

Washington Schools 2020 Reopening Plan Template

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

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

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

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



Washington Office of Superintendent of
PUBLIC INSTRUCTION

2020 SCHOOL REOPENING PLAN:

Everett Public Schools

Planned school reopening date: September 9, 2020

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

Part I - MANDATORY Health Requirements

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

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

- 1) Our district has identified our primary **local health officer(s)**.
☒ Yes
 - a. Please list the name(s) of your primary local health officer(s): Dr. Christopher Spitters
- 2) Our district has identified a primary **district-level point of contact** for our reopening effort.
☒ Yes
 - a. Please list the name and contact information for your primary district-level point of contact: Kathy Reeves, kreeves@everettsd.org, 425-319-4143
- 3) We have reviewed the U.S. Centers for Disease Control and Prevention (CDC) definition of **high-risk employees** and we have clearly communicated with staff their opportunity to identify themselves as high-risk.
☒ Yes
 - a. We are engaging self-identified high-risk employees to address accommodations consistent with L&I requirements and the Governor's proclamation about high-risk employees.
☒ Yes
- 4) We have reviewed our **drop-off and pick-up plans** to provide proper physical distancing and minimal opportunities for parents and other adults, who are not staff, to enter our buildings.
☒ Yes
- 5) We have a **daily health screening plan** in place for students and staff.
☒ Yes
 - a. Please identify which health screening protocol best fits your school district planning.

☐ Our plan will rely primarily on a screening process conducted at school or on buses.
☒ Our plan is to rely on attestations, but to screen staff who do not provide an attestation that a screen was done at home before

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

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

☒ Yes

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

☐ Yes

☒ No

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

☐ Yes

☒ No

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

☒ Yes

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

☒ Yes

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

☒ Yes

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

☒ Yes

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

☒ Yes

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

☒ Yes

☐ No

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

☒ Yes

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

☒ Yes

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

☒ Yes

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

☒ Yes

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

☒ Yes

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

☒ Yes

Part II – Statutory Education Requirements

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

☒ Yes

☐ No

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

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

- ☒ Yes
☐ No

b. Please upload a copy of your school calendar.

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

- i. For elementary, please describe: K-5 schedule currently includes full day of synchronous and asynchronous, standards-aligned, teacher designed learning experiences. K-2 currently includes 30 minutes of synchronous instruction for each core subject; grades 3-5 includes 40 minutes of synchronous instruction for each core subject. K-5 schedules currently include a morning routine, differentiated student support, computer-adaptive directed independent learning, social emotional learning, and teacher office hours / professional learning.
- ii. For middle school, please describe: Middle school schedule currently includes full instructional day of students attending seven periods in an A/B schedule. Monday/Thursday four 75 min. periods; Tuesday/Friday three 75 minute periods and a teacher-directed independent learning period. Every Wednesday staggered schedule: "A" weeks: periods 1, 3, 5, 7; "B" weeks: periods 2, 4, 6, and a period dedicated to social-emotional learning check-ins
- iii. For high school, please describe: High school schedule currently includes full instructional day of students attending six periods in an A/B schedule. Monday/Thursday three 105 min. periods; Tuesday/Friday three 105 minute periods. Every Wednesday staggered schedule: "A" weeks: periods 1, 3, 5; "B" weeks: periods 2, 4, 6, and a period of teacher-directed independent learning

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

- ☒ Yes

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

- ☒ Yes

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

- ☒ Yes
☐ No

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

- ☒ Yes
☐ No

- a. If yes: We have reviewed our grading practices, learned from decision-making this spring, and established the following grading system:
- For elementary, please describe: Standards-based grading (1-4); progress reporting through online gradebook.
 - For middle school, please describe: A-F grades; use of online gradebook and student/parent portal
 - For high school, please describe: A-F grades; use of online gradebook and student/parent portal

Part III – Additional Expectations

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

- ☒ Yes
☐ No

- a. If yes: Please briefly describe that plan: Incompletes from spring 2020 will be administrator & registrar identified. Priority standards and multiple modalities of demonstrating competency will be offered students who were assigned a semester two (2020) "incomplete. Staff will review individual student plans created in spring 2020, and review and revise plans based on student needs, ensuring time-bound opportunities for students to demonstrate standard competency during semester 1 2020-21.

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

- ☒ Yes
☐ No

- a. If yes: What percentage of your students did you provide services to? Overall: 6.5%; 1,311 student enrolled in summer school (K-12) out of 20,121 (March 2020 enrollment); Middle school enrollment 5% (254 summer school students/4,912 middle school students); High school enrollment 8.5% (451 summer school students/5,316 high school students) •K/1 EL students: 129 of 977 EL students – 13% •2nd, 3rd, 4th students: 477 of 4,893 students – 9.7%

- b. If yes: Please briefly describe the learning and service opportunities you provided, including any programs or targeted supports: •Elementary and middle school students were invited based on reading, math and/or ELPA scores. Online summer school provided instruction in reading, writing, math, and social/emotional skills. Each day, students had time to connect with their teacher online, engage in online learning, small group online learning, and independent learning experiences. Students participated in a variety of engaging activities to build their vocabulary and improve their skills. Math content focused on number sense, place value, operations, and algebraic thinking. Middle school programs also included focus on advanced math options. High school programs focused on credit recovery, accelerating coursework, internships, EL support, and programming to support students with IEPs.
- c. If yes: Please briefly describe your process for prioritizing your students furthest from educational justice: School administrators and leadership teams reviewed data, including engagement during school closure. School teams invited students based on need as identified by engagement data, previous SBA scores, iReady assessments, classroom based assessments, high school transcripts, and high school and beyond plans.

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

- ☒ Yes
☐ No

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

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

- ☒ Yes

- a. Please briefly describe your engagement strategy and the organizations or individuals who took part in your planning effort: Family surveys were conducted and results posted in April, June and July. These surveys were conducted in multiple languages and the July one also included 6-12 grade students. Communications sent to families were sent out in the language of their choice via email and the communications were translated into our top 5 languages and posted on the web site. Our reopening planning engaged three separate committees made up of staff, parents and community members. And we held 2 community zoom sessions with each involving over 200 parents. We also engage with community partners like the YMCA, Boys and Girls Clubs, the City of Everett and Mill Creek.

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

☒ Yes

☐ No

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

☐ 0 – 30%

☐ 31 – 40%

☐ 41 – 50%

☐ 51 – 60%

☐ 61 – 70%

☐ 71 – 80%

☐ 81 – 90%

☒ 91 – 100%

b. Please briefly describe your strategy to accommodate students during the 2020–21 school year who do not have adequate technology or connectivity to effectively learn remotely: We are a fully 1:1 school district so each student will have access to a computer. We also have a supply of hotspots available for families without internet. These will be distributed during established deployment dates as well as by request.

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

☒ Yes

☐ No

a. If yes: Please briefly describe the professional learning provided or facilitated by the district: Facilitated district staff technical skills professional development to address remote learning. Specifically, we have worked to support core applications in our district including: Canvas, Digital Video, Strategies for Interactive Sessions, Google Tools, Office 365 for Education, Certification options in Microsoft Office and Google Education tools. In addition, there have been training in content-specific digital resources.

b. If no: Please briefly describe the professional learning the district will provide or facilitate prepare staff for effective instruction during the 2020–21 school year. _____

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

- ☒ Yes
☐ No

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

- ☐ Google Classroom
☐ Microsoft Teams
☐ Schoology
☒ Canvas
☐ Seesaw
☐ Moodle
☐ Other (write-in): _____