up that our health services um staff are are prepared to gear up and and escort that student either outside if weather permitting and and you're able to come in and get your students um quickly, then we'll wait outside with your student until they're picked up. When you come to get them you'll go home with kind of a packet of instructions and one of the things will be how long how long your student needs to stay home and what that process might look like. That leads me to the next question. How long does does

someone have to stay home? Let's say um let's say your young one goes home with a stomachache and a bit of a fever and they're just not feeling great and they feel better two or three days later. Because we are following the strict guidelines of the Snohomish Health District we're going to stand firm on that you need to stay home for 10 days um and and you can come back after 10 days provided a 24-hour period has passed before your day to come back to school, where there's been no fever and the symptoms are better and you haven't been using any medication to reduce a fever. Now a lot of people want to know, do I really have to stay home, or do I really have to keep my child home for 10 days? You know if they have one of these symptoms and the answer is yes, unless your child goes and has a COVID test and that COVID test comes back negative. If your child goes home with symptoms you talk to your health care provider or their pediatrician, let's say the COVID test comes back negative then that changes the the return date for your student and provided they are symptom-free for 24 hours they can they can come back to school after that negative result.

Next question is, what happens if you have to quarantine because of a potential COVID exposure? For example, let's say in the classroom (we hope that this doesn't happen) we put a lot of things in place to assure that this doesn't happen, but for some reason your student has a potential um exposure at school or out in the community, the quarantine period is 14 days and that's that's the public health guideline and they stay home for 14 days. They can still do their work. The quarantine just means they need to stay in their home, you don't want to be going out into the public or into the school buildings but they could still do their schoolwork provided they're feeling okay. If we have a positive COVID result in a staff member or a student, what happens is kind of the same whether it's for staff or students and that is we're going to follow the directions of the Snohomish Health District. So, if staff member finds out that they had a positive COVID test they're going to be contacting their supervisor at school. We have procedures in place to kind of guide them through that process and we will take our guidance from the Snohomish Health District as to whether or not contact tracing within the school might need to be done and that makes people really nervous when they've heard of a case or um or get notification from a neighbor that they might have spent time with. I want to spend a couple minutes here talking about what it means to be exposed to COVID-19, the operative phrase is close contact. For example, our students in our classrooms are going to be sitting six feet apart, that's the minimum physical distance recommended. They're going to be wearing cloth face coverings, the teacher is going to have a cloth face covering and the teacher's going to have a face shield as well, and provided all those things are happening and they're not spending more than a longer period of time than 15 minutes together in closer contact, that is in less than six feet of one another, then we don't have to worry about exposure because those guidelines have been followed. So, just because there may be a a COVID-19 case in our school does not mean that the people that were near that person necessarily need to quarantine unless that definition of close contact um happened, they were they were within six feet of that person who tested positive for 15 minutes or more. So, that's kind of it in a nutshell and just want to share with you that we work closely with the Snohomish Health District. Our nurses and our health services teams are very well versed in what the guidelines are and we put lots of things in place to to make the school as healthy a place as we can. This is Bruce Hobert.

Bruce Hobert: Good evening, my name is Bruce Hobert, I'm the assistant superintendent for Human Resources and District Operations. I'm going to cover three topics tonight, two of which pertain particularly to students. I'm going to talk about meals, childcare and then I'm going to review some topics that are still in process that we're working through. First of all meals. You're probably quite aware

of the efforts that our nutrition services department has been making since last spring to make sure our students are taken care of with meals, that certainly continues into the in-person model. When we start that, we are allocating meals in a seven-day allocation, both for breakfast and lunch and those are distributed two times a week at different locations within the district. I also want to point out that we deliver to four different apartment complexes: Vantage apartments the Greens of Merrell Creek Puget Park and Tamara Ranch. All this information is on our district website. We received some good news last week from the USDA, they have extended the waiver that will allow us to serve all students for free for the entire school year whether they're in distance learning or whether they're in person.

When we return to in-person, students will be allowed to remove their face coverings when they eat. That is one of the exceptions to the face covering regulation by the Department of Health.

Childcare. I want to point out that we've been partnering with both the YMCA and the Boys and Girls Club. We have childcare at Fairmont and Serene Lake. Currently we also want to point out that there are sliding payment scales and grants for families to make sure its affordable. The district has also deployed some paraeducators to these sites to assist students during the day with their distance learning. I also want to point out that both the YMCA and the Boys and Girls Club also have to adhere to the different safety and health protocols from the Department of Health, so you can be assured that when your student goes to these programs they're being well taken care of.

Last category are a number of complex and challenging issues that we continue to work through. Last time I spoke to you I acknowledged that recess is a difficult concept to picture with all those social distancing requirements, but we know that we need to figure out ways to meet students' physical as well as their social needs, so we're continuing to pursue ideas and options to allow students during the school day to get some exercise, get some movement and also have a chance to socialize.

Cohorting. Cohorting is the concept of keeping kids within a consistent group and not mixing students. This is somewhat easy to do if we we keep the class contained throughout the day. There will be times that we will be looking at whether we pull students out for some remedial service, how do we do that while maintaining the safety protocols, and also our staff. We want to make sure our staff are not traveling from building to building and mixing with different schools so we're mindful of of the cohorting meme.

Special program considerations. We know that many of our students with disabilities experience greater hardship in distance learning. We've already started to bring some of those students back individually within schools to provide on-site service. In those cases, the IEP teams have been meeting to discuss the needs of the students and then we've arranged for all the safety protocols to be put in place as we picture bringing students back into our schools. We have a multitude of issues that we need to work through that are unique to our special programs, including the safety and health of students who might have marginalized health needs as well as the safety and health needs of our staff. Additionally, how do we provide that service and the support for students as we've done in the past?

Teacher reassignments and leaves based on the survey. We know some parents are choosing to keep their students in distance learning, others will want their students to come to school. We will need to be re-looking at class makeups. We do have employees who also have personal needs that they need to take care of. Some of them may request a remote assignment, some will certainly come back to on-site instruction, those two combinations we need to work through to reconfigure class lists. When we make

this transition we want to assure you that when we make those changes we intend to keep those changes permanent for the rest of the year so we don't keep having students change teachers and teachers changing students.

Elementary specialists. A number of our elementary specialists who provide small group instruction, we've deployed as classroom teachers to allow for the distance learning classes to be smaller. We will continue with that staffing level so that when students return to school we will maintain small class sizes that meet the the social distancing requirements and we'll also need to take a look at how do we provide that intervention small-group instruction to the students that need that with the available specialists. Band and music continue to be on hold at this point.

Finally substitute availability. We've already identified many substitutes that are supporting our program through distance learning. We've trained substitute teachers on how to use Schoology, how to Zoom and how to access curriculum materials so they can step in and fill in for teachers when they need to take leave. In addition, we've started to survey our substitutes to see who is willing to work in person. When we return to in-person instruction, and specifically we will assign a substitute to just one school, again it's back to the cohorting need. We don't want substitutes going from school to school so we know that substitutes provide a valuable service to our schools and we need them and so we are arranging to make sure that we have a pool of resources to tap into when we need them.

Dr. Brynelson: Thank you Cindy and Deb and Bruce. This is the last slide before we take some questions. So, again our next step is we continue to be cautious and thoughtful. So again, change is our new constant. We continue to plan for the time when we do return to in-person learning. It's not if, it's when. We just don't know when that time will be yet but we will continue to prioritize the health and safety of our students and our staff, and our families. Again, we'll give two weeks-notice before we transition students back to in-person learning. We'll continue to monitor the COVID case numbers and of course continue to work with the Snohomish Health District for updates and changing recommendations. So with that I'm going to turn it over, well I'm not turning it over, but I'm going to refer to Diane Bradford to tell us what questions there are that we can hopefully answer.

Diane Bradford: Yeah, It's definitely is a clear most widely shared question at the top here from somebody, Carrie, and the question is about "if a child becomes sick and needs to stay home and it could be just a cold even will they continue to do distance learning with another teacher while they're self-isolating?" Can somebody speak to to that? What might happen during those 10 days for this I can honestly say, we have a list of questions multiple pages of lists of questions and that is one question that is on there. So that has not been worked out yet, but I will say uh what Bruce said was we are going to if students if students have to change their teacher it will be one time and so we need to have a plan in place for students that can't come to school or are quarantined because of COVID. So that is on our list to um to discuss and problem-solve anything. I'm sorry that I don't have the answer but again, we're very mindful of that. Bruce is there anything you would add to that?

Bruce Hobert: No i wouldn't add anything to that.

Diane Bradford: Okay thank you. All right, the next most popular question tonight is about, and there were several questions related to this too, is just to get an idea of what the schedule for in-person learning would be. Some people are asking would it be early, would they get early release, would it be full-day, just whatever we can share about what it might look like schedule wise? Dure so um we have to

negotiate or we negotiate with the teachers union on the teacher work day and the work year but we do have an interest in um having four days um on site and so we would most likely keep Wednesday as an asynchronous learning day so at most students would be on site for four days and we are looking at a shorter time period that students would be on site and this is mostly due to students have to wear their masks. We're being really mindful about how much movement they can have, how much they have to sit in a desk. We're trying to be very creative and trying to come up with a learning experience that a student just doesn't have to sit in a desk for all day long. We're looking at a shorter day um we don't have those exact hours yet and four days a week so again something that we're working with the union on and um trying to find the best solution for everybody. Thank you. All right, next question is from Trevor. What is the latest month you'd consider starting in person and he gives the example of like would we go back in May or would that be too late?

Okay, that's a good question that Trevor asks. In it, and I forgot to say this earlier, as a frequent question we get is how come we're not starting with high school or secondary students first. When you go back to the decision tree that I was talking to earlier today, the recommendation is you start with the youngest person first, the youngest students first. We are not even thinking about when our secondary students will return to in-person. In the video that Deb, Bruce and I did, I can't even remember two or three weeks ago I said that we are hopeful to start high school at the beginning of second semester and I was pretty elusive I didn't, wasn't real firm about middle school would be December or January that's because all of our plans are hopeful and tentative. So, anyway I just want to answer that question, that we we need to start with our littles first, that we don't have a choice, and to answer Trevor, we haven't even talked about what would be the latest for secondary. Sorry Diane, was this question specific to secondary or all grade levels? It was not specified so just wondering. I think would we consider coming back as late as May as how I interpreted that indicate that yeah, we haven't even gotten that far yet. Right now, we're looking at natural holiday breaks. What that means, the you know the current data so we haven't even entertained that. Bruce, anything you know? I keep putting Bruce on the spot, but anything else you would add to that? Bruce: It's difficult to look out that far.

I appreciate the three questions we've been asked, for I don't have a solid answer for any of them right now, but the first two at least are on our radar and we are going to work through the third one. Yeah May is a long time away so don't know how to answer that either. I have one that I can answer. All right uh Rox, Rex, I think it's Roxine, is wondering if we're giving a true picture of what education will look like when children do come back, specifically mentioning, you know, this the desk six feet apart um and just how different things will be? I think she has a good point. I know I can speak since I'm in the communications department here. That is our goal too, and some of this is still developing. So, what we're trying to gather, as you saw in the middle where you know we're putting together some videos. We're putting together some pictures to help share with parents before any students come back so that they do have not only a good picture of what it is like or at least some picture of what it's going to be like, but to help them prepare their children right. So, mentally, emotionally, academically, kind of give that picture ahead of time so that students and families are prepared for at least a sense of what a different landscape it will be for a little while. So, thanks for your point Roxine, I appreciate that. I have one question here from Tammy about before opening up school, will every staff and or students be required to get tested for COVID-19?

We, I'm going to ask, so as a system we have not thought about it. I don't think we plan on testing everybody but I just want to maybe throw it to Cindy or Deb if you have any thoughts about that.

Deb Suggs: I can speak to that. Dr. Brynelson, the public health answer would be no. I don't know what the district answer is, but from a public health point of view um a COVID test is just a point in time measure. So, if you've been out and about, let's say your staff has been, you know working and whatever and is everybody going to be required to have a COVID test and they have a COVID test on a Monday or a Tuesday and it's negative, that doesn't mean that, that only means that the viral load of um if they have any isn't high enough. So it's not a good indicator of what could happen 10 to 12 days later. So, it's it's not a good um it's only it can only give us a point in time answer. It can't predict who's going to get sick later. I would support that that same answer and from a district standpoint, no we aren't planning on having everybody do a pre-COVID test, but we are are working and planning on doing more education and training so families understand how to do the educations and how to accurately report the conditions of their students, also doing that same training for staff. So, again, that foundational piece of the wellness checks is important and that's what we're focusing on our training and our energy on getting that system very strong and to create that screening.

Diane Bradford: Thanks Deb. Thanks Cindy. Okay, I think we have time for two more and one's a real quick one so I'm not worried about getting to that one, but Miles wants to know a little bit more about lunch and recess and gym and music and library. I know we don't have all the answers for that, but to the extent that we might know or are in progress with lunch and recess and some of those things is. Bruce can you share any any information and or Dr. Brynelson? Yeah, I'll go ahead and take that question.

Bruce Hobert: Lunch right now creates a number of definition issues. Obviously, we don't want to mix students, we got to keep the the social distancing so we're we're looking at the feasibility of students eating in their classrooms and or a few classrooms eating in a cafeteria, of course that means we need a lot of space to have students distributed at various tables. PE: right now we are not planning on any structured PE program when we return. Right now the PE teachers are providing some of that curriculum through distance learning. We will not be opening up a gym because we're using the gym for a variety of other purposes that we need that we need to have um and music both music and PE at the elementary typically is for specialized curriculum. It also provides for teacher planning because we don't have some of the facilities that we normally have, given some adjustments that we've had to make in the school. We won't be having the structured music and PE program as we as we've had in the past. If music and PE instruction occurs it's going to occur in the classroom in some way.

Diane Bradford: Thanks Bruce. One question I want to be sure and get in, it's probably our last one of the night since we have one minute to go. I think Dr. Brynelson this one's probably for you. What are the options for parents who want to stay with distance learning? Dr. Brynelson: So, we have said that families or students that want to stay in distance learning, they will have the option to do so. if you and your family or if your student needs to stay, or you want them to stay, we will honor that request and we are working hard to make that happen so there is, and will continue to be, an option for families that want to stay in distance learning for the year. Did I answer that Diane? Okay. All right, that's the way I interpreted it. I just want to double check to make sure that sounds good. Thank you Dr. Brynelson, and thanks to everybody else who presented tonight. Thank you to the families and staff who joined us tonight. I appreciate your presence here and wanting to learn more. I know we weren't able to get to everybody's questions. We'll continue to develop and grow the frequently asked questions that are on the website, from these I also want to just remind people or in case you you were able to join us a little bit late, that this is recorded. We'll share the slide deck as well as a recording out with families within a

couple of days so you can pass that along to your friends or re-watch for information if you wish and again, just one last reminder, we also have a Spanish version of this family webinar tomorrow night. I invite anybody who wants to to participate in Spanish. It's the same information but in Spanish. Thank you again for having us into your homes tonight and have a great night. Stay safe and stay healthy. Thanks, good night.