

Building Our Road Back To School

COVID-19 Reopening & Response Plan

UPDATED
7/30/2020



Note

This document presents several strategies and considerations intended to provide plans for Richland School District's (RSD) community and schools in preparation for a successful re-entry into the 2020-21 school year. This planning document will likely change, be amended, or augmented as experts continue to learn more about COVID-19 and the conditions surrounding the crisis. RSD will continue to coordinate with local authorities, such as state and local health departments, health centers, consulting physicians, and health-care providers, and apply their guidance. The district will always adhere to the most recent recommendations from the Centers for Disease Control and Prevention. Local contingency plans are only effective through a collaborative effort by all community stakeholders, as we move forward together to embrace the new normal of conducting school operations during and after the COVID-19 pandemic. Procedures outlined within this document are based on recommendations from federal and state resources, collaborative partners, and institutional best practices. We recognize the need for uniform parameters and considerations that are specific enough to be actionable, but broad enough to be adaptable.



Change Log

June 23, 2020

- Draft first published

July 30, 2020

- Introduction (Page 1): Updated with message from the Richland School Board and Superintendent Dr. Shelley Redinger
- Our Plan (Page 7): Added...
 - Richland School Board determination to start the 2020-21 school year in a distance learning format
 - Richland Virtual School details and links to further information.
 - Summary of Continuous Learning 2.0 and link to further information.
 - Athletics and Activities information for Fall 2020 as a result of guidance and changes determined by Washington Interscholastic Activities Association (WIAA).
- Post-Secondary (Page 20): added sections on Emergency Credit Waivers and Completion of Incomplete Courses.
- Appendix B (Page 27): Added list of staff involved in the Instructional Elementary Specialists Working Group.
- Appendix C (Page 35): Added results from surveys of parents and staff regarding At-Home Learning and Return To School.
- Appendix D (Page 35): Added links to recordings and notes from virtual town hall meetings held July 21-23.



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Introduction

To our students, families, staff and the entire RSD community,

The start of the 2020-21 school year is weeks away and this is when the traditional preparations for another year of learning and exploration in our schools would be beginning. Teachers and paraeducators setting up classrooms. Cooks opening their kitchens and preparing for the many meals they provide. Secretaries answering questions and assisting families. Operations staff preparing buildings and grounds for thousands of students.

Just like the ending to the 2019-20 school year, though, the beginning of the coming school year is going to be different from what we all are accustomed to. COVID-19 continues to pose a threat to our community. Today we know that younger people, including those aged 10 – 18 and college students, are also at risk. We have many staff at risk due to age or health conditions. Not only are many sick with COVID, but some take a long time to recover, some are hospitalized, and some die. This is a terrifying disease even for those who recover.

This commitment to safety paired with the [recommendation of Benton-Franklin Health District](#) is why the Richland School Board has decided to start the 2020-21 school year in a distance learning format. Our newly developed [Continuous Learning 2.0](#) will provide an improved and enhanced distance learning experience, providing more consistency, accountability and certainty so students and staff can be successful. That document ties into our Return To School Plan that details the necessary considerations for reopening schools, including necessary safety precautions. We encourage everyone in the community to review both documents and check them in the future as we continue to update them.

We want nothing more than to have students in school, where our staff can best provide them the education they need and build relationships that can encourage and inspire them. The Board, with guidance from state education and public health authorities, will establish a metric to assess when it will be safe for in-person instruction to resume. Board members will review community conditions regarding COVID-19 at each regular meeting going forward so students may be brought back into schools at the earliest opportunity.

We understand the hardship this online start to the school year will cause some families. We are developing means to share childcare options and answer questions from childcare providers regarding virtual instruction. We are prepared to assist students who do not have reliable Internet access at home so they can be fully engaged in their education. We are identifying resources and building social-emotional supports into instruction to assist students in coping with the challenges they are facing.

We will continue to communicate updates and developments to our families and the community whenever we have news.

We want to thank everyone for their patience and perseverance over the past months. On behalf of all our district and school staff, we ask for your continued grace and partnership as Together We Educate Every Student For Success.

Richland School Board

Dr. Shelley Redinger, Superintendent

Our Vision

To develop essential actions required for a safe, equitable, efficient and cohesive return to the 2020-21 school year.

- Address the physical, mental and emotional health of our students, staff and community
- Provide an equitable education for each student
- Engage the whole community in finding the most appropriate solutions
- Meet the essential needs of students so they can be fully present in learning

Our Starting Point

Teaching, engaging and inspiring students in schools is our ultimate goal. Doing so in the time of COVID-19 requires careful planning and preparation.

In beginning this work, district staff acknowledged that factors beyond local control may impact reopening plans. It was also possible that the reopening of Richland School District schools would not resemble that of other school districts across the state or even in the Mid-Columbia, as Benton County may still be in a more restrictive phase of the state's Safe Start plan. Finally, the district needed to be prepared for the possibility that school buildings could close again if the risk from COVID-19 resurged.

To inform a thorough approach, district staff used Opportunity Labs' **Return To School Roadmap** to frame the questions, challenges and considerations surrounding reopening schools even as COVID-19 continues to impact the community.

Opportunity Labs is a consultant group that works across the spheres of education, health care and labor. The Roadmap covers multiple areas, including decision-making, public health, mental health, instruction, post-secondary success, technology and school operations and facilities.

What Is The Return To School Roadmap?

What It Is....

- Based on evidence and expertise
- A plan for the return to school in the fall of 2020
- Composed of the essential actions designed to spur thinking, planning, and prioritization
- Part of a continuum of school decision making
- A fluid document that will change and grow based on local trends and statewide data

What It Is Not...

- Not legal advice
- Not based on opinion or ideology
- Not an exhaustive list of every action that a district or school leader will need to return to school
- Not a distance learning playbook or school closure guidance
- Not the final word on how RSD and schools will manage the next phases of COVID-19

Guidance, recommendations and direction from state leaders in education, public health and labor were all considered in all district planning. District staff also knew that engaging students, families, staff and community members in planning efforts would be critical to success.

Our Process

Developing a plan to reopen our schools required collaboration with everyone in the RSD community. This was paired with the additional challenge of developing reopening plans in a very short time frame—by June 30—to allow the district, families and staff to plan themselves. Here is how the district started with public input and used it to inform and shape how the district would move toward welcoming students back in the fall.

Stakeholder Input

The district relied on online surveys to ensure the broadest reach and engagement possible in planning efforts. This included a family survey on specific reopening scenarios as well as those focused on At-Home Learning. Teachers were surveyed on At-Home Learning as well as technology supports. The district held virtual town hall meetings to hear from community members before and after plans were drafted and reviewed written feedback submitted via email.

Working Groups

Teams of district and school leaders, teachers, other school staff as well as community members identified challenges of reopening our schools and considered potential solutions informed by stakeholder input, current community conditions and state-level guidance related to COVID-19. Those potential solutions were provided to the district’s Return To School Committee to craft recommendations

Return To School Committee

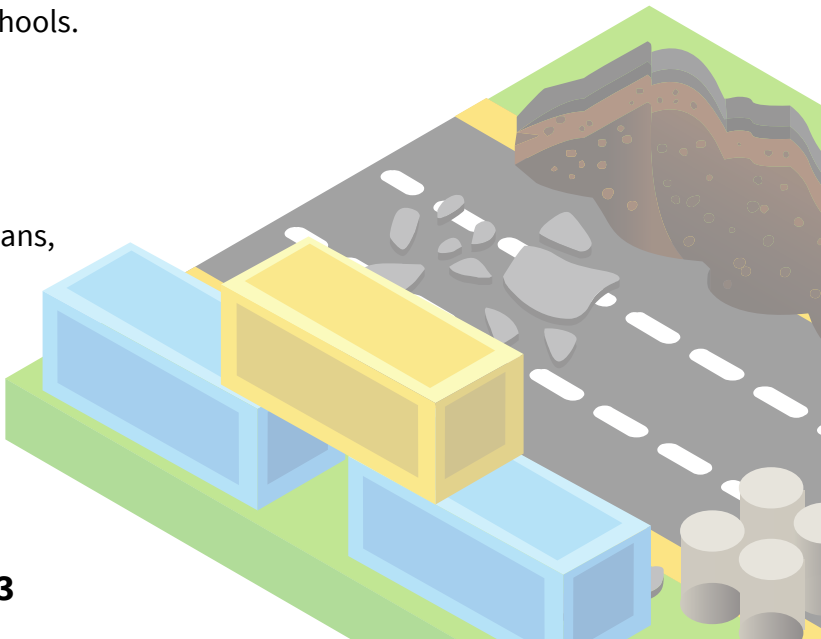
The committee was made up of district and school administrators tasked with reviewing all community input as well as the potential solutions proposed by working groups. These were crafted into a set of recommendations aimed at reopening schools safely, equitably and efficiently while being prepared for changing circumstances.

Richland School Board

The Board will review the recommendations presented by the Return To School Committee and make the final determination on the district's path toward reopening schools.

Our Teams

More than 350 individuals—teachers, counselors, custodians, maintenance workers, school nurses, administrators and others—came together to figure out how to reopen schools in the fall. You can see a full list of those involved in that effort and what areas of our reopening plans they were involved with in Appendix B.



Our Plan

The Richland School Board decided during its regular meeting on July 28 to start the 2020-21 school year in a distance learning format following the recommendation of Benton-Franklin Health District that schools not open to in-person instruction.

Face to face, in-person school is best practice for most. Relationships are built with time spent together, and teaching is more efficient and organic. District staff join with families in looking forward to the day we can return to this familiar setting. The Board, with guidance from state education and public health authorities, will establish a metric to assess when it will be safe for in-person instruction to resume in schools. Board members will review community conditions regarding COVID-19 at each regular meeting going forward so students may be brought back into schools at the earliest opportunity.

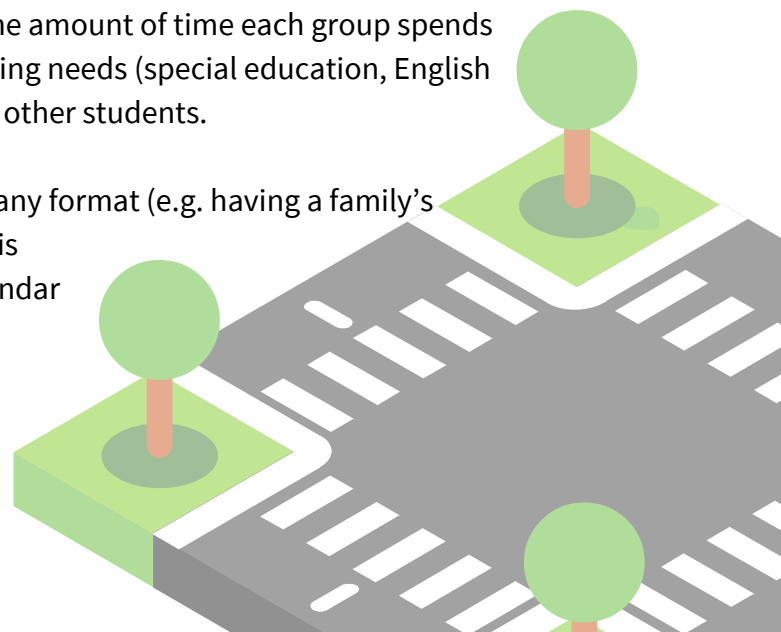
It is possible that even after schools open to some in-person instruction, school buildings may be ordered to close at some point during the year either in response to an isolated outbreak or worsening conditions in the community from COVID-19. The district will transition to an at-home learning model within 48 hours of a closure should that occur.

School Operations

District staff have developed several hybrid instructional models that mix in-person instruction in classrooms with at-home learning. These models are necessary to ensure the district meets physical distancing requirements in schools as set by the Washington Department of Health (DOH) when in-person instruction is permitted.

The formats of these models vary, with the difference being the amount of time each group spends at home versus at school. Students with more intensive learning needs (special education, English language learners) may have more in-person instruction than other students.

Every effort will be made to accommodate family needs with any format (e.g. having a family's students all attend school on the same day, etc.). The district is also studying the possibility of amending the school year calendar or school days as a means to ensure students can receive as much in-person instruction as possible.



Physical distancing requirements will require extensive adjustments to all other aspects of operations, including busing, meal service and even passing periods between classes at middle and high schools. District and school staff will develop action plans to meet these requirements while preserving the breadth of services as much as possible.

Wellness & Hygiene

Schools will have set standards in place for students and staff to self-assess for illness before arriving on campus. Students and staff will also be screened as they arrive at schools, which may include temperature checks and questions as to how they are feeling. The district will work with state and local health authorities in developing procedures to address students or staff who become ill at school, communicate with families about potential or verified exposure to COVID-19 and when to quarantine students and staff in response to a potential or verified exposure to COVID-19.

All individuals inside schools—staff, students, parents, other visitors—will be required to wear cloth face coverings as directed by DOH and Washington Department of Labor & Industries. There are limited circumstances under which individuals unable to wear a mask for health or behavioral reasons may instead wear face shields. Those unable or unwilling to wear any face covering inside schools will be provided other alternatives to work or learn outside schools.

Schools will establish training and positive reinforcement of good hygiene practices among students and staff, including handwashing procedures.

Custodial staff will augment their cleaning regimens to align with requirements set by DOH to minimize the risk of any possible transmission of COVID-19.

Student & Staff Mental Health

The disruption to our community caused by COVID-19 and the precautions taken to limit its spread have taken a toll on students and staff alike. Schools will designate mental health liaisons for the 2020-21 school year to coordinate resources and assistance for students struggling with the impacts of the pandemic. There will also be an ongoing effort to bring more resources and staff to assist students as much as possible. The district is also reviewing options to provide additional mental health support for staff members.

Instruction

Teachers, administrators and other stakeholders are continuing to develop Continuous Learning 2.0, an improved and enhanced approach to distance learning intended to give students and staff more consistency, accountability and tools to be successful. This plan will be flexible and adaptable to a variety of potential learning circumstances, whether students are at-home, or in a mix of at-home and in-person instruction. This includes:

- Distillation of essential learning standards
- Strategies to support inclusionary practices, instruction, and student feedback
- Staff professional development

A set of “Core 4” learning platforms will be used to keep instruction and communication consistent across the district:

- Google Classroom (K-5)/Canvas* (6-12 and Richland Virtual School)
- Google Suite
- Zoom
- Screencastify

*Leona Libby Middle School will continue to use Summit Learning alongside Canvas.

Staff will be trained on these platforms before school resumes and parents will be provided resources to help them work with their children at home and connecting with teachers. Teachers will craft navigation resources for parents for any specific learning tools or apps that will be used for instruction during the 2020-21 school year.

Student academic work will be graded as during a typical school year. There are currently no changes in the state graduation requirements for the Class of 2021 in response to COVID-19.

Richland Virtual School & Other Online Learning Programs

The district will launch Richland Virtual School (RVS), a fully online teacher-directed learning experience for students in kindergarten through grade 12, for students and families intending to not return to in-person instruction for the 2020-21 school year. Three Rivers HomeLink and River's Edge High School will also continue to provide online learning options to students.

Three Rivers HomeLink

HomeLink, the district’s parent partnership program, will be expanded to accommodate increased enrollment demand in response to the change in typical school operations resulting from COVID-19. This expansion will include additional space for teachers and support for parents interested in being the primary educator for their children. Public health requirements for physical distancing and cloth face masks will be required for any students and staff in in-person settings.

Support For Special Populations

The district’s Special Education department is developing plans and procedures to ensure students with disabilities receive their special education services and supports (including specially designed instruction or SDI) in-person at school as much as possible. These efforts will be aligned with each student’s Individual Education Program (IEP) while following requirements for physical distancing and public health. Further guidance from OSPI on serving students receiving special education services is expected and will be incorporated into the district’s reopening plan.

Similarly, the district’s English language learner program will work to ensure the students receiving its services are supported and continue to make progress.

Cocurricular & Extracurricular Activities

Every effort will be made to preserve the cocurricular and extracurricular programming that sets RSD schools apart and which many in our community deeply care for. These activities, which include the performing arts and athletics, are also subject to public health requirements for physical distancing and cloth face coverings. Washington Interscholastic Athletics & Activities (WIAA) has moved all high school athletics for the fall season to a new early

spring season. Other WIAA-governed activities, such as marching band, will also be subject to guidance aligned with the county phases of the Safe Start Washington plan.

Post-Secondary

High school students depend on schools to help them explore opportunities for their future after graduation. Counselors, career specialists, administrators and other school staff will continue to provide resources and services to students considering their options and will respond to any limits on typical delivery models by modifying activities or providing alternatives.

Technology

The district's 1:1 Technology Initiative will expand to encompass all students in K-12 so that every student has an Internet-connected device through which to connect with teachers and classmates from home. Information Technology (IT) department staff will continue to provide tech support to families with district-issued devices and supported software. The district and its partners will also continue to provide assistance to families in need of reliable Internet service so students stay engaged.

Our Considerations

Implementing the Return To School plan requires extensive preparation and modification of existing procedures and practices across the district. Following are details of what that work is beginning to look like.

Governance

Governance of the Return to School work includes developing essential actions that will foster a shared understanding of goals, responsibilities and accountability. As part of governance the following key tasks were identified.

Establish a Return to School Committee

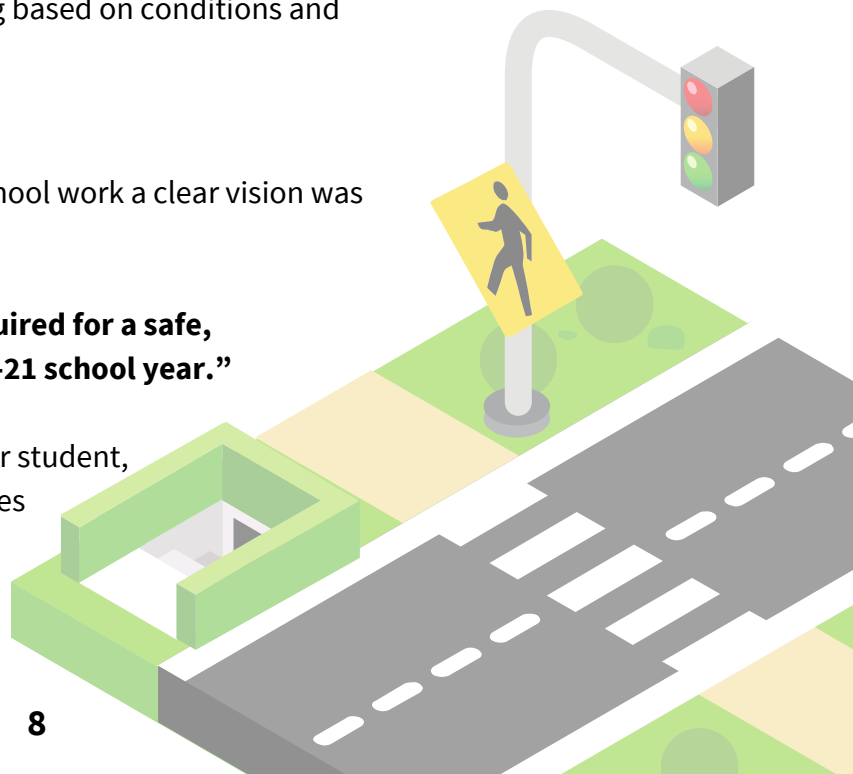
A return to School Committee formed in early May 2020 was tasked with considering all aspects of returning to school in the fall of 2020. Seven domains were identified and key leaders were named to seven sub-committees: Governance, Wellness, Instruction, Post-Secondary, Facilities, Operations and Technology. Because key decisions are required over a short time frame, large committee structures using an online meeting format is not effective or efficient. Rather, each domain isolated several smaller tasks and reached out to stakeholders to participate, as well as to provide feedback, as tasks were being analyzed and proposals considered. The recommendations from each domain are included in this document or are continuing to be developed. Some recommendations will remain flexible and adaptable with possible changes occurring based on conditions and recommendations.

Develop Vision for Return to School work

As part of the Governance domain for the Return to School work a clear vision was developed articulating how school will resume.

Vision Statement: **“To develop essential actions required for a safe, equitable, efficient and cohesive return to the 2020-21 school year.”**

The vision was created to be in line with local values for student, family and community safety and needs and also utilizes data from multiple surveys conducted by the district. The vision will be clearly communicated as the RSD continues to develop plans for reopening.



Develop Processes and Procedures for Completing the Return to School Plan

In May a Pre-Planning Team was convened to develop common planning documents that define each domains “work tasks” as well as a “Task Analysis Form” that included the following:

- Why is the task important?
- What input will be considered?
- What additional feedback will be gathered?
- What other options should be considered?
- What criteria will be used before determining recommendations?
- What are the recommendations for each task included within the domain?

Using the Return to School Roadmap as the structure for governing the Return to School Plan, a single lead (a “go to” person) was appointed to each domain. This provided for an efficient system that included multiple stakeholders and several opportunities to gather and review survey data. This was an effective planning process that established the procedures, tools and documents used by the domain leads and each work group that was assigned tasks.

Develop communication plan

A communication plan for the The Return to School Roadmap uses multiple resources and communication channels. Communication methods include direct emails to community members and staff; a dedicated webpage at rsd.edu to describe planning efforts and share updates; and social media posts. These channels and tools will also be used to communicate with the community in the weeks before schools reopen to help students, families and staff prepare.

Assess need for additional capacity and support

Continuity and consistency in planning and communication is important when considering opening schools in the fall. As such, RSD has developed a network of state and local contacts for the purposes of coordinating efforts, providing continuity, developing strategies and seeking assistance.

The Superintendent has maintained contact and provided information to district staff and planning teams. This will continue moving forward. As status and responsibility changes in the RSD, others will be identified to carry on these communications.

Currently, the following agencies and individuals are included in regularly scheduled Zoom meetings regarding COVID-19 topics:

- Dr Sandra Haynes, Chancellor, Washington State University (WSU) Tri-Cities
- Dr. Rebekah Woods, President, Columbia Basin College
- Dr. Traci Pierce, Superintendent, Kennewick School District
- Michelle Whitney, Superintendent, Pasco School District
- all ESD 123 superintendents
- DOH “local decision maker” briefing including many government agencies in the area,
- OSPI, State and national elected officials, WASA, WASBO, and WSSDA.

Domain leads should develop a regular system for communicating the status of the discussions that are occurring and modifications to existing plans with a goal of providing all stakeholders with clear communication.

Establish a Pandemic Response Team

Being prepared for the start of the 2020-21 school year includes contingency planning for the possibility of future emergency short-notice school closures. Such strategic planning begins with an evaluation of the response to 2019-20 closure. Contingency planning must include a focus on the continuation of teaching and learning and all key functions of the RSD. A Pandemic Response Team will be created in the fall to consider multiple scenarios for reopening schools and closing schools in the middle of the year with a goal to move to online instruction within 48 hours.

- Scenario Planning
 - School begins on time
 - School begins on time then closes due to a second wave
 - School opening is delayed

Establish the Return to School Schedule for Fall 2020

Proposals for each opening scenario published in the June 11, 2020 OSPI Guidance will be analyzed to include OSPI restrictions and requirements and impacts on associated staff, student and families. There are three scenarios currently under consideration for the possible opening of school beginning in the fall of 2020 should full onsite learning not be feasible:

- Phased Opening
- Split or Rotating Schedules
- Continuous Learning 2.0

Each scenario poses its own set of challenges and will be influenced by health considerations, funding, space, transportation, and facility design/limitations. Each scenario must be fully considered and each impact and limitation outlined to allow for a decision regarding opening and to shift at any time based on conditions.

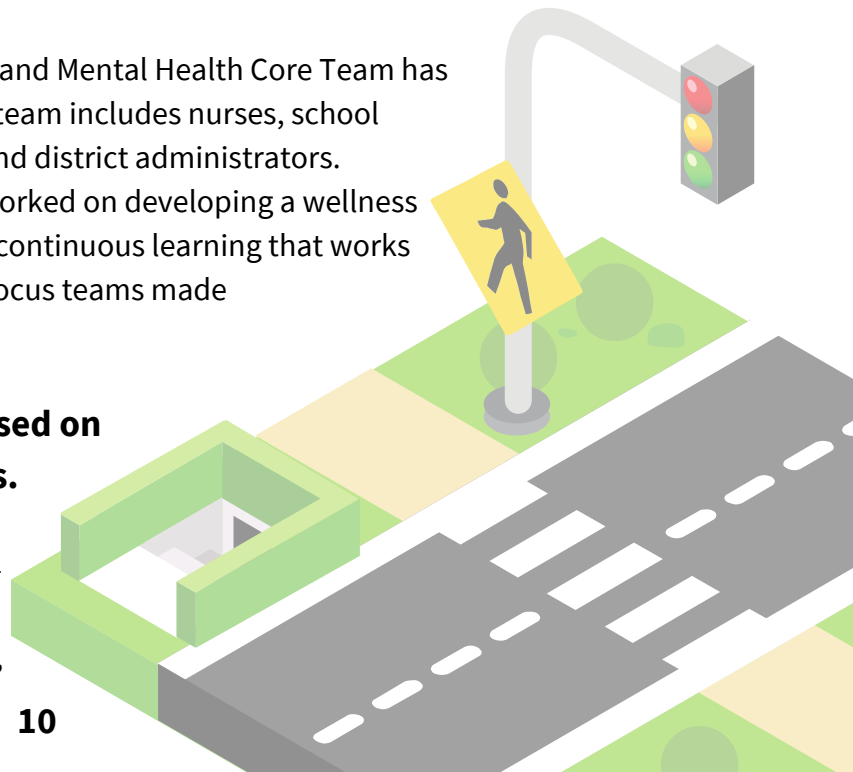
Wellness

Richland School District's Threat Assessment, Trauma, and Mental Health Core Team has continued their work throughout the school year. The team includes nurses, school psychologists, counselors, social workers, principals, and district administrators.

During May and June, the team led focus groups that worked on developing a wellness plan that prepares students, teachers, and families for continuous learning that works at school and at home during impact from COVID. The focus teams made recommendations in the key areas:

Establish a district crisis response team focused on student and staff mental health and wellness.

Students and staff have been greatly impacted—physically, emotionally, financially, and academically—by the COVID-19 school closure and state-wide restrictions. When added to the normal stressors of life,



the impact can be devastating. The purpose of this team and availability of resources will provide support during and after recovery, and establish processes, procedures, and resources for future emergent situations. RSD's current resources (personnel and partners) have been reviewed and it has been determined that additional resources may be needed to meet the growing needs of our students. The current Threat Assessment, Mental Health, and Trauma Core Team has been working since last school year and has made recommendations to add staff in this area if budget allows.

A mental health professional is needed to oversee this area, provide training to building staff, dialogue with parents, and liaise with state agencies to understand and access newly available resources for student and staff mental health and wellness support. They will develop and staff a direct communication channel for district stakeholders to address mental health concerns resulting from the COVID-19 pandemic. This consistent communication channel will be visible and available to all stakeholders. A designated mental health liaison needs to be identified at each school to assist with this work. Currently each school has a different level of mental health support.

Ongoing forums will be offered (by trained facilitators) for district stakeholders to share feelings and emotions related to quarantine/COVID. A strong Social and Emotional Learning (SEL) curriculum will offer opportunities for sharing.

Supports for Staff

RSD has assessed resources (personnel, existing partners) to determine if there is a need for external support and reached out to the existing vendor to discuss the potential for expanded work. The COVID-19 closure was stressful to RSD staff and their family members. Having adequate access to resources to address staff needs will ensure timely and appropriate care is available. It is recommended that RSD increase "marketing" of the Employee Assistance Program (EAP) provider and invigorate communication and outreach to staff of EAP availability while ensuring the EAP provider has the capacity to meet the demand.

Staff have been surveyed about their readiness to return to school. Asking for help can be difficult for people, whether for mental, emotional, financial, or physical challenges. All resources and programs need to be developed, offered and available in a manner that promotes caring, inclusivity and stigma-free engagement. It is recommended that a staff-accessible wellness page be developed with online links to resources including mental health hotlines.

Supports for Students

A system designed to uniformly identify early warning signs that a child may be struggling and address them in a culturally and linguistically responsive way is paramount in the overall well-being of our children. With an increasing need to address factors related to mental health and safety of those in our schools, staff dedicated to the coordination and delivery of mental health services within this system will be essential. Each building level administrator will designate a mental health liaison (school based) who will work with the district, local public health agencies and community partners. Roles to be considered for mental health liaison: School Counselor, School Psychologist, School Social Worker/Mental Health Professionals and Community in Schools Coordinator.

It is important for every building to have a designated employee who will support a consistent building presence for mental health needs. The liaison will have knowledge of community and educational systems, which will

increase student and staff access to support. The liaison will have an understanding of mental health practice and will ensure the referral process supports the needs of every student. It is important that a parent needs assessment be conducted prior to the implementation of mental health supports related to COVID-19. We recognize that parent input in regards to their student's mental health is crucial to being able to provide the best support possible.

We acknowledge that the return to school will feel different for everyone. We will provide opportunities through forums and spaces, for compassionate listening where district stakeholders can share, discuss and process their common experiences relative to COVID-19. Utilizing multimedia platforms, resources will be identified for parents and teachers to support Social and Emotional Learning at home and in the classroom. Ongoing mental health and wellness outreach will be offered to support the health, safety and well being of every student.

The responsibilities of the mental health liaison will include coordinating communication with district stakeholders utilizing a variety of channels. Communication with district stakeholders will include information related to the de-stigmatization of COVID-19, an understanding of normal behavioral responses to crises, talking through trauma and resilience strategies. Communication will be created by a multi disciplinary team consisting of School Counselors, School Psychologists, School Social Workers and Nurses and reviewed prior to release. This team will utilize best practice and evidence based resources and information will be presented in a developmentally appropriate manner.

It is recommended that communication be distributed in a variety of platforms, such as YouTube, Class Dojo, email, direct mailings, newspaper, local news and in person. Community forums and webinars will be created and distributed via district websites. Community and district level experts will be utilized. (Communication will be translated in multiple languages.)

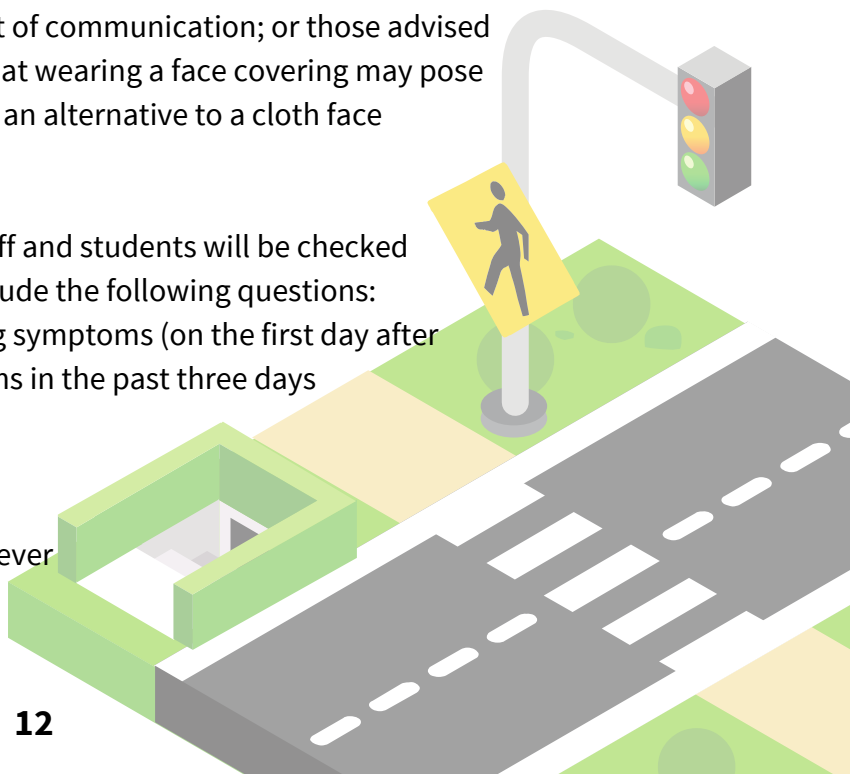
Prevent the spread of infection and promote wellness

RSD will implement district-wide health guidelines in compliance with local and state agency directions. All students, staff, volunteers, and guests must wear cloth face coverings in K-12 settings per state requirements. (Cloth face coverings should not be worn by those with a disability that prevents them from comfortably wearing or removing a face covering; those with certain respiratory conditions or trouble breathing; those who are deaf or hard of hearing and use facial and mouth movements as part of communication; or those advised by a medical, legal, or behavioral health professional that wearing a face covering may pose a risk to that person.) Students may use face shields as an alternative to a cloth face covering.

Staff and students with any illness must stay home. Staff and students will be checked for signs of illness at entry each day. Screening will include the following questions:

- Do you/Does your student have any of the following symptoms (on the first day after a break or for a new student, please ask about symptoms in the past three days [72 hours]):

- A cough
- Shortness of breath or difficulty breathing
- Fever of 100.4°F or higher or sense of having a fever
- A sore throat
- Chills
- New loss of taste or smell



- Muscle or body aches
- Nausea/vomiting/diarrhea
- Congestion/running nose—not related to seasonal allergies
- Unusual fatigue
- Does anyone in your household have any of the above symptoms?
- Has your student been in close contact with anyone with suspected or confirmed COVID-19?
- Has your student had any medication to reduce a fever before coming to school?

The student must be excluded from school if the answer to any of the above questions is “yes.” If the answer to all of the above questions is “no,” check the student for signs of being sick, such as flushed cheeks or tiredness. Keep a distance of at least six feet of space or have a physical barrier between you and the student during assessment.

Any child or school staff who develops respiratory symptoms while at school should be provided and wear a surgical mask, quarantined in a health isolation area that the district identifies and sent home until cleared to return to school by a qualified health professional.

RSD may institute limited contact policies which may include limiting close contact between students; amend schedules and spread desks/seating arrangements to conform with physical distancing guidelines; and utilizing virtual meetings when possible.

RSD will train staff in health and safety protocols, including how to screen for symptoms, maintaining physical distance, wearing and using appropriate PPE, frequent cleaning and handwashing, and what to do if someone develops signs of COVID-19. Staff will be trained on the reporting procedures and requirements regarding COVID-19 illnesses and/or possible exposure to COVID-19. School health room practices/procedures have been developed for dealing with COVID-like symptoms in students and staff. The district will communicate regularly with families and staff, and emphasize the importance of staying home when sick, physical distancing of six feet, and hand hygiene.

Staff and students will be introduced to best practices of hand washing by using and posting signage. Wash hands often with soap and water for at least 20 seconds. Children and adults should wash hands when they arrive at school, before meals or snacks, after outside time, after going to the bathroom, after nose blowing or sneezing, and before leaving to go home. Staff will assist young children to make sure they are washing their hands correctly.

Staff will train students (and adults) not to touch their eyes, nose, and mouth with unwashed hands. If soap and water are not readily available, use an alcohol-based hand gel with at least 60 percent alcohol (preferably fragrance-free). Supervise use of alcohol-based hand gel by young children. Cover coughs or sneezes with a tissue, then throw the tissue in the trash. Clean hands with soap and water or hand gel.

Communicate to parents that children must have current vaccinations before the start of school. Once COVID-19 vaccinations become available, the district will comply with new regulations from the Washington State Department of Health. Some school-based health screenings that require close contact may be modified or deferred (hearing, vision, etc). Screenings should follow NASN, local, state, and national guidelines. If screening cannot be done within the guidelines, screening will be delayed until Covid-19 health risk has been reduced.

Instruction

Richland School District teachers and administrators spent May and June determining most essential learning standards, analyzing assessment and grading practices, and identifying instructional strategies that are most effective in a non-traditional learning environment. Teachers collaborated to revise curriculum resources to ensure an intentional and cohesive plan that will support student learning across the range of possible learning environments in 2020-2021 (at home, partially at home, and/or in school). As a result of this work, teachers, students, and families will start the fall with clear communication, consistent expectations, and embedded support for student learning.

These efforts have culminated in [Continuous Learning 2.0](#), an improved and enhanced approach to distance learning intended to give students and staff more consistency, accountability and tools to be successful. District and school administrators are continuing to finalize this document in partnership with teachers.

Essential Standards and Instruction

Teachers met in content area workgroups to identify the most essential standards that students need to be proficient in to successfully advance to the next grade level or course in a pathway. In selecting essential standards teachers paid careful attention to the vertical alignment and accessibility of learning in the range of possible learning environments (at school, at home, or a blend of at school/home). These documents are currently in draft form. Final edits are being completed and final documents will be available in mid-July.

Assessment

Preschool, Elementary and Middle School Assessment Recommendations

The Elementary & Middle School Assessment committee recommends a priority be placed on scheduling diagnostic testing within the first three weeks of school regardless of the model. Preschool and kindergarten will follow OSPI guidelines for administering TSGold. If the district is in an at-home learning model, support and accommodations will be put in place to complete assessments at home. The committee agrees that the best scenario would be to complete assessments face-to-face.

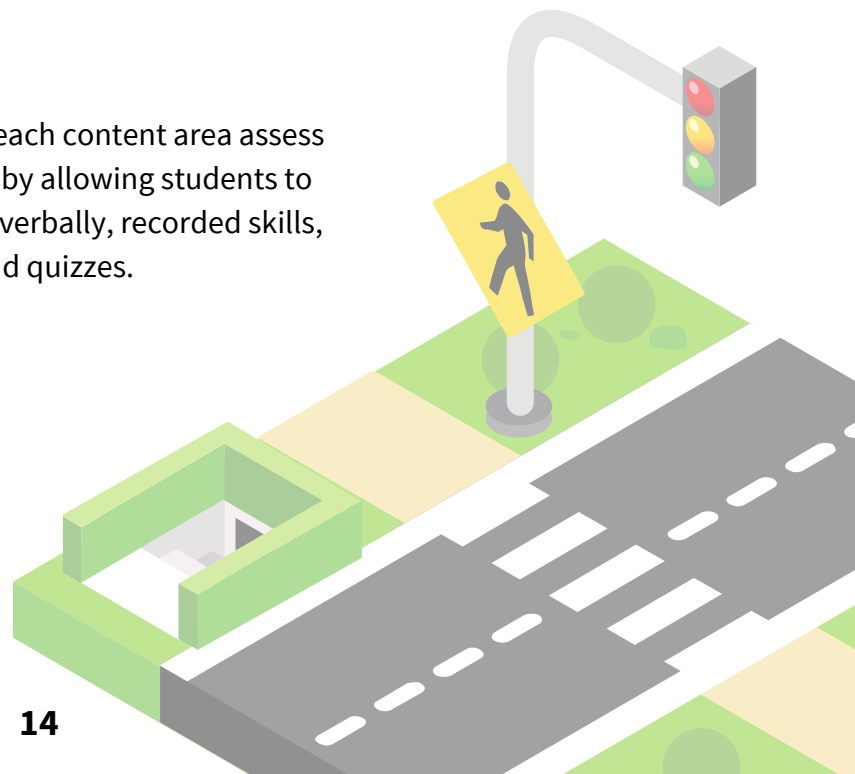
High School Assessment Recommendations

The High School Assessment committee recommends each content area assess students on the identified essential learning standards by allowing students to demonstrate understanding in multiple ways: writing, verbally, recorded skills, embedded curriculum resources, projects, and tests and quizzes.

Grades

ECEAP Grading and Report Card

ECEAP preschool is recommending following the recommendation from DCYF regarding the use of TSGold. In alignment with K- 5th grade, the ECEAP



team chose essential TSGold standards to focus on during the hybrid or at-home learning times. These standards would be graded on using TSGold reporting system and shared with families. If TSGold is not available for the 20-21 school year, a teacher-created assessment focusing on essential standards has been created and will be used to report to families along with the ASQ, which will be completed by families.

Kindergarten Grading and Report Card

The Elementary School Assessment Committee is recommending that the Kindergarten Leadership team convene once OSPI releases specific kindergarten directions regarding the use of the required TS Gold.

Elementary 1-5 Grading and Report Card

The Elementary School Assessment Committee recommends regardless of the learning environment grading only the most essential standards for ELA and math. Teachers will address social and emotional skills with narrative feedback in the comment section of the report card. Grading for art, music and physical education will only occur if school resumes in a traditional face-to-face model.

Middle School Grading Recommendations

The Middle School Assessment Committee recommends following OSPI guidance regarding grading. This recommendation includes returning to traditional grading A, B, C, D, F. Equitable assessment and grading access for all students will be examined by creating a committee to examine current practice during the 20-21 school year. Knowledge of the identified Essential Standards will guide instruction. Although the committee prefers "face to face" teaching, it is understood that a variety of schedules may be offered throughout next year which could impact the volume and type of work graded. With that being said, the committee recommends focusing grades around student progress toward the Essential Standards. Progress may be measured in a variety of ways to include: assessment, guided practice, projects, weekly portfolio, oral questions, and answers.

HS Grading Recommendations

The High School Assessment Committee understands that grading has a profound impact on students 9-12 and recommends a return to the A-F/4.0-0.0 grading scale. Teachers will use an equity-based lens with grading and instruction and tasks will be intentionally aligned to the most essential learning standards. Consistent teacher feedback will communicate student progression of the essential learnings.

Social-Emotional Learning

The Richland School District sees the importance of social-emotional learning as critical as students transition back into our schools. During the COVID crisis, depression, anxiety, and stress are all at heightened levels. We will continue to monitor the situation over the summer months and make final recommendations for the delivery model in August.

Professional Development Recommendations

- Essential standards, assessment, and timelines
- Training in new online supplemental instructional materials (Dreambox, Newsela, News2you, ORR online)
- Core-4 online instructional tools (Google Classroom, Canvas, Zoom, Screencastify)
- Social-Emotional Learning focused on the transition of students back into our schools
- Establishing classroom routines to ensure safety (masks, handwashing, social distancing, transitioning)

Elementary Specials and Secondary Elective Classes

The Richland School District values music, arts, PE, and other specials/elective classes. Throughout May and June, we gathered feedback from our specialist teachers on a variety of delivery and instructional models. We will continue to monitor the situation over the summer months and make final recommendations for the delivery model in August.

Paraeducators Support Learning

Richland School District sees immense value in the work that paraprofessionals do on a daily basis to assist in the instructional process and outcomes for students. Since this work is made more difficult online, we have had open discussions about what paras could do in the future to assist learning if the district is restricted to entirely at-home learning or a blended model of at-home and at-school learning.

Common Platforms

As we move into reopening in 2020-21, there is a high likelihood that some (if not all) of our students might be learning from home at some point during the year. We want to make this as easy as possible for parents who have multiple students at multiple grades. We are going to this by reducing the number of different learning management systems, platforms, and apps that teachers use.

Narrowing the number of platforms and apps used will also help us provide better support for our teachers through targeted professional development and technical support.

For the 2020-21 school year, the Richland School District will be focusing on four central instructional technology tools (Core-4) :

- Google Classroom (PreK-5 Learning Management System)/Canvas (6-12 Learning Management System)
- Google Education Suite (K-12 classroom tools)
- Zoom (Live video conferencing and instruction)
- Screencastify (Pre-recorded video instruction)

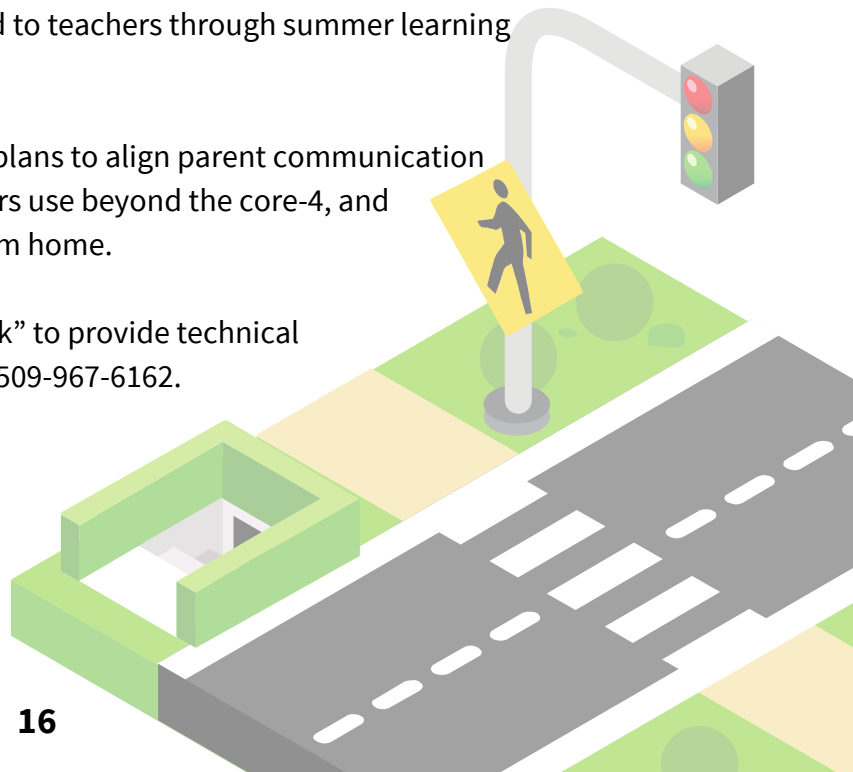
Opportunities for training in the Core-4 will be provided to teachers through summer learning and professional development.

Individual schools will also be developing site-specific plans to align parent communication tools, reduce the number of supplemental apps teachers use beyond the core-4, and also support their families in navigating technology from home.

Richland School District has created a family “Help Desk” to provide technical support. The phone number for the family help desk is 509-967-6162.

Early Learning

Richland School District remains committed to early learning. Teachers at the Early Learning Center have created a learning plan that will support students’ social emotional, physical, behavioral, and academic



needs. They have also created a plan outlining continued support for families through the work of home advocates.

Virtual Learning

For families who prefer an online program for learning, the district currently has high school credit options through our APEX program available. Staff are currently working on an online option for K-12 that will be available to our in August of 2020.

Supporting Special Populations

Special Education

The Richland School District Special Education Department is committed to developing a plan that ensures students with disabilities receive their special education services and support (including SDI) in person at school as much as possible. The intention is to build a plan that allows students to receive programs as outlined in the IEP under conditions that maintain physical distancing and safety.

Two processes were used to gather recommendations for developing an appropriate plan for students receiving special education services and supports. A survey was sent out to all Special Education Staff to solicit feedback regarding priorities for the return to school.

In addition, 24 Special Education Staff volunteered to be a part of a work group that analyzed recommendations from the survey and further refined recommendations for the plan. The following was considered when making recommendations:

- Develop a plan to meet students' IEPs as currently written regardless of the schedule
- Develop a plan that is consistent across the district
- Planning and recommendations should include discussions for a variety of learning situations to include: Fully onsite with physical distancing, Phased-In Opening, Split or Rotating Schedules, and Continuous Learning 2.0 (all remote)
- Recommendations for a plan for a 48-hour turnaround for closure in the event of a second outbreak should be included
- Ensuring the ability to complete comprehensive evaluations regardless of the model we are in.

Full onsite learning is our first choice and one that we will continue to plan for next school year. Other scenarios could include:

- A Phased Opening with remote learning
- Split or Rotating Schedules
- Continuous Learning (Online) 2.0

Each scenario would include online learning elements. With that being said, the Special Education work group and survey focused on gathering recommendations to support each of the above learning models and the needed resources for students, staff, and families. Recommendations were broken down into four categories: Learning, Safety, Communication, and Resources.

Learning

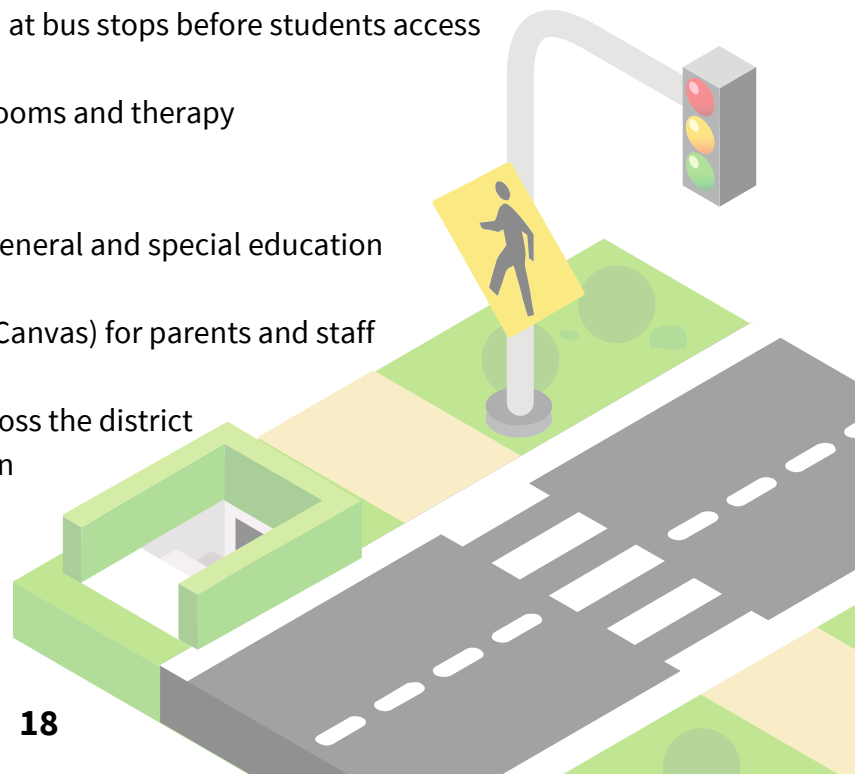
- Utilize co-teaching methods to promote inclusion and build flexibility in schedules to ensure IEP compliance
- Build a consistent schedule that can be implemented across various school schedules and is consistent across the district and grade span
 - Parent Training on how to utilize learning platforms and communication tools as well as how to support their child(ren) with online learning components
 - Build a staff development plan that meets the various needs of different school schedule models and instructional level needs
 - Group students appropriately to ensure identified needs are met per the IEP (including itinerants and paraeducators)
 - To the maximum extent possible, teams (which includes the parent) will build schedules to meet the current minutes in the IEP Plan for providing Specially Designed Instruction within the different models, including Content, Methodology, and Delivery
 - Evaluation and progress monitoring procedures/processes in all of the various models
 - If allowable, teams will work to provide services to students who are at home in a safe and appropriate manner
 - Provide meaningful post-secondary transition services
 - Allow flexibility in staffing resources to meet identified student needs
 - Work collaboratively with Special Programs department to ensure ELL supports for English Language Learners
 - If possible, ensure adequately trained and staffed substitute teachers
 - Consider the impact of disability on the SEL and Mental Health needs of students in Special Education as we transition back to school
 - Provide cohesive learning platforms and ensure access for students with disabilities
 - Implement Universal Design for Learning (UDL) to ensure accessibility for all learners
 - Consider allowing staff to access their school site for materials/resources and teaching as appropriate

Safety

- Sanitization of materials, to include providing protocols, resources and support
- Provide Personal Protective Equipment (including break-away)
- Provide/modify desks to ensure physical distancing
- Provide health screening (e.g. temperature checks) at bus stops before students access transportation
- Provide physical barriers (e.g. plexiglass) for classrooms and therapy

Communication

- Time for collaboration with parents and between general and special education teachers as well as itinerant and paraeducator staff
 - Utilize consistent communication tools (e.g. Dojo, Canvas) for parents and staff members
 - Utilize a communication plan that is consistent across the district
 - Provide consistent directions or processes to obtain signatures for meetings/evaluations/IEPs, etc.
 - Develop face-to-face contact protocols for standardized testing aligned to CDC guidelines
 - Provide Zoom or other online learning expectations



- Clarify participation expectations for all aspects of online learning
- Provide clear parent communication regarding the goals of in-building learning and at home expectations that aligns to in-building learning

Resources

- Provide pre-recorded lesson options for staff and student use
- Provide additional supplemental supports for staff to support specific student learning
- Provide specific curriculum materials/tools for self-contained programs
- Provide headphones, microphones, printers, cameras, and other assistive technology
- Provide assessment materials that support physical distancing and remote administration

Although the above recommendations provide perspective on four learning models, it was acknowledged throughout the survey and the work group discussion that students receiving special education services have a variety of needs that go beyond what a continuous learning environment can provide. In many instances, a split or rotating schedule lacks the consistency that many students require. Given the diverse needs of students served in Special Education it should be noted that the following recommendations were made by the work group and through the administered survey.

- As much as possible, students served in special education are fully onsite with physical distancing.
- If a phased-in model was selected, students served in special education would be phased in first.

English Language Learners

The Richland School District will continue to provide equitable and meaningful access to content instruction through participation in mainstream instruction. Our staff will work collaboratively to provide academic language instruction and support for our English Learners for their specific proficiency level and domain. We will communicate with students and families and work collaboratively to provide differentiated instruction. We will develop plans, set goals and monitor each student's success.

K-12 ELL Teachers and Staff will:

- Develop individual plans for each student based on their specific language development needs.
- Plan for initial placement in program for onsite and distance learning possibilities.
- Support teachers, students and families with online learning.
- Provide professional development to teachers on serving students onsite and online.
- Provide translation and interpretation support services to staff and families.
- Monitor progress of students regardless of the setting.
- Communicate weekly with staff serving our EL students.
- Support staff in communicating with students weekly.
- Work collaboratively with other programs to ensure all student needs are being met.
- Follow safety guidelines set by RSD.

Resources

- Online learning tools including Fast ForWord and ELlevation.
- Strategy suggestions addressing individual domains and level specific needs to support academic content areas.
- Materials and supplies for program specific assessments.

Post-Secondary

Despite these uncertain and challenging times, our students still need to focus on the future and prepare for a productive life after high school. The goal of the Post Secondary Committee is to ensure our schools continue to provide opportunities for our graduates to leave the Richland School District with the knowledge and experiences they need to successfully transition to their chosen post secondary pathway. We as a district provide this opportunity in the following ways.

Emergency Credit Waivers

Due to the COVID-19 pandemic and students not attending school the traditional way, the State Board of Education adopted emergency rules in the spring of 2020 that allowed school districts greater flexibility in awarding a diploma to high school seniors in the Class of 2020 impacted by school closures. This emergency rule allowed the district the opportunity to waive a graduation credit in which the high school senior was enrolled and would have finished had school continued as usual. This emergency rule allowed several student that were adversely effected by the closure of school the opportunity to still earn a high school diploma and move on to their postsecondary plans. This emergency rule only applied to the Class of 2020.

Incomplete High School Credits

Due to the COVID-19 pandemic and students not attending school the traditional way, the grading scale was also changed for students earning high school credits. The state indicated that there would not be any failing grades reported on transcripts. If the student did not complete the necessary essential learnings for the course, the student would receive an Incomplete. Students who received an incomplete will be able to still earn the credit for their current incomplete classes consistent with the Richland School Districts At-Home Learning Plan Phase 2.

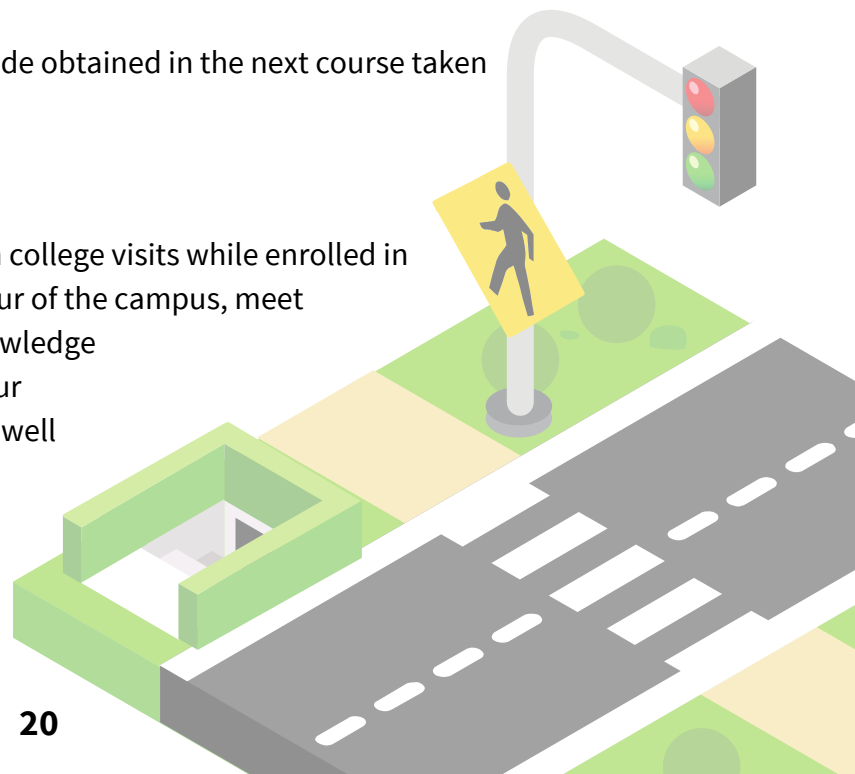
Ways to still earn credit for incomplete classes through a variety of ways including:

- Summer school
- Courses in the following term or year
- Independent study
- Competency-based courses
- Online courses
- Backfilling the incomplete grade with the letter grade obtained in the next course taken

in that subject area

College Visits

Students are provided the opportunity to participate in college visits while enrolled in high school. During these visits students are given a tour of the campus, meet with college representatives, and obtain first-hand knowledge regarding a college campus. These opportunities for our students are provided through our Career Specialist as well as AVID and GEAR UP Programs. Staff will strive to continue to provide these opportunities to students and find alternatives for students to engage and explore higher education should precautions due to COVID-19 limits on in-person visits.



Career Exploration

Through various programs and classes students receive guidance and career exploration throughout their high school years. Career Centers, Achievement via Individual Determination (AVID), GEAR UP, Guidance Counselors, SPED Case Managers, and Career and Technical Education (CTE) classes all contribute to various aspects of helping our students explore future careers and make plans in pursuing those careers. While typically provided in the classroom, individual meetings, and in the Career Centers, schools will continue to provide these resources and guidance to students remotely if school buildings are closed or in-person meetings are limited because of COVID-19 precautions.

Financial Aid Education

In the fall of every year, our senior students and their parents/guardians receive information and training on how to complete the Free Application for Federal Student Aid (FAFSA). This is supplied for all students during an evening event organized in conjunction with FAFSA experts from local colleges. Students are also introduced to a variety of scholarships through the career center and their websites. By visiting the Career Centers in our high schools, students can talk to our career specialists and receive guidance more specifically on scholarships that are available to them and how to complete the applications. This information and training will be provided by alternative means such as Zoom meetings if public health and safety requirements limit the size of gatherings.

Post Secondary Test Prep

Students are prepared to take their choice of post secondary tests by having the knowledge, skill and confidence necessary to be successful. Students gain preparedness by taking the PSAT in grades 9 through 11, learn test taking skills and strategies by linking their practice test results with Khan Academy for the SAT and Kaplan for the ACT, and use the test prep booklet provided. AVID and GEAR UP Students receive additional preparation within their AVID elective classes and GEAR UP Programs. These services will be provided remotely if school buildings are closed.

Mentoring

As students work through their exploration of post secondary options, counselors, career specialists and Career and Technical Education Teachers help answer questions and serve as mentors. In addition, other staff members volunteer to mentor students on an as needed basis as well as in organized mentor programs. If necessary, schools will help students and mentors stay connected remotely so students may continue benefit from the relationships as they consider their future.

Work-Based Learning

Work-Based Learning (WBL) Programs are available for students to work in the community as well as on Richland School District Campuses. Some students apply, interview, and are selected and placed into a job, while other students obtain employment on their own and then work with the WBL coordinator to learn valuable job skills and earn high school credit.

Earning College Credit

Just as middle school students have the opportunity to earn high school credits in middle school, there are a variety of ways high school students can earn college credits. Earning college credits while still in high school is not only a less expensive way to earn college credit, it also helps students have a better understanding of what it takes to be successful in college. Ways to earn college credit while still in high school consists of:

- Running Start - Attending a college campus and earning both high school and college credit for classes completed.

- College in the High School - Staying on the high school campus and earning both high school and college credit by taking college classes taught by high school teachers.
- Direct Credit - Taking high school CTE classes that have an agreement with Columbia Basin College to earn college credit if the student earns a B or higher in the class.

These college credit courses will remain accessible to students through an online model if school buildings and campuses are closed to in-person instruction.

College and Career Fairs

Provide students with the opportunity to interface with a variety of post secondary options regarding employment, a career, education, or training. Providing an annual college and career fair that is open to all students in the district is a great way to help students make solid plans for their immediate future. This has traditionally been done physically in one location, yet can also be done virtually through a variety of venues that can be posted on our websites through the Career Center page.

Recruiter Visits

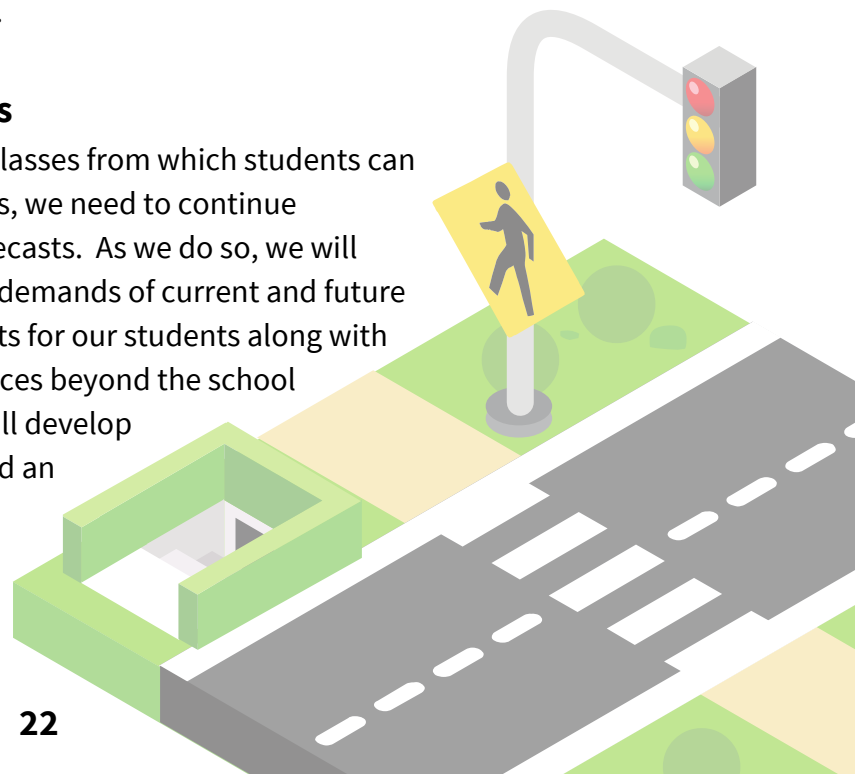
Outside agencies occasionally send representatives into the schools to give students that opportunity to talk with them and ask questions during the school day. This helps students who may struggle returning to school in the evening for special events such as a career fair. Recruiters are hosted in the career center just before, during and after school as well as positioned in the cafeteria during lunch. Announcements of such visits are on Career Center Calendars as well as in the daily announcements and school websites. These events will be modified to meet public health requirements if social distancing guidelines remain in place.

High School and Beyond Plan

All students complete a High School and Beyond Plan (HSBP) while in high school, usually in a Careers and Financial Literacy Class. The HSBP consists of students completing their four year plan to graduate, an interest/skills inventory, career research, resume, and creating an action plan for moving on to a postsecondary pathway.

Career and Technical Education (CTE) Classes

The Richland School District provides a variety of CTE classes from which students can choose. In our ever changing world of work and careers, we need to continue evolving and adapting to current trends and career forecasts. As we do so, we will continue to add classes and programming to meet the demands of current and future careers. Each CTE class also has leadership components for our students along with clubs our students can join to extend learning experiences beyond the school day and into extracurricular opportunities. Teachers will develop instructional strategies and projects for students should an online or distance learning model be needed.



Tracking Outcomes

Through all the opportunities that are available to our students, unless they are involved in successful postsecondary pathways, we still haven't done our jobs. As we monitor and track our students once they graduate, we will be able to identify those who have successfully transitioned to postsecondary and those that may still need some assistance. We will track students and receive feedback through tracking websites, emails, phone calls, and surveys. We will adjust our postsecondary transition practices based on the feedback we receive.

Facilities & Operations

RSD Facilities & Operations (F&O) recognizes its critical responsibility for providing a clean and safe physical school environment. Major changes have been implemented over the past several years in our departments resulting in us being in a good position to meet the challenges presented by COVID-19. Below are the areas in which options exist to improve our services toward achieving our goal of a safe reopening of our schools and our ability to respond to additional COVID-19 or other health issues.

Increase Efficiency and Avoid Duplication of Effort in Virus Response

F&O is committed to working with all other departments to ensure that we are moving toward a safe reopening without duplication of efforts. Because of the short timeline and the massive amount of planning and effort involved in getting our schools reopened there exists a real possibility of inefficiencies. F&O will be working closely within our own departments and also developing improved communication pathways to other departments with the goal to be increased efficiency of effort. This will be accomplished via additional meeting time within F&O departments. For the District at large we are encouraging the use of more frequent Zoom type meetings and possibly a District wide Sharepoint or Website where information can be posted and questions asked.

Personal Protective Equipment, Supply and Use

The nature of our work has always involved Personal Protective Equipment (PPE). We have examined our job functions in light of the COVID-19 issues and will be issuing updates in our PPE supplies and usage procedures. In general, we have extended the need for PPE to a greater span of work and have included the use of cloth masks where prudence and regulations require. Because of our expertise and purchasing power in this area we have become the supplier and distributor of PPE to other departments within RSD.

Employee Fever Scanning/Health Checks

F&O has examined several options for performing pre-work health checks on our staff to help identify possible COVID-19 cases. There are several legal and ethical issues surrounding this process. F&O will be heavily involved in the choice and installation of any IR (Infra Red) scanning systems within our facilities. At this time we are recommending that our F&O staff self-check prior to work. We are continuing to educate our staff about the signs and symptoms of this illness so they can make good decisions about being in the workplace.

Utilizing Technology for Social Distancing

F&O was tasked with examining the possible use of technology to enhance social distancing. After examining several options we determined that there is not a good solution applicable to our District. We will, however, continue to watch technology developments in this area.

COVID19 Event Response

What, exactly, is the required and necessary response to a suspected or confirmed COVID-19 case in our facilities? Who must be informed? What are the steps needed to get the facility back on-line as quickly and safely as possible? We examined these questions and are developing a response protocol for use within F&O. We are also developing a process, working in conjunction with the local facility administration, to quickly secure any potentially contaminated area and begin the required cleaning regime to bring these areas back to a clean and safe environment suitable for student/staff use.

Custodial Training/Assistance to District Staff

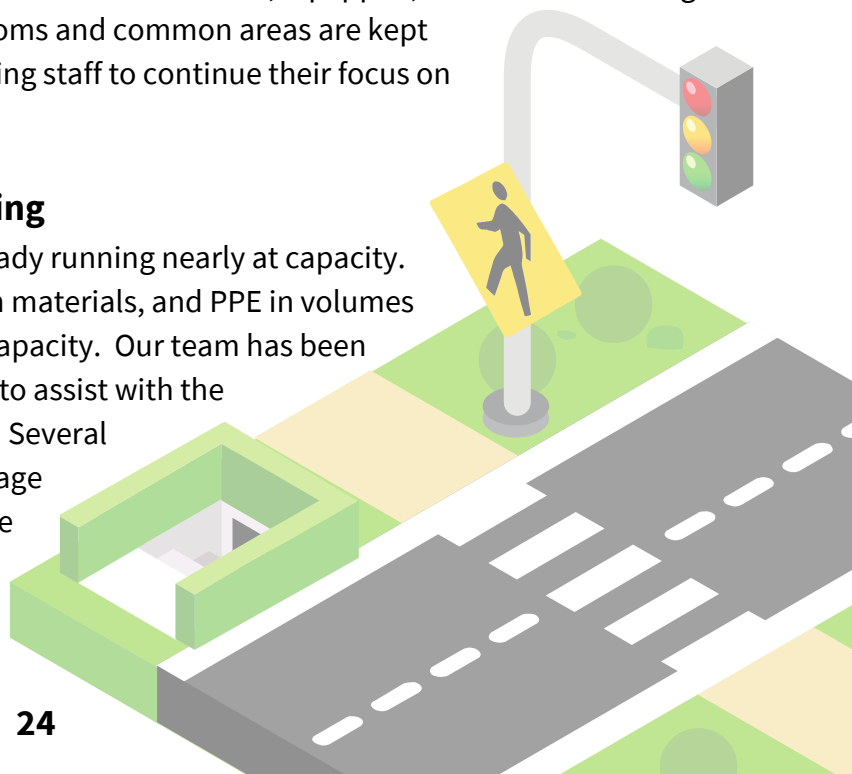
Our custodial staff are already highly trained in disinfection techniques, processes, and procedures. However, we are stepping up our program to include additional training related to virus specific actions and the proper responses to potential contaminations. We are also developing training materials which can be shared with other District staff to help them become proficient in disinfection procedures. We believe that our custodial department are the Subject Matter Experts (SME) on all things related to disinfection and we will be working with our building administration teams to help make that knowledge available to any staff as needed. We will be working to become the “one stop shop” for answers on keeping our facilities clean and safe.

Increasing our Cleaning Level

Our facilities are currently being cleaned to an APPA level 2 (Association of Physical Plant Administrators) which is a very high level of cleanliness. We are examining the impact on staff, budgets, contracts, and equipment of transitioning to an APPA level 1 cleaning during this virus event. This is the highest level of cleanliness and is described as having a new building every day. This requires a much higher level of effort and staffing. After examining several options we are recommending a special team be created, equipped, and tasked with large area disinfection tasks. This would help ensure that classrooms and common areas are kept clean to a level 1 standard, but would allow the remaining staff to continue their focus on keeping a high level 2 standard throughout the District.

Space Utilization/Additional Materials Planning

Our current Distribution Center (DC, Warehouse) is already running nearly at capacity. The additional demands of handing masks, disinfection materials, and PPE in volumes required to supply the District will push it past design capacity. Our team has been tasked with developing storage plans and alternatives to assist with the anticipated increase in material handling and tracking. Several options are possible including developing satellite storage areas within certain facilities, and utilizing rental off-site space. All these options must not negatively impact ongoing District support functions of the DC.



Facilities Fresh Air Controls and Signage/Barriers

Our facilities have the ability to increase the proportion of fresh air brought into the building and can be programmed to do this on schedules or based on temperatures. Our Maintenance department is examining every facility air handler system to ensure that it can properly respond to programming controls for fresh air. Having the ability to increase the total percentage of fresh air flowing into a building can help “dilute” any virus load in the air and thus help reduce the chance of spreading infections via air. Maintenance is also working with Building Administrators to install temporary plexiglass barriers at personal interaction points such as the main front desk. We are also examining the need for special signage to help staff and visitors follow CDC/DOH recommendations for social distancing and any other actions.

Playgrounds and Play Toys

Landscape Services (Grounds) is examining the options related to cleaning outdoor play toys and working with other outdoor activities to make them as safe as possible. We have several possibilities available, which have their own pros and cons ranging from doing nothing different to daily disinfection applications. We are currently recommending no additional actions as the sunlight tends to destroy the virus on outdoor surfaces. However, we are investing in materials and tools to perform disinfection activities should that option be chosen. These tools and materials are the same items needed to disinfect the future artificial turf which will be installed in the District. This ensures we are not wasting anything being prepared now.

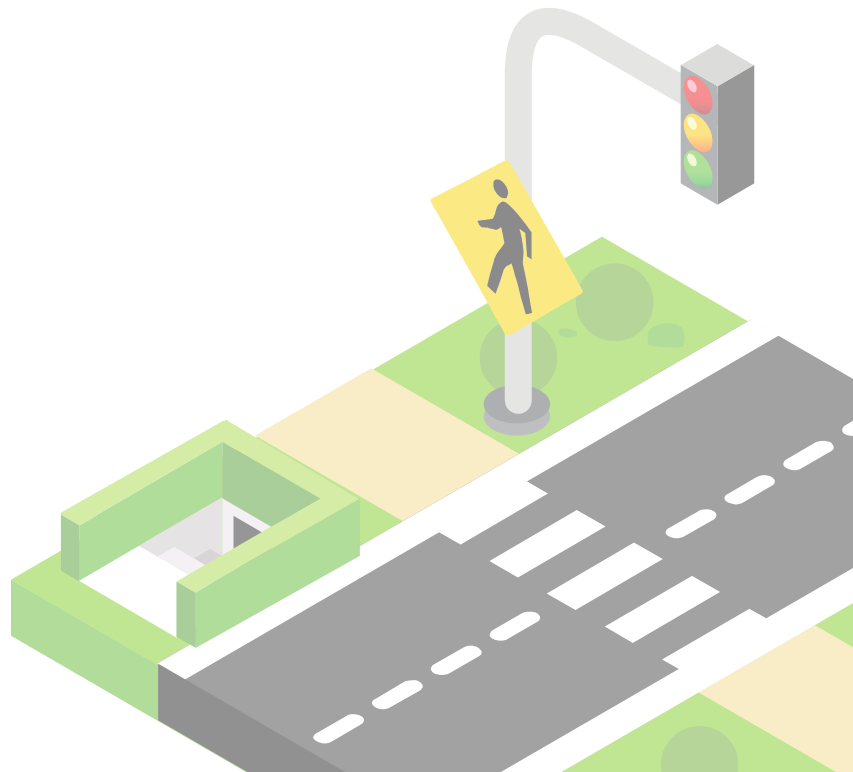
Technology

Information and Instructional Technology Departments have previously been providing the necessary resources to support a return to school as well as At-Home Learning environments. The resources provided, but not limited to, are a dependable technology infrastructure, student and staff devices, staff and student/family technical support, application and access to resources support, e.g., How-To documents, video clips, staff/student Launchpad application access dashboard, application resource lists, etc.

Return to School Roadmap technology areas addressed include, but are not limited to:

- RSD provides Chromebooks for all grade levels, grades 6-12 have been take-home; in support of At-Home Learning we expanded our Chromebook take-home support to include grades 1-12 and will continue to do so when needed.
- The Information Technology (I.T.) Department created a family/student technical support phone hotline and Help Desk email address in support of At-Home Learning. These support options will be available throughout the summer and into next fall for the foreseeable future.
- RSD utilizes existing asset inventory resources to track Chromebook status—staff/students who have them checked in/out, how many are available in stock, how many are in for repair, etc., and Help Desk device repair statistics to help identify potential problem areas and issues.
- The I.T. and Teaching, Learning and Curriculum departments have worked in conjunction Communities in Schools to identify families in need of internet access. RSD has procured and started to provide Wi-Fi hotspots in support of these families in need.

- Beginning Summer 2020, RSD will allow families to keep devices during summer break in support of At-Home Learning. Parents have the option to return Chromebooks at any time, device check-in and dropoff can be scheduled via family/student technical support options.
 - The I.T. department office foyer is set up for families and staff to drop off, pick up and/or exchange devices. OSPI and WA state COVID-19 social distancing, facemasks and limited contact requirements are in place and being adhered to.
- The Instructional Technology department compiled existing district resources which include strategies, tips and tricks, video clips, etc. into a single library of resources document.
- In support of At-Home Learning, these resources provide staff guidance in the areas of lesson formatting, engagement, communication, and technology use.



Appendices

These materials were used to organize, inform and strategize efforts to reopen Richland School District schools in the fall of 2020. They include results of surveys for parents, teachers and students; planning documents developed by work groups and guidance issued by state and local education and health authorities. They are included here to provide a deeper picture of the district's process and considerations in developing reopening plans.

Appendix A

Working Group Task Analysis Documents

Task Analysis Documents were used by the district's working groups to analyze the issues raised in the Return To School Roadmap in consideration of local input and state guidance to develop potential solutions and next steps. Limits on immediate resources mean that not all proposals could be moved forward in the district's initial reopening plans but may be implemented as more resources become available.

Each document linked below covers planning efforts on multiple topics within each domain.

[Governance Task Analysis](#)

- Topics: Development of Return To School Committee, Development of Return To School Vision, Return To School Domain Structure, Communication, Capacity & Support, Pandemic Response

[Wellness Task Analysis](#)

- Topics: Establishment Of Crisis Response Team, Assessment of Natural Resources, Evaluation of Staff Mental Health Readiness, Staff Resources, Designated Mental Health Liaison, Newly Available Resources, Direct Communication Channel, Parent Communication, At-Risk Student Outreach, Consideration of Additional Mental Health Assessment, District Health Guidelines, Guidance for School-Based Health Screenings, Development of Site-Specific Communication Resources, Health Screening Protocols, Student Mental Health Screening, Ongoing Reporting Protocols for School Staff, Maintenance of Student Mental Health Supports, Forums for Student Emotional Expression, Preventing Spread of Infection, Hand-Washing Best Practices, Institution of Limited Contact Policies, Vaccinations Planning, Student & Staff Health Records

Instruction Task Analysis

- Topics: Online Learning Management, Virtual Learning Academy, Summer School, Assessment & Grading, Essential Standards, Instructional Practices, Social Emotional Learning & Behavior, Special Populations, Access & Equity, Inclusionary Practices, Specialist Instructional Practices, Instructional Practice Recommendations for Paraeducators

Post-Secondary Task Analysis

- Topics: GEAR UP, Counselors, AVID & Career Specialists; Career Exploration & Guidance; Financial Aid Guidance; Post-Secondary Test Prep & Financial Assistance; Student Mentoring; Tracking Student Outcomes; Work-Based Learning; College Credits; College & Career Fairs; Recruiter Visits To High Schools; High School & Beyond Plan; Career & Technical Education Recruitment Fair

Facilities Task Analysis

- Topics: Impact on Other Departments, PPE for Working Staff, Employee Scanning, Operational Alterations and Utilizing Technology to Enable Social Distancing, COVID-19 Event Protocols, Fresh Air Controls, Signage Changes/Protective Barriers, Development of Resources to Serve as Subject Matter Experts (SME) for Disinfection and Cleaning, Increasing Cleaning Standards, Space Concerns for COVID-19 Response; Grounds, Sports Fields & Playgrounds

Operations Task Analysis

- Topics: Monitoring of OSPI & State Direction; Oversight of Food Service, Transportation, Custodial and Other Support Services; Logistics of Transporting Students; Student Meal Program; Staffing Impacts; Budget Considerations; Safety Considerations; Hiring; Communications With Employee Representatives

Technology Task Analysis

- Topics: Student Devices, Family Tech Support, Issue Tracking, Family Technology Liaisons, Device Return & Inventory Procedures, Asset Tracking, Staff Device Triage, Device Processing, Device Replacement, Centralized Online Teaching Resources, Identification of Chronic Technology Issues

Appendix B

Working Group Members

More than 350 individuals helped craft Richland School District's Return to School Plan. From refining learning standards to their most essential components and reviewing the most appropriate assessment strategies to outlining public health protocols and enhancing cleaning and sanitation procedures, the commitment and expertise of RSD staff is crucial to welcoming students back to school.

Governance Work Group

Brian Moore, Assistant Superintendent
Mike Hansen, Deputy Superintendent
Nicole Blake, Executive Director of Teaching & Learning
Dr. Rick Schulte, Superintendent

Todd Baddley, Assistant Superintendent
Tony Howard, Assistant Superintendent
Dr. Tracy Blankenship, Executive Director of Special Education

Wellness Work Group

Angela Withers, School Psychologist,
Brenda Atencio, Registered Nurse
Brenda Russie, Executive Assistant
Brian Moore, Assistant Superintendent
Chandra Markel, Counselor, Richland High School
Galt Pettett, District Counsel
Jennifer Klauss, Principal, Enterprise Middle School

Wellness Sub Committee Work Group

Amanda Rexford, School Psychologist
Angela Withers, School Psychologist
Ashley Benedict, School Psychology Intern
Ashley Edwards, Counselor, Chief Joseph Middle School
Becky Thomas, Counselor, Marcus Whitman Elementary School
Breane Kays, Counselor, Lewis & Clark Elementary School
Brenda Atencio, Registered Nurse,
Brenda Russie, Executive Assistant
Brian Moore, Assistant Superintendent
Brian Neill, Counselor, Jason Lee Elementary School
Cathy Kuwamoto, Counselor, Hanford High School
Chandra Markel, Counselor, Richland High School
Christine Winward, School Psychologist, Tapteal Elementary School
Cindy Kellie, School Social Worker, Enterprise Middle School
Corina Thomas, Director, Communities In Schools
Danielle Harvey, Registered Nurse
Debbie Bell, Counselor, Hanford High School
Debby Hazen, Counselor, Leona Libby Middle School
Deborah Wheeler, Counselor, Tapteal Elementary School
Denise Reddinger, Counselor, Richland High School
Diana Patitucci, Counselor, Leona Libby Middle School
Galt Pettett, District Counsel
Hans Appel, Counselor, Enterprise Middle School
Heather Schaef, School Psychologist,
Jack Williams, Counselor, Marcus Whitman Elementary School
Janel Jackson, Registered Nurse
Jennifer Hull, Registered Nurse
Jennifer Klauss, Principal, Enterprise Middle School
Jessica Ferguson, School Psychology Practicum Student
Jill Falkner, Counselor, Richland High School
Jo Joseph, School Psychologist,
Joan Gribskov, Assistant Director of Human Resources
Julianne Atencio, Counselor, Hanford High School
Julie Ziabietsev, School Social Worker, Lewis & Clark Elementary School
Kate Wright, School Social Worker, Hanford High School
Kathryn Tocco, Counselor, Jason Lee Elementary School

Joan Gribskov, Assistant Director of Human Resources
Kathryn Tocco, Counselor, Jason Lee Elementary School
Marc' Nelson, Principal, Wiley Elementary School
Michell Sorensen, Social Worker, River's Edge High School
Nedda Dayley, Registered Nurse
Todd Baddley, Assistant Superintendent
Tory Christensen, Principal, Hanford High School

Katie Pardini, School Psychologist, Badger Mountain Elementary
Katrina Carlson, School Psychologist
Kelly Mackey, Registered Nurse
Kirk F. Williamson, Program Manager, Benton-Franklin Community Health Alliance
Lisa Ulrich, Counselor, Orchard Elementary School
Liz Homer, Counselor, Hanford High School
Marc' Nelson, Principal, Wiley Elementary School
Marci Dowson, Registered Nurse
Michelle Sorensen, Social Worker, River's Edge High School
Mindy Lee, Communities In Schools, Chief Joseph Middle School
Mitchell Kochis, Counselor, Richland High School
Natasha Morrison, School Social Worker, Sacajawea Elementary School
Nathan Simmons, Counselor, White Bluffs Elementary School
Nedda Dayley, Registered Nurse
Nicole Mejia, Counselor, Sacajawea Elementary School
Nina Harrison, Counselor, Carmichael Middle School
Paula Valdez, Communities In Schools, River's Edge High School
Penny Finch, Counselor, Three Rivers HomeLink
Rachel Carr, School Psychologist, Sacajawea Elementary School
Rachel Carter, Evaluation Specialist, Marcus Whitman Elementary School
Rebecca Baldwin, Registered Nurse
Robin Buck, Counselor, William Wiley Elementary School
Robin Henle, Registered Nurse
Ronelle Gall, Counselor, Carmichael Middle School
Sara Adams, School Psychologist, Lewis & Clark Elementary School
Sari Anderson, School Psychology Intern, Wiley Elementary School
Sharon Williamson, School Social Worker, Chief Joseph Middle School
Shayla Pambrun, Counselor, Chief Joseph Middle School

Sherrri Eaton, School Psychologist
Susie Oram, Counselor, Jefferson Elementary School
Tallia Lewis, Registered Nurse
Tania Flores, School Psychologist, Jefferson Elementary School
Tascina Penor, School Psychologist, Orchard Elementary School

Instructional Services Work Group

Alysia Arsanto, Principal, Orchard Elementary School
Brian Moore, Assistant Superintendent
Brian Stadelman, Principal, Carmichael Middle School
Erika Doyle, Assistant Director of Teaching, Learning & Curriculum
Hilary Wingert, Classroom Support Teacher
Kristina Tucker, Program Coordinator
Mandy Cathey, Executive Director of Special Education
Michelle Fickle, Classroom Support Teacher

Instruction - World Languages

Arienne Arnold, Teacher, Richland High School
David Wilson, Teacher, Hanford High School
Enid Havelaar, Teacher, Hanford High School
Jennifer Reichert, Teacher, Richland High School
Juan Olivares, Teacher, Richland High School
Michelle Jolley, Teacher, Hanford High School

Instruction - Summer School

Brian Moore, Assistant Superintendent
Erika Doyle, Assistant Director of Teaching, Learning & Curriculum
Hilary Wingert, Classroom Support Teacher
Jennifer Klauss, Principal, Enterprise Middle School
Kelly Leonard, Teacher, Marcus Whitman Elementary School

Instruction - Paraeducators

Alexandria Hadford, Paraeducator, Jefferson Elementary School
Alysia Arsanto, Principal, Orchard Elementary School
Angela Forrester, Paraeducator, Marcus Whitman Elementary School

Instruction - On Line Learning

Brian Moore, Assistant Superintendent
John Kelly, Assistant Principal, Jefferson Elementary School

Teresa Nastri, Counselor, Badger Mountain Elementary School
Todd Baddley, Assistant Superintendent
Tory Christensen, Principal, Hanford High School
Wendi Hendricks, Counselor, Richland High School
Whitney Galstad, Counselor, Jefferson Elementary School

Nicole Blake, Executive Director of Teaching, Learning & Curriculum
Paul Chartrand, Director of Technology & Innovation
Paul Shaber, Assistant Principal, Hanford High School
Ryan Beard, Director of Career & Technical Education (CTE)
Dr. Tracy Blankenship, Executive Director of Special Education
Zac Carpenter, Special Education Director

Montanna Marty, Teacher, Richland High School
Myriam Bradshaw, Teacher, Hanford High School
Nathalie Mereu, Teacher, Richland High School
Nathan Kraus, Teacher, Richland High School
Paul Gessel, Teacher, Hanford High School
Ryan Simmelink, Teacher, Richland High School

Kristina Tucker, Program Coordinator
Michelle Fickle, Classroom Support Teacher
Nicole Blake, Executive Director of Teaching, Learning & Curriculum
Rachael Clayton
Rhonda Pratt, Principal, Chief Joseph Middle School

Brian Stadelman, Principal, Carmichael Middle School
Kendra Koopman, Paraeducator, Orchard Elementary School
Nicki Sintay, Paraeducator, Richland High School
Paul Shaber, Assistant Principal, Hanford High School

Paul Chartrand, Director of Technology & Innovation
Todd Baddley, Assistant Superintendent
Tyler Reeser, Principal, Three Rivers HomeLink

Instruction - Early Learning

Debra Hanson, Teacher, Early Learning Center
Jennifer Crandlemire, Teacher, Early Learning Center
Katey Bryan, Director, Early Learning Center
Linda Johnson, Teacher, Early Learning Center

Morgan Chittenden, Teacher, Early Learning Center
Theresa Utecht, Teacher, Early Learning Center
Tracy Wickholm, Teacher, Early Learning Center

Instruction - Career & Technical Education

Adrian Ochoa, Teacher, Richland High School
Dave Holmberg, Teacher, Leona Libby Middle School
Ed Ufford, Teacher, Hanford High School
Jennifer Klauss, Principal, Enterprise Middle School

Karen Richardson, Teacher, Hanford High School
Kevin Norris, Assistant Principal, Richland High School
Mike Gaddis, Assistant Principal, Hanford High School
Rhonda Pratt, Principal, Chief Joseph Middle School

Instruction - Secondary Specialists / Electives

Jason Rose, Teacher, Richland High School
Jill Loftus, Teacher, Carmichael Middle School
Kelly Muntean, Teacher, Hanford High School

Maxine Townsend, Teacher, Chief Joseph Middle School
Sarah Berglund, Teacher, Carmichael Middle School

Instruction - Elementary Specialists

Jacob Briggs, Teacher, Jefferson Elementary
Walt Hampton, Teacher, White Bluffs Elementary
Shelly Duberstein, Teacher, Badger Mountain Elementary
Shirley Falls, Teacher, Orchard Elementary
Lynn Neitzel-Cleavanger, Teacher, Tapteal Elementary

Carrie Rose, Teacher, Lewis & Clark Elementary
Jeri Fankhauser, Teacher, Orchard Elementary
Karen Streufert, Teacher, Badger Mountain Elementary
Jay Osborne, Teacher, Orchard Elementary

Instruction - Middle School Health

Angie Boyer, Teacher, Chief Joseph Middle School
Ben Brost, Teacher, Enterprise Middle School
Deanna Lomax, Teacher, Chief Joseph Middle School
Jeff Julio, Teacher, Leona Libby Middle School
Malini Marshall, Teacher, Carmichael Middle School

Matt Larson, Teacher, Carmichael Middle School
Randall Spaur, Teacher, Chief Joseph Middle School
Trisha Snow, Teacher, Leona Libby Middle School
Wendy Richmond, Teacher, Chief Joseph Middle School

Instruction - High School Health

Anne Gerken, Teacher, Richland High School
Carrie Antonovich, Teacher, Hanford High School
Jeff Crow, Teacher, Hanford High School

Kynda Filipy, Teacher, Richland High School
Rob Oram, Teacher, Hanford High School
Stephen Dyer, Teacher, Hanford High School

Instruction - Middle School Science

Ben Barr, Teacher, Enterprise Middle School
Ben Brost, Teacher, Enterprise Middle School
Branda Baker, Teacher, Carmichael Middle School
Cheri Masters, Instructional Coach, Leona Libby Middle School
Debbie Ellefson, Teacher, Leona Libby Middle School
George Reddick, Teacher, Enterprise Middle School
Janene Bush, Teacher, Enterprise Middle School
Julie Meier, Teacher, Carmichael Middle School
Kelly L. Nelson, Teacher, Leona Libby Middle School

Kelly Lindsley, Assistant Principal, Leona Libby Middle School
Keziah Watson, Teacher, Leona Libby Middle School
Kristen Dennison, Teacher, Carmichael Middle School
Malini Marshall, Teacher, Carmichael Middle School
Melissa MacDonald, Teacher, Chief Joseph Middle School
Sydnee Grant, Teacher, Chief Joseph Middle School
Veronica Kenney, Teacher, Three Rivers HomeLink
Wendy Redfield, Teacher, Enterprise Middle School
Wendy Richmond, Teacher, Chief Joseph Middle School

Instruction - High School Science

Amy Fishburn, Teacher, Richland High School
Audra Richter, Teacher, Richland High School
Brian Palmer, Teacher, Hanford High School
Dale Ingram, Teacher, Richland High School
Evan Woodward, Teacher, Hanford High School
Jennifer Sauve, Teacher, Hanford High School

Instruction - Middle School Social Studies

Amy Sperline, Teacher, Leona Libby Middle School
Bryan McGeorge, Teacher, Carmichael Middle School
Bryan Tharp, Teacher, Chief Joseph Middle School
Chantelle Freeman, Teacher, Enterprise Middle School
Chris Hendricks, Teacher, Carmichael Middle School
Chris Jacobs, Teacher, Leona Libby Middle School
Denise Poston, Teacher, Leona Libby Middle School
Diane Peters, Teacher, Enterprise Middle School
Erin Story, Teacher, Enterprise Middle School
Jay Doctor, Teacher, Chief Joseph Middle School
Jeremy Kinlock, Teacher, Leona Libby Middle School
Jessica Zylinski, Teacher, Leona Libby Middle School
Julia Leitner, Teacher, Carmichael Middle School
Kaylee Hull, Teacher, Chief Joseph Middle School

Instruction - High School Social Studies

Amy Westerfield, Teacher, Richland High School
Austin Cook, Teacher, Richland High School
Brad Smith, Teacher, Richland High School
Christina McKee, Teacher, Hanford High School
Collin Gibbs, Teacher, Hanford High School
Denise Rosenblum, Teacher, River's Edge High School
Jackie Ives, Teacher, River's Edge High School
Jay Bartlett, Teacher, Richland High School
John Nelson, Teacher, Hanford High School
Jonnie Fenton, Teacher, Hanford High School
Khara Lewis, Teacher, Hanford High School
Linda Staiert, Teacher, Richland High School

Instruction - Elementary Math

Alma Nicacio, Teacher, Badger Mountain Elementary School
Amy Kohn, Assistant Principal, Tapteal Elementary School
Amy McDuffie, College of Education - Mathematics, Washington State University
April Knight, Assistant Principal, White Bluffs Elementary School
Brittany Hampton, Teacher, Tapteal Elementary School
Carol Kenmore, Teacher, White Bluffs Elementary School
Carol Smedsrud, Teacher, Jason Lee Elementary School

Katherine Rowley, Teacher, Hanford High School
Maren Benedict, Assistant Principal, Hanford High School
Nathan Ruane, Teacher, Richland High School
Sara Flores, Teacher, Hanford High School
Trevor Macduff, Teacher, River's Edge High School

Kim Hobbick, Teacher, Enterprise Middle School
Marcia Graves, Teacher, Enterprise Middle School
Margie Roueche, Teacher, Libby Middle School
Marilyn Radkins, Teacher, Carmichael Middle School
Marla Reynolds, Teacher, Leona Libby Middle School
Matt Larson, Teacher, Carmichael Middle School
Mike Ryder, Teacher, Carmichael Middle School
Pam Nelson, Teacher, Chief Joseph Middle School
Ryan Hoff, Teacher, Chief Joseph Middle School
Scott Freelund, Teacher, Enterprise Middle School
Tamara Smith, Teacher, Carmichael Middle School
Tim Ruane, Teacher, Chief Joseph Middle School
Tracy Richter, Teacher, Enterprise Middle School

Matt Leggett, Teacher, Hanford High School
Michael Veliz, Teacher, Richland High School
Nathan Suggs, Teacher, Hanford High School
Nick White, Teacher, Richland High School
Paul Mayer, Teacher, Hanford High School
Sean Mars, Teacher, Hanford High School
Shaila Mequet, Teacher, Hanford High School
Tait Meyer, Teacher, Hanford High School
Taryn Suchy, Teacher, Richland High School
Theresa Bucze, Teacher, Richland High School
Weston Mason, Teacher, Richland High School

Caroline Wittman, Teacher, Tapteal Elementary School
Carolyn Wang, Teacher, Lewis & Clark Elementary School
Danielle Foss, Teacher, Jefferson Elementary School
Darcie Brightman, Teacher, William Wiley Elementary School
Deanie Sullivan, Teacher, Orchard Elementary School
Debbie Whitney, Principal, Jason Lee Elementary School
Emily Lyman, Teacher, Marcus Whitman Elementary School

Erica Quiring, Teacher, Jefferson Elementary School
Heather Tolon, Instructional Coach
Jennifer Blaine, Teacher, William Wiley Elementary School
Jolie Henry, Teacher, Orchard Elementary School
Kaitlin Rehwalt, Teacher, Lewis & Clark Elementary School
Karen Streufert, Teacher, Badger Mountain Elementary School
Kelly Leonard, Teacher, Marcus Whitman Elementary School
Kelly Zimmer, Teacher, White Bluffs Elementary School
Kirsti Vazquez, Teacher, Badger Mountain Elementary School

Instruction - Middle School Math

Angie Bozzi, Teacher, Enterprise Middle School
Becky Jensen, Teacher, Leona Libby Middle School
Brian Stadelman, Principal, Carmichael Middle School
Charlie Moody, Teacher, Chief Joseph Middle School
Christina Bartlett, Teacher, Carmichael Middle School
Deanna Lomax, Teacher, Chief Joseph Middle School
Dyan Woodward, Teacher, Enterprise Middle School
Kayla Ruble, Teacher, Leona Libby Middle School

Instruction - High School Math

Amy Hancock, Teacher, Hanford High School
Carolyn Leggett, Teacher, Hanford High School
Diana Carter, Teacher, Richland High School
Ed Larrabee, Teacher, Richland High School
Jacqueline Gates, Teacher, Richland High School
Jenny Gatherer, Teacher, Richland High School
Jeremy Smith, Teacher, Richland High School
Joseph Henderson, Teacher, Richland High School
Kevin Joyce, Teacher, Hanford High School
LeeAnn Howes, Teacher, Enterprise Middle School

Instruction - Middle School ELA

Alisa McComb, Teacher, Enterprise Middle School
Amy Salinas, Assistant Principal, Carmichael Middle School
Brittney Duffy, Teacher, Carmichael Middle School
Jennifer Klauss, Principal, Enterprise Middle School
Jeri Morrow, Teacher, Chief Joseph Middle School
Jill Loftus, Teacher, Carmichael Middle School

Instruction - High School ELA

Alyssa Bauermeister, Teacher, Hanford High School
Denise Rosenblum, Teacher, River's Edge High School
Hilary Wingert, Classroom Support Teacher,
Jason Allen, Teacher, Richland High School

Krista Calvin, Teacher, Orchard Elementary School
Megan Smith, Teacher, Jason Lee Elementary School
Michelle Kenney, Teacher, Sacajawea Elementary School
Rachel Doyle, Teacher, Sacajawea Elementary School
Savannah Rehm, Teacher, Jason Lee Elementary School
Shana Borms, Principal, Badger Mountain Elementary School
Stephanie Hoefft, Teacher, Jefferson Elementary School
Tina Wutzke, Assistant Principal, Badger Mountain Elementary School
Veronica Sanchez, Teacher, Lewis & Clark Elementary School

Peggy Bergstrom, Teacher, Enterprise Middle School
Peggy Wade, Teacher, Chief Joseph Middle School
Rick Gardner, Teacher, Carmichael Middle School
Shayla McIntyre, Teacher, Carmichael Middle School
Sheldon Weddle, Assistant Principal, Enterprise Middle School
Tami Shea, Teacher, Leona Libby Middle School

Lesley Guereca, Teacher, Hanford High School
Linda Stairet, Teacher, Richland High School
Mark Sundberg, Teacher, Hanford High School
Matt Stadelman, Teacher, Richland High School
Paul Shaber, Assistant Principal, Hanford High School
Scott Goodgame, Teacher, River's Edge High School
Sondra Edwards, Teacher, Hanford High School
Sonia Moursund, Teacher, Hanford High School
Toby Landers, Teacher, Hanford High School

Kaci Presnell, Teacher, Leona Libby Middle School
Kristi Meyer, Teacher, Leona Libby Middle School
Lisa Corning, Teacher, Enterprise Middle School
Liz Crider, Teacher, Chief Joseph Middle School
Melina Hall, Teacher, Enterprise Middle School
Stacey Hoff, Teacher, Chief Joseph Middle School

Linda Stairet, Teacher, Richland High School
Natalie Guymon, Teacher, Hanford High School
Tory Christensen, Principal, Hanford High School

Instruction - Elementary ELA

Amy Kohn, Assistant Principal, Tapteal Elementary School
Andrea Tamez, Teacher, Jefferson Elementary School
Andrea Wysock, Teacher, Lewis & Clark Elementary School
Angela Vance, Teacher, Jason Lee Elementary School
Anne Auld, Teacher, Orchard Elementary School
Ashley Dahlgren, Teacher, Jefferson Elementary School
Brenda Wolf, Teacher, William Wiley Elementary School
Christina Utecht, Teacher, Sacajawea Elementary School
Cindy Breard, Teacher, Badger Mountain Elementary School
Darcie Brightman, Teacher, William Wiley Elementary School
Debra Cooper, Teacher, Tapteal Elementary School
Hilary Wingert, Classroom Support Teacher
Jamie DeBuhr, Teacher, Badger Mountain Elementary School
Karrie Peterson, Teacher, Marcus Whitman Elementary School
Kathy Bush, Teacher, Orchard Elementary School
Kelly Koelle, Teacher, Lewis & Clark Elementary School
Kendra Leggett, Teacher, White Bluffs Elementary School
Kimberly Ward, Teacher, Wiley Elementary School

Instruction - Assessment and Grading

Alisa McComb, Teacher, Enterprise Middle School
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Amy Fishburn, Teacher, Richland High School
Andrea Tamez, Teacher, Jefferson Elementary School
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Caitlin Kalahar, Teacher, Jefferson Elementary School
Dave Filipy, Teacher, Carmichael Middle School
Dave Holmberg, Teacher, Leona Libby Middle School
Debra Hanson, Teacher, Early Learning Center
Derek O’Konek, Principal, Jefferson Elementary School
Erin Dickey, Teacher, Hanford High School
Janene Bush, Teacher, Enterprise Middle School
Janet Schuster, Teacher, Richland High School
Jeanne Davis, Teacher, Enterprise Middle School
Jennifer Crandlemire, Teacher, Early Learning Center
Jessica Fife, Classroom Support Teacher
Jill Ives, Teacher, Hanford High School
Jill Loftus, Teacher, Carmichael Middle School
Jillian Robillard, Assistant Principal, Orchard Elementary School
Julia Leitner, Teacher, Carmichael Middle School
Julia Schamber, Teacher, Jason Lee Elementary School
Katey Bryan, Director, Early Learning Center

Lauren Gradin, Teacher, Orchard Elementary School
Lauren Lichtenhahn, Teacher, Lewis & Clark Elementary School
Lindsey Smith, Teacher, Tapteal Elementary School
Lisa Werner, Teacher, Marcus Whitman Elementary School
Lori Sandy, Teacher, Badger Mountain Elementary School
Lyn Leyde, Teacher, Jason Lee Elementary School
Melissa Tunnell, Teacher, Tapteal Elementary School
Michelle Fickle, Classroom Support Teacher
Pam Hood, Teacher, White Bluffs Elementary School
Rae Fournier, Teacher, Sacajawea Elementary School
Shana Borms, Principal, Badger Mountain Elementary School
Shannon Case, Teacher, Marcus Whitman Elementary School
Sheila Riley, Teacher, White Bluffs Elementary School
Staci Kump, Teacher, White Bluffs Elementary School
Stacy Hall, Teacher, Orchard Elementary School
Stephanie McMaster, Teacher, Orchard Elementary School
Tami Simundson, Teacher, Wiley Elementary School
Tina Wutzke, Assistant Principal, Badger Mountain Elementary School
Toni Cuello, Teacher, Tapteal Elementary School

Kelly Lindsley, Assistant Principal, Leona Libby Middle School
Kendra Leggett, Teacher, White Bluffs Elementary School
Kristen Dennison, Teacher, Carmichael Middle School
Kristi Meyer, Teacher, Leona Libby Middle School
Kylee Clausen, Teacher, Hanford High School
LaDonna Sterling, Teacher, William Wiley Elementary School
Lauren Gradin, Teacher, Orchard Elementary School
LeeAnn Howes, Teacher, Enterprise Middle School
Linda Johnson, Teacher, Early Learning Center
Liz Crider, Teacher, Chief Joseph Middle School
Lori Taylor, Teacher, White Bluffs Elementary School
Marcia Graves, Teacher, Enterprise Middle School
Maren Benedict, Assistant Principal, Hanford High School
Matt Stadelman, Teacher, Richland High School
Morgan Chittenden, Teacher, Early Learning Center
Nicole Tamura, Teacher, Lewis & Clark Elementary School
Peggy Wade, Teacher, Chief Joseph Middle School
Rachel Doyle, Teacher, Sacajawea Elementary School
Rick Gardner, Teacher, Carmichael Middle School
Tami Simundson, Teacher, Wiley Elementary School
Theresa Utecht, Teacher, Early Learning Center
Tonya Goche, Teacher, Lewis & Clark Elementary
Toree Markussen, Teacher, Richland High School
Tracy Wickholm, Teacher, Early Learning Center
Travis McClelland, Teacher, Enterprise Middle School

Special Education Work Group

Amanda Fish, Teacher, Lewis & Clark Elementary School
Amy Clements, Speech Language Pathologist
Amy DesChane, Teacher, Richland High School
Becky Jensen, Teacher, Leona Libby Middle School
Beth Jarrett, Teacher, Early Learning Center
Faith Taylor, Speech Language Pathologist
Heather Schaef, School Psychologist
Mandy Cathey, Executive Director of Special Education
Melissa Fulsom, Occupational Therapist
Melissa Sadanaga, Teacher, Richland High School
Nicole Boyer, Teacher, Badger Mountain Elementary
Nicole Tamura, Teacher, Lewis & Clark Elementary School
Rebecca Sparks, Teacher, Hanford High School
Robert Sorensen, Principal, Lewis & Clark Elementary School
Sally Mack, Teacher, Early Learning Center

Post Secondary Work Group

Amy DesChane, Teacher, Richland High School
Denise Reddinger, Counselor, Richland High School
Erin Easton, Assistant Principal, Richland High School
Jennifer Tuck, Teacher, River's Edge High School
Julianne Atencio, Counselor, Hanford High School
Karen Richardson, Teacher, Hanford High School
Kevin Norris, Assistant Principal, Richland High School
Kylee Clausen, Teacher, Hanford High School

Facilities & Operations Work Group

Brad Anderson, Assistant Director of Facilities & Operations
Jeff Hosler, Warehouse Manager
Jeff Lettau, Director of Facilities
Joe Kovolyan, Grounds Manager
Mark Humann, Custodial Supervisor
Miguel Palencia, Assistant Custodial Supervisor
Richard Krasner, Executive Director of Operations

Technology Work Group

April Hellfeldt, IT Systems Analyst
Hilary Wingert, Classroom Support Teacher
Michael Ayon, IT Operations Analyst
Mike Leseberg, Executive Director of Information Technology
Nicole Mokler, IT Systems Analyst
Paul Chartrand, Director of Technology & Innovation
Ty Beaver, Director of Communications

Jennifer Potts, Physical Therapist
Jill Ives, Teacher, Hanford High School
Julie Chambers, Teacher, Chief Joseph Middle School
Kelly Almberg, Teacher, Jason Lee Elementary School
Kiley Hodges, Assistant Director of Special Education
Lori Prussing, Teacher, Marcus Whitman Elementary
Lynette Brightman, Teacher, Hanford High School
Sara Adams, School Psychologist, Lewis & Clark Elementary School
Shyla DeJong, Classroom Support Teacher
Stacy Atchison, Teacher, Chief Joseph Middle School
Stephanie Hawley, Speech Language Pathologist
Tonya Goche, Teacher, Lewis & Clark Elementary
Tracy Blankenship, Executive Director of Special Education
Zac Carpenter, Special, Education Director

Laurie Price, Teacher, Hanford High School
Michael Vowels, GEAR UP Director, Hanford High School
Michelle Sorensen, Social Worker, River's Edge High School
Penny Finch, Counselor, Three Rivers HomeLink
Ryan Beard, Director of Career & Technical Education (CTE)
Stephanie Schirm, Teacher, Richland High School
Theresa Buczek, Teacher, Richland High School
Tory Christensen, Principal, Hanford High School

School Operations Work Group

Richard Krasner, Executive Director of Operations
Rick Schulte, Superintendent
Tony Howard, Assistant Superintendent

Appendix C

District Survey Data

The district surveyed parents, teachers, students and school-level administrators throughout the closure of buildings in response to COVID-19. This data helped the district identify issues with the district's At-Home Learning Program, gauge student participation and what to consider when reopening schools in the fall of 2020. All this data was reviewed as working groups developed potential solutions and strategies for reopening.

Parent Survey Results

- [Mid-April 2020](#)
- [Mid-May 2020](#)
- [Early June 2020](#)
- [Late June 2020](#)

Staff Survey Results

- [June 2020](#)

Appendix D

Virtual Town Hall Meeting Recordings/Notes

Five virtual town hall meetings were held June 16-18 to provide parents, students, staff and community members the opportunity to directly share their thoughts and ideas on reopening schools with Richland School Board members and district administrators.

June 2020 Virtual Town Hall Meetings

June 16, 2020 — Elementary (K-5)

- [Recording](#)
- [Notes](#)

June 17, 2020 — Secondary (6-12)

- [Recording](#)
- [Notes](#)

June 18, 2020 — Special Education

- [Recording](#)
- [Notes](#)

June 16, 2020 — Online Learning*

- [Notes](#)

June 17, 2020 — Safety

- [Recording](#)
- [Notes](#)

*Due to a technical error, there is no recording of the June 16 town hall meeting on online learning.

June 2020 Virtual Town Hall Meetings

June 21, 2020 — Elementary (K-5)

- [Recording](#)

July 22, 2020 — Secondary (6-12)

- [Recording](#)

July 23, 2020 — Special Education

- [Recording](#)

Appendix E

Supporting Materials

Any reopening plan for schools while communities are still responding to COVID-19 must be aligned with science-based guidance and comply with state and federal directives to provide all students access to a free and appropriate public education. The resources listed below informed the districts reopening efforts to ensure plans are equitable and in compliance with requirements.

- [Considerations For Schools \(CDC\)](#)
- [Reopening Washington Schools 2020: District Planning Guide \(OSPI\)](#)
- [Guidance For Opening Up High School Athletics & Activities \(WIAA\)](#)
- [Safe Start Washington Plan \(WA Governor\)](#)
- [Community Recovery \(Benton-Franklin Health District\)](#)