



**SEQUIM
SCHOOL
DISTRICT**

Engage Empower Thrive



**FALL BACK TO
SCHOOL PLAN
2021-2022**

SEQUIM SCHOOL DISTRICT: FALL BACK TO SCHOOL PLAN 2021-2022



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Interim Superintendent

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SUPERINTENDENT'S MESSAGE

As we plan for full time in-person learning to resume in September 2021, school districts across Washington state are being asked to develop Student Academic and Well-Being Recovery plans to address academic recovery and acceleration as we emerge from the coronavirus pandemic. Districts are required to seek community input as part of their plan development. The Sequim School District developed a brief survey for families as one method of gathering input to help with our planning. Additionally, Building Leadership Teams and our Fall Back to School Committee also played significant roles in helping us make decisions about the types of academic and well-being supports we should include in our plan. The Plan is intended to identify the supports that will be provided for any student who may need it.

Thank you for your help in formulating our Student Academic and Well-Being Recovery Plan. We could not have done it without everyone's input.



Jane S. Pryne, Ed.D.
Interim Superintendent

STRATEGIC PLAN

MISSION

In connection with our community, the Sequim School District empowers staff to inspire hope and provide flexible, innovative learning opportunities in a safe and respectful environment so each student thrives.

VISION

Our community inspires and prepares each student to thrive.

FISCAL

Our District will develop and implement an annual budget aligned with the Strategic Plan that ensures the equitable and efficient distribution of resources to support district goals.

TECHNOLOGY

In our district technology will be used to support and fulfill the needs of teachers, learners, and support staff in accomplishing district and community goals. Innovation, communication and media literacy will be hallmarks of technology use in Sequim School District, as the district prepares future citizens for their lives in a digitally connected world.

SAFETY & SECURITY

Our district will provide safe, sustainable, and adaptable facilities that support all staff, students, and community partners and foster positive relationships for all stakeholders.

TEACHING & LEARNING

Teaching in our district will be collaborative, focused, and reflective. Learning will be supported by innovative, flexible, project-based opportunities utilizing community partners to develop citizenship.

INFORMATION & COMMUNICATION

Our district will engage in a multi-level approach to improve equitable methods of communication and information practices to enhance awareness, engagement, and empowerment in all stakeholders.

COMMUNITY CONNECTION & RESOURCES

Our District will discover, develop, and nurture dynamic, local and global partnerships to maximize resources which support the education of each student and enhance our community.

UNIVERSAL SUPPORTS FOR ALL STUDENTS

Districtwide universal supports are supports available to all students at the Sequim School District.

- Additional Instruction Time Before or After School
- Summer School
- Building Relationships
- Common Assessments
- Early Learning (K-4 Literacy)
- Equitable Grading Practices
- Extracurricular Activities
- High-Quality Tutoring
- Inclusionary Practices
- Multi-Tiered System of Supports
- Narrowing Standards
- Professional Learning
- SEL and Mental Health Supports
- Strategic Staffing (teacher advocates, advisory, looping)
- Student Voice and Perception
- Transition Support (pre-K-Elementary; Elementary-Middle School; Middle School-High School; High School-Post Secondary/Career/Beyond)
- Other: Boys and Girls Club Liaison and S'Klallam Tribe Liaison



DIAGNOSTIC ASSESSMENTS

Diagnostic assessment is a particular type of formative assessment intended to help educators identify students' specific knowledge, skills, and understanding in order to build on each student's strengths and specific needs. Because of their domain specificity and design, diagnostic assessments can guide curriculum planning in more specific ways than most summative assessments.



Academic Diagnostic Assessments

- Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)
- DIBELS
- Fountas & Pinnell
- GOLD (WaKids)
- iReady
- OSPI Screeners for Literacy Skills Associated with Dyslexia
- Running Records
- Sight Words
- Smarter Balanced ELA Interim Assessments
- Smarter Balanced ELA Summative Assessments
- Smarter Balanced Math Interim Assessments
- Smarter Balanced Math Summative Assessments
- Teacher Recommendation
- WA-KIDS
- Other: ELA Diagnostic; 95%; PSI/PASI

Grade(s) **Frequency**
per School Year

K-5	Multiple
K-5	Multiple
K-5	Multiple
K	Once
K-8	Once
K-2 Pilot	Once
K-5	Multiple
K-3; SpEd	Multiple
3-8	Multiple
3-8; 10, 11	Once
3-5	Multiple
3-8; 10, 11	Once
K-12	Multiple
K	Once
6-8; K-5; K-5	Once

Well-Being Diagnostic Assessments

- CEE
- Teacher Made Assessment/District Made Assessment/Classroom Based Assessment
- Universal Screener list of tools
- WA-KIDS
- Well-being resources

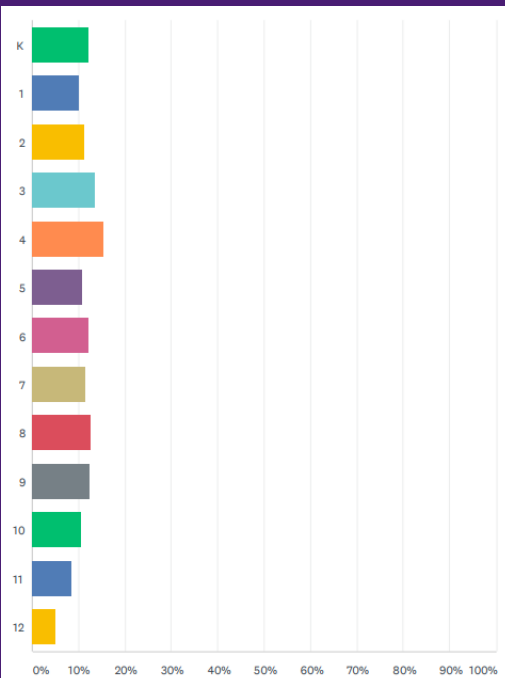
5-12	Once
K-5	Multiple
K-5	Multiple
K	Once
K-5	Multiple

STUDENT & FAMILY VOICE

The following are dates and data that make up the development of this, "Fall Back to School Plan 2021-22".

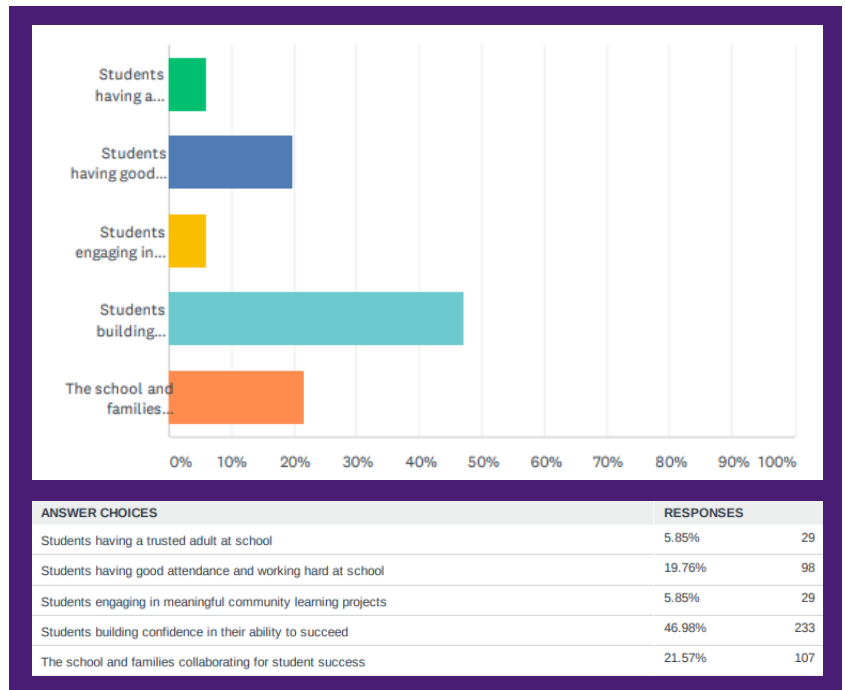
- Grades K-12 Classroom Interviews
- Informational ZOOM Meeting- May 6, 2021 at 6pm
- Fall Back to School OPS Team
 1. April 22, 2021
 2. April 29, 2021
 3. May 10, 2021
 4. May 13, 2021
- Skyward Email to Families- April 28, 2021
- Public Communication Video- May 3, 2021
- Board Meeting with Public Comment- May 17, 2021 at 6pm
- Family Survey-May 7, 2021 (496 Families Responded/670 Students Represented, Results Shown)

STUDENTS GRADE(S) REPRESENTED

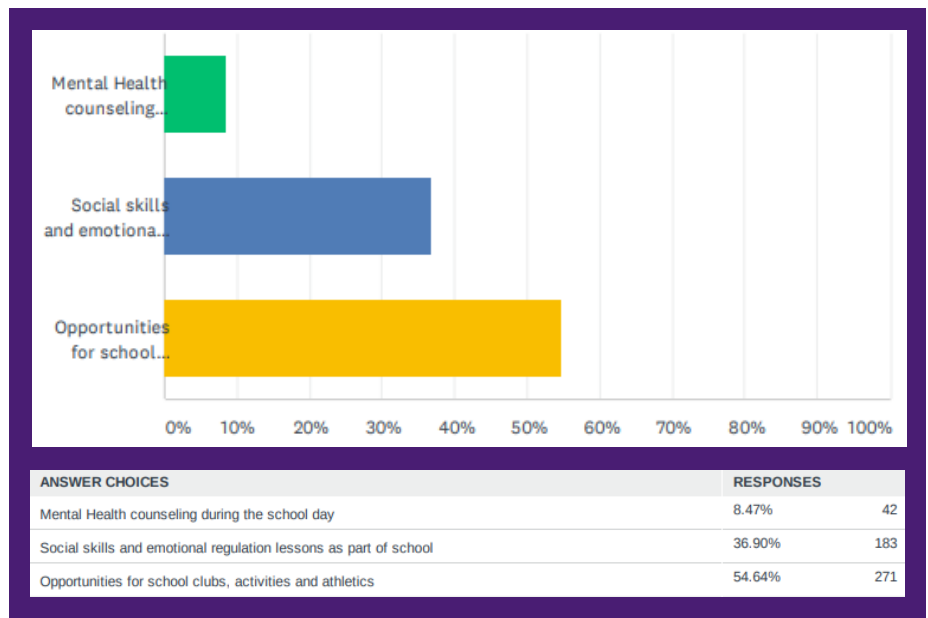


ANSWER CHOICES	RESPONSES	Count
K	12.10%	60
1	10.08%	50
2	11.29%	56
3	13.51%	67
4	15.32%	76
5	10.69%	53
6	12.10%	60
7	11.49%	57
8	12.50%	62
9	12.30%	61
10	10.48%	52
11	8.27%	41
12	5.04%	25

WHICH OF THESE GOALS IS MOST IMPORTANT TO YOUR STUDENT(S)?

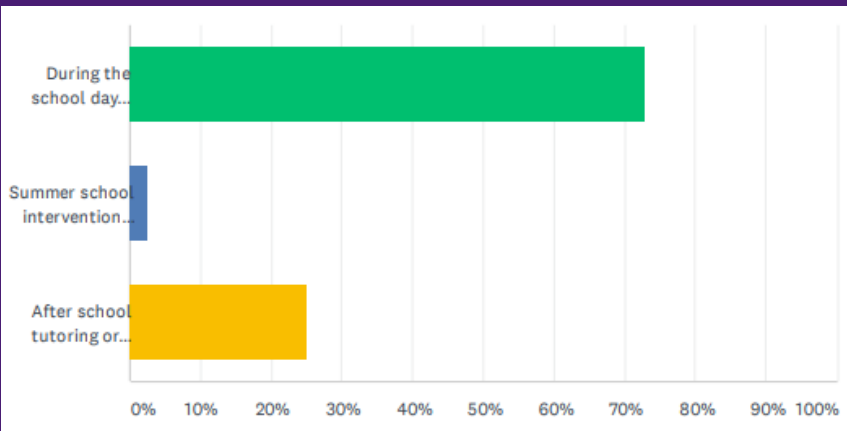


WHICH ONE OF THESE WILL MOST SUPPORT THEIR WELL-BEING NEXT SCHOOL YEAR?



STUDENT & FAMILY VOICE CONTINUED

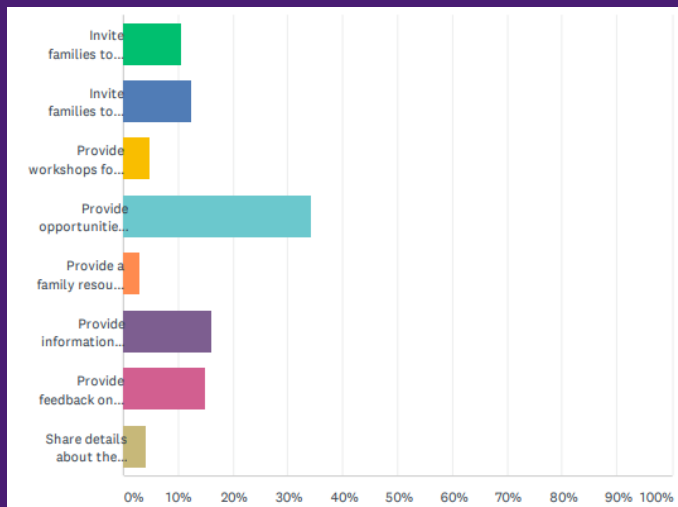
WHAT DO YOU THINK WILL BE MOST IMPORTANT TO YOUR STUDENT(S) LEARNING?



ANSWER CHOICES	RESPONSES	Count
During the school day intervention based on my student's needs	72.78%	361
Summer school intervention based on my student's needs	2.42%	12
After school tutoring or intervention based on my student's needs	24.80%	123



WHAT IS THE BEST WAY TO COLLABORATE WITH YOU FOR YOUR STUDENT(S) SUCCESS?



ANSWER CHOICES	RESPONSES	Count
Invite families to meet in person or over Zoom to give feedback to school	10.48%	52
Invite families to participate in academic celebrations and field trips	12.30%	61
Provide workshops for how families can support your student at home	4.84%	24
Provide opportunities for family/teacher conferences	34.27%	170
Provide a family resource navigator to help families access community resources	3.02%	15
Provide information about your student's performance on assessments	16.13%	80
Provide feedback on assignments	14.92%	74
Share details about the standards for your student's grade level	4.03%	20

STRATEGIC SUPPORTS FOR STUDENTS

Based on Sequim School District's review of student diagnostic assessment results, the student groups that need additional time, support, and/or extracurricular activities for academic growth and/or additional instruction time before or after school for student well-being are:

- Hispanic/Latino of any race(s)
- Two or More Races
- White
- English Language Learners
- Low-Income
- Students with Disabilities
- Students Experiencing Homelessness
- Students in Foster Care

STRATEGIC SUPPORTS FOR IDENTIFIED STUDENT GROUPS

Strategies	Grade(s)	Student Group(s)
• Additional Instructional Time Before or After School	9-12	Credit Deficient
• Summer School	K-12	All
• Building Relationships	9-12	All
• Extracurricular Activities	9-12	All
• Inclusionary Practices	K-12	All
• Multi-tiered System of Supports	K-12	All
• Narrowing Standards	9-12	All
• Professional Learning	9-12	All
• SEL and Mental Health Supports	K-12	All
• Strategic Staffing (teacher advocates, advisory, looping)	K-5	All
• Student Voice and Perception	9-12	All
• Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)	K-12	All



MONITORING STUDENT PROGRESS

Our district will consistently apply the following equity analysis and diagnostic assessment to evaluate and monitor student progress and effectiveness of the strategies/interventions implemented to address gaps in student learning and well-being.

- Develop customized diversity, equity, inclusion and belonging plans and initiatives that result in measurable outcomes and long-term sustainability.
- Execute equity assessments.
- Engage in staff development that focuses on leadership skills including: building on an existing diversity and inclusion strategy, people management skills, and productive conflict.
- Utilize data gathered from staff, students and families within the District to inform work.
- Challenge educational norms and inform practices to change.

SUPPORTS FOR STRATEGIES/ INTERVENTIONS

Of the strategies/interventions the Sequim School District has implemented/planning to implement, The Sequim School District has the knowledge, skills, and capacity to mentor another Local Educational Agency (LEA).

Implementing trauma informed:

- Practices schoolwide.
- Disaggregating data to look for opportunity gaps building relationships.
- Progress monitoring.

Of the strategies/interventions the Sequim School District has implemented/planning to implement, the three identified strategies for which the Sequim School District needs more support.

1. Classroom based common formative assessments.
2. Timely interventions.
3. Progress monitoring.

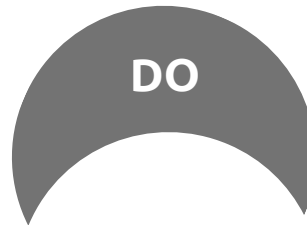
EQUITY ANALYSIS TOOL: DIVERSITY, EQUITY, INCLUSION, BELONGING 2021-22

Professional Development- Spring 2021



- Reestablish Board Members/Staff to diversity, equity, and inclusion.
- Create a roadmap to the integration of Diversity, Equity, Inclusion & Belonging. Establishing board governance of diversity and inclusion.
- Cultural Competency Training- Board of Directors, Administrators, and staff

Research- 2021-22 School Year



Engage a Diversity, Equity, Inclusion, and Belonging Committee who will:

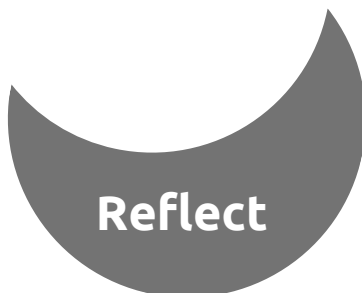
- Develop customized diversity, equity, inclusion and belonging plans and initiatives that result in measurable outcomes and long-term sustainability.
- Implement equity assessments.
- Engage in staff development that focuses on leadership skills including: building on an existing diversity and inclusion strategy, people management skills, and productive conflict.
- Utilize data gathered from staff, students and families within the District to inform work.
- Challenge educational norms and inform practices to change.



Board Policy/Strategic Plan 2021-22 School Year



- Adopt a Diversity, Equity, Inclusion, and Belonging Policy that impacts and intersects with all Goals in Strategic Plan.
- Work with all staff to incorporate into School Improvement Plans.
- Build Partnerships with all stakeholders: Staff, Families, and the greater Sequim Dungeness Valley Community.



Plans will continue to be monitored and updated as needed over the summer, into the fall, and throughout the 2021-22 school year.



STUDENT REGULATIONS & PROCEDURES:

MITIGATIONS

The Sequim School District will continue to implement multiple mitigation strategies, to the largest extent possible, practical and feasible:

- Consistent and correct use of masks will be required in our schools and on buses.
- Hand washing and sanitizing will be required throughout the day.
- Staff will teach, model and expect social distancing.
- All students and staff will be required to complete a "Wellness Screening" through Skyward prior to entry each day.
- We will conduct enhanced cleaning, disinfection and sanitization of our schools and buses.
- Cohort size will be taken into consideration when planning school activities to minimize exposure across the school environment.
- Adequate supplies of protective equipment (masks, shields, gloves), soap, hand sanitizer, paper towels, tissues and sanitizing and disinfecting products will be provided throughout the classrooms and schools.
- Any shared classroom items sanitized between users.
- School staff will collaborate with Clallam County Health and Human services to conduct contact tracing.
- Students and staff who are sick will need to stay at home.

Vigilance in keeping multiple mitigation strategies in place will reduce the risk of transmission of SARS-CoV-2 in schools.



GENERAL GUIDANCE:

The School District will not allow students, staff, vendors, parents and guardians, or guests on-site if they:

1. Are showing Symptoms of Coronavirus

[CDC-COVID-19 Symptoms](#)

2. Have tested positive for COVID-19 in the past 10 days.

[WDOH K-12 Schools 2020-2021 Guidance](#)

3. Have been in close contact with someone who has confirmed COVID-19 in the last 10 days.

- Someone who was within 6 feet of an infected person for a cumulative total of 15 minutes or more over a 24-hour period.
- Starting from 2 days before illness onset (or, for asymptomatic patients, 2 days prior to test) until the time the patient is isolated.

4. People fully vaccinated for COVID-19 (for this guidance "fully vaccinated" is 2 weeks after they have received the second dose in a 2-dose series (Pfizer-BioNTech or Moderna) vaccine:) may refrain from COVID testing and self-quarantine following a known exposure if asymptomatic.

MASKS:

All students, volunteers, or guests must wear cloth face coverings indoors while at school. Masks should be made with at least 2 layers of fabric. It should cover your nose, mouth and chin without large gaps. The mask should have ear loops or ties, so you can adjust it.

- For staff, disposable facial masks must be worn by every individual not working alone at the location unless their exposure dictates a higher level of protection under Department of Labor & Industries safety and health rules and guidance. Refer to [The Washington State Department of Health](#) for additional details.
- All students are expected to wear cloth face coverings during all onsite activities and on district transportation. Even when cloth face coverings are worn, practicing proper physical distancing is required.
- Students may remove cloth face coverings when actively eating, drinking and when they go outdoors.
- For safety, students must be able to remove face coverings on their own.
- Please ensure your student brings a clean mask each day, the school district can supply spare masks if needed.

Our School recognizes that wearing cloth face coverings may not be possible in every situation or for some people. If a student cannot wear a mask, exceptions will be made on a case by case basis with the support of a student's medical provider. If a student without a medical exception refuses to wear a mask, the student will not be allowed to be on campus and the school will provide them with another opportunity to learn.



PHYSICAL DISTANCING:

Staff and students will practice physical distancing as much as possible. Space will be created between students and reduce the amount of time they are close with each other. The school's ability to do this will depend on students ages and developmental abilities.

- Gatherings will be restricted and must be approved in advance.
- Students will be eating their meals 6 feet apart.
- Drinking fountains have been disabled, only non-touch bottle filling stations are available. Students are encouraged to bring their own re-fillable water bottles.
- Counselors at every school will be accessible to students and families to provide resources that may be helpful to them.
- Signage will be in place to help students and staff navigate direction in and around buildings.
- School buses will reduce occupancy and increase space between students as they are able and may assign seating.
- Student seating will be assigned and rearranged to increase the space between students and limit exposure.
- Indoor activities will be limited to those that students can perform with masks on.



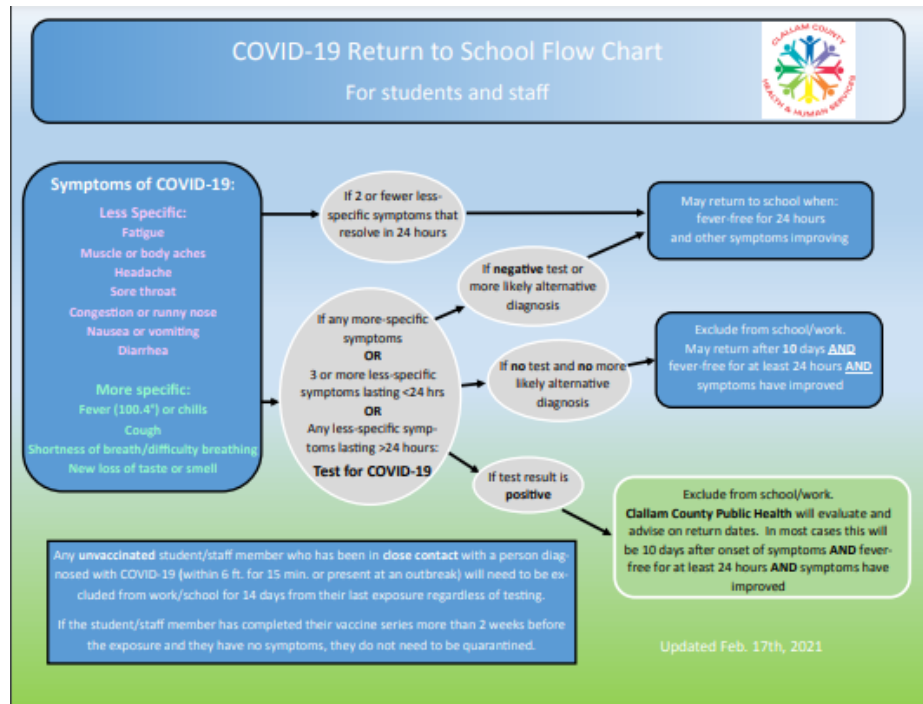
HYGIENE PRACTICES:

School staff will reinforce student education regarding control of viral infections by emphasizing good health habits whenever possible, especially hand washing hygiene and respiratory etiquette.

Students and staff should wash hands with soap and water for at least 20 seconds:

- when they arrive at school
- before meals or snacks
- after outside activities
- after going to the bathroom
- after sneezing or blowing their nose
- before leaving to go home

*If washing facilities in any area are limited, hand sanitizer may be used.



Pre Entry: Wellness Screening

We have all had to make significant behavioral changes to reduce the spread of COVID-19. We will need to continue these practices. As Part of the Sequim School District's, Health and Safety Re-Entry Plan, families must provide a daily "Wellness Screening" through Skyward before a student gets on a bus or arrives at school. This evaluation includes taking temperatures and gauging how students are feeling, as well as answering a question regarding possible exposure to COVID-19. For the instructions on how to do this daily "Wellness Screening" in Skyward please click the link on the District webpage. District employees are expected to follow the same procedures and parents should notify the school if their student is sick. Ensure that students and families are aware of policies that encourage to stay home without fear of reprisal.

Those at high risk for health problems from COVID-19 should consult with their health care provider when considering whether to provide or participate in K-12 activities. Protections for employees at high risk for health problems remain in place under Proclamation 20-46. Families with a member who is at high risk from COVID-19 should carefully consider risks and benefits of sending their student to school in person.

Student Entry to School

The guidelines below apply to all parents/guardians at any time, before, during, and after the school day. Each school will address the following safety procedures to minimize student contact during drop off and pickup each day:

- Students should not be dropped off more than 15 minutes before school starts unless they are enrolled in a before-school program.
- Students must have masks on.
- Drivers to stay in their car and let students off in the drive through lane close to their specific drop off area (no parking).
- Separate areas of drop off for different grades.
- Staff will help direct student to entry areas and classrooms, with an effort to keep cohort groups together.
- One way traffic flows in hallways.

CLEANING FOR HEALTH:

We follow state and federal guidelines for cleaning schools for health and safety. We continue to monitor updates to those guidelines and review them with custodial teams. For additional information, please refer to the Centers for Disease Control and Prevention (CDC) Coronavirus Disease School and Child Care Programs Guidance or the WA State Department of Health K-12 Schools - Fall 2020-21 Guidance.

Safe & Effective Cleaning Products

All disinfectants used by Sequim School District are approved by and meet the Environmental Protection Agency's (EPA) criteria and Green Seal approval. The Sequim School District uses Alpha-HP, which meets the EPA's criteria for use against SARS-CoV-2, the virus that causes COVID-19. We also use an electrostatic disinfectant sprayer for touchless application. This electrically charged solution wraps surfaces with even coverage, including hard-to-reach areas.

Frequent Cleaning

Custodians clean and disinfect classrooms and all health areas daily (restrooms, cafeterias, health rooms, and locker rooms). Custodians also clean touch points throughout the day. Touch points include doorknobs, push plates, handles, crash bars, sneeze guards, counters, faucets, dispensers, phones, stair railings, keyboards, computer mice, the water filling stations, etc. We ask that students and staff not touch computer screens and wash their hands before and after using computers as these are extremely vulnerable to over cleaning with alcohol-based cleaners. Teachers will use Alpha-HP (hydrogen peroxide based) spray with a microfiber cloth or alcohol based wipes to clean and disinfect all desks and chairs where students were seated. They will also clean and disinfect any tables used during the session.

Ventilation

Maintenance staff replace filters at least three times per year for our heating and ventilation system. After events such as wildfires, air filters are assessed and replaced as needed. We continually assess HVAC systems to ensure proper outdoor air intake. We follow recommendations for indoor air quality set forth by the CDC and the WA State Department of Health.



COVID-19 CASE RESPONSE:

Health Screening

In order to manage student health in light of COVID-19 our resources are:

- Student health information from families or the students themselves.
- Student concerns from any school staff member
- The daily "Wellness Screening" Skyward (running reports daily). Health room staff call home on all reported health concerns and failed "Wellness Screenings" daily.
- Staff are strongly encouraged to send any student that does not appear completely well to their school Health Room for evaluation.
- For any ill student Health Services staff will ask families questions about symptoms in the past three days (72 hours).
- Families are to notify their student's school if their child is ill or has a suspected or confirmed case of COVID-19. For more information, review DOH's symptom evaluation and management flow chart which outlines recommendations following a positive COVID-19 symptom screen.
- Our schools will respect student health confidentiality and share only information that is operationally necessary.
- If anyone exhibits symptoms concerning for COVID-19 while on site, that person will be separated from others in the school's health room and arrangements made for transport home. While waiting to leave school, the individual with symptoms should wear a mask or face covering. Staff caring for ill persons will use appropriate medical grade PPE and health rooms will be disinfected per protocol.
- Health Services will utilize Illness Logs to manage any student reported to have COVID or restricted from school due to concerning symptoms.

Notification Process

We will identify possible exposure to COVID-19 as quickly as possible. If a student or staff member tests positive for COVID-19, Clallam County Health and Human Services (CCHHS) will advise and direct the District regarding staff, classroom, and family notification. Using these guidelines successfully relies on communication between schools and local public health authorities. Some of this communication may include private information that falls under the Family Educational Rights and Privacy Act. FERPA allows schools to share personally identifiable information with local public health without consent when responding to a health emergency.

Testing & Positive Results

If a student or staff is tested and the result is positive, please contact the school immediately and report the positive result. Clallam County Public Health is automatically informed and a case manager from the Health Department is then assigned and they advise the family on their return to school/work date. The Sequim School Nurse will also evaluate the time period that person may have been contagious and any "close" contact on campus at our District.

Once a suspected or confirmed case is identified, our district will partner with Clallam Department of Health to reduce workplace and community transmission and protect the health and safety of others in our community.

CONTACT TRACING:

Contact tracing is a critical tool in our community's effort to stop the spread of COVID-19. Contact tracing stops the chain of transmission through rapid isolation of positive cases and identification and quarantine of those in "close contact" with a positive case during the infectious period.

Schools can play an important role to identify close contacts and communicate with parents and guardians. When a school learns of a confirmed case of COVID-19 on the school premises, they should:

1. Identify and interview people with concerning symptoms for COVID-19 or a positive diagnosis of COVID-19.
2. Share COVID-19 symptom or diagnosis information with Clallam County Department of Health and the Emergency Operations Center (This includes contacts around the person from 2 days before symptoms started or date of positive test if asymptomatic) until the time the person was no longer in school. Close contacts are defined as a person who were within 6 feet of the confirmed positive case for at least 15 cumulative minutes over a 24-hour period, and would include siblings at the same school and those sitting close to the student on the bus.
3. Linking those with symptoms to testing and care.
4. Inform contacts of their exposure, assess their symptoms and risk, and provide instructions for next steps. Schools may use the following DOH guidance: **What to do if you were potentially exposed to someone with confirmed coronavirus disease (COVID-19)?**
5. Supporting isolation of those who are infected.

Returning to school after being in close contact to someone with COVID-19:

If a person believes they have had close contact to someone with COVID-19, but they are not sick, they should still quarantine and monitor their health for COVID-19 symptoms. They should not go to work, childcare, school, or public places while in quarantine. Stay in quarantine for 10 days after your last close contact. This is the safest option. Monitor your symptoms during this time, and if you have any COVID-19 symptoms during the 10 days, get tested.

Returning to school after testing positive for COVID-19:

A staff member or student who had confirmed COVID-19 can return to the program after at least 24 hours have passed since recovery. A person is recovered when they have no fever without the use of medications and improvement in respiratory signs like cough and shortness of breath. Additionally, at least:

- 10 days since symptom onset.
- 24 hours after fever resolves without use of fever-reducing medications and symptoms have improved.
- Or as condition diagnosed by health care provider (whichever is longer).

Potential School Closure:

If there is substantial transmission in the local community, local health officials may suggest extended school dismissals (e.g., dismissals for longer than two weeks). This longer-term, and likely broader-reaching, dismissal strategy is intended to slow transmission rates of COVID-19 in the community. During this time, students, would move to remote-only learning. The District will work with the local health officials to determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19.

WHAT TO DO IF SOMEONE DEVELOPS SIGNS OF COVID-19:

To prepare for the potential of a student/staff member showing symptoms while at school, the Sequim School District has set up a response and communication plan that includes communication with District Administration, Clallam County Health and Human Services, and families if directed. If staff or students are confirmed to have a COVID-19 infection, we will follow guidance from local public health and the CDC and the WDOH.

Any known "exposure" (as per CDC guidelines) at school will be reported to the Clallam County Health nurse (CCHHS RN). If directed by CCHHS RN to ask anyone to "stay home" due to potential exposure, the School District will supply the CCHHS RN with name lists of students/staff with possible exposure, and call Emergency Operations Manager to coordinate any communication to district families.

RETURNING TO SCHOOL AFTER HAVING SUSPECTED SIGNS OF COVID-19:

- For ill persons **without** known exposure to a confirmed COVID-19 case, follow [DOH guidance](#) and the [COVID-19 Return to School](#) flow chart.
- People who are ill and had known exposure to COVID-19 should be encouraged to be tested for COVID-19. They should stay out of school until at least 10 days after symptom onset, and at least 24 hours after their fever has resolved and symptoms have improved.

