



PASCO SCHOOL DISTRICT NO. 1
Board of Directors' Regular Meeting
Tuesday, July 28, 2020 6:30 p.m.

DIAL IN ACCESS:

For English: (669) 900-9128 Meeting ID: 889 0391 0072 Password: 450216
For Spanish: (253) 215-8782 Meeting ID: 842 4811 9739 Password: 810781

A G E N D A

IMPORTANT MEETING NOTICE: Pursuant to the Governor's Proclamation No. 20-28, Open Public Meetings Act and Public Records Act, any public agency subject to RCW 42.30 is prohibited from meeting in person. The agency must provide, at a minimum, telephonic access and the ability for meeting attendees to hear the meeting at the same time. Therefore, the July 28, 2020 study session and regular meeting of the board of directors will be conducted through ZOOM. Furthermore, public comments will be taken in written form only and no in-person public comments will be permitted. Public comments may be emailed to PSDBoard@psd1.org or mailed to the Office of the Superintendent, 1215 W. Lewis Street, Pasco, WA 99301. Public comments must be submitted no later than 12:00 PM on July 28, 2020.

Members of the public who wish to attend the public meeting will need to call in to the meeting by dialing either of the following:

For English dial: (669) 900-9128 Meeting ID: 889 0391 0072 Password: 450216
For Spanish dial: Number: (253) 215-8782 Meeting ID: 842 4811 9739 Password: 810781

The live audio will be streamed through the [Pasco School District's YouTube](#).

- 4:00 PM Study Session: Reopening Pasco Schools: Mrs. Michelle Whitney
- Presentation of Draft Springboard Plans
- 1. CALL TO ORDER Ms. Amy Phillips
- 2. ADMINISTER OATH OF OFFICE TO NEW STUDENT Mrs. Michelle Whitney
- REPRESENTATIVES: Brisa Hernandez, Nachele Linn, and
Crista Martinez
- 3. ROLL CALL Jesse Campos Steve Christensen Sherry Lancon Scott Lehrman
- Amy Phillips Brisa Hernandez Nachele Linn Crista Martinez
- 4. APPROVAL OF MINUTES Regular Meeting of June 23, 2020
- 5. AGENDA REVIEW
- 6. AUDIENCE COMMENTS Ms. Amy Phillips
(Written Comments)
- 7. CONSENT AGENDA
- A. Personnel Ms. Kelli York
- B. Warrants Mr. Kevin Hebdon

C. Approval of Out of Endorsement Teaching Assignments

Ms. Sarah Thornton

D. Approval of Conditional Certificates

Ms. Sarah Thornton

8. ACTION ITEMS

9. REPORTS

A. OSPI's Reopening Plan Requirements Template and Resolution

Mrs. Michelle Whitney/Ms. Sarah Thornton

B. 2020-2021 Budget Presentation #2

Mr. Kevin Hebdon

10. FUTURE AGENDA ITEMS

EXECUTIVE SESSION 42.30.110 (1) (g) Personnel

11. ADJOURN

PASCO SCHOOL DISTRICT NO. 1
Agenda Item Summary

AGENDA ITEM NO. : 02	BOARD MEETING DATE: July 28, 2020
TOPIC: Administer Oath of Office to New Student Representatives Brisa Hernandez, Nachele Linn, and Crista Martinez.	
CABINET ADMINISTRATOR: Michelle Whitney	
PRESENTER: Michelle Whitney	
<input type="checkbox"/> REPORT <input type="checkbox"/> 1ST READING <input type="checkbox"/> DISCUSSION <input type="checkbox"/> 2ND READING <input checked="" type="checkbox"/> ACTION REQUIRED	
OBJECTIVE: To swear in student representatives Brisa Hernandez, Nachele Linn, and Crista Martinez for their one-year term on the board for the 2020-21 school year.	
BACKGROUND: Superintendent Whitney will administer the student oath of office to Brisa Hernandez, Nachele Linn, and Crista Martinez for their one-year term on the board for the 2020-21 school year.	
POSSIBLE ALTERNATIVES: NA	
PROJECTED COSTS:	BUDGET CODE:
SUGGESTED MOTION: NA	
NEXT STEPS:	

Pasco School District No. 1
Board of Directors' June 23, 2020, 6:30 p.m.
C. L. Booth Education Service Center, 1215 West Lewis Street, Pasco, WA 99301
M I N U T E S

CALL TO ORDER

Board President Amy Phillips called the meeting to order at 6:30 p.m.

PRESENT

Board of Directors

Amy Phillips, President
Sherry Lancon, Vice President
Scott Lehrman, Member
Jesse Campos, Member
Steve Christensen, Member
Maksim Karazhbei, Student Representative
Isaac Marroquin, Student Representative
Edgar Quiroz, Student Representative

Booth Administrators

Michelle Whitney, Superintendent
Sarah Thornton, Assistant Superintendent
Kevin Hebdon, Executive Director of Fiscal Services
Deb Thurston, CTE Director and iPAL Administrator
Jennie Richardson, Executive Assistant to the Superintendent

APPROVAL OF MINUTES

Ms. Sherry Lancon moved to approve the minutes of the regular board meeting of June 09, 2020 as presented. Mr. Steve Christensen seconded the motion; the motion carried.

Mr. Christensen – Yes
Ms. Phillips – Yes

Ms. Lancon – Yes
Mr. Lehrman – Yes

Mr. Campos – Yes

AGENDA REVIEW

There are no additions or changes to this agenda. There is a request for an executive session this evening under 42.30.110 (1) (g) Personnel

AUDIENCE COMMENTS

There were no audience comments submitted for this board meeting.

CONSENT AGENDA

Approved Consent Agenda items include:

- Personnel
- Warrants
- Change Order No. 008
- Columbia River Elementary Construction Change Order No. 004
- Stevens Middle School Change Order No. 005

Mr. Scott Lehrman approved the consent agenda as presented. Mr. Jesse Campos seconded the motion; the motion carried. Roll call was as followed:

Mr. Christensen – Yes
Ms. Phillips – Yes

Ms. Lancon – Yes
Mr. Lehrman – Yes

Mr. Campos – Yes

ACTION ITEMS

Long Term Facilities Management Plan Implementation Bond November 2020 – Mr. Kevin Hebdon

The purpose of this action item is to obtain board action on the recommendation to postpone the November 2020 bond election.

The Long-Term Facilities Management Plan was approved by the board on July 23, 2019. To move forward with the projects outlined in the LTFMP, the board engaged in a series of discussions between September 2019 and January 2020.

On January 28, 2020, the board approved a motion directing staff to prepare for a Bond resolution for a November 2020 bond election. The bond project scope included comprehensive high school #3, athletic fields and field turf replacement, CTE modernization and enhancements at CHS and PHS, and land purchase for a total of \$100,100,000.

On June 9, 2020, the board discussed the current circumstances with COVID-19, local economic factors, community interest and support, bond market conditions, project timelines, and other relevant information. Based on these intervening factors and discussion with the board, staff recommends postponing the November 2020 bond election to a future date to be determined. Staff will continue with the high school planning work and work closely with our advisors to bring the board a recommendation for the future bond election.

Mr. Scott Lehrman moved to postpone the November 2020 bond election to a date to be determined in the future. Mr. Steve Christensen seconded the motion; the motion carried. Roll call was as followed:

Mr. Christensen – Yes
Ms. Phillips – Yes

Ms. Lancon – Yes
Mr. Lehrman – Yes

Mr. Campos – Yes

REPORTS

Budget Planning - Mr. Kevin Hebdon

Provide board members with a preliminary look at the 2020-21 school year general fund budget and considerations driving the budget process.

In compliance with RCW 28A.505, the Pasco School Board must hold a public hearing and adopt the annual budgets before the beginning of the fiscal year, September 1, 2020. The accompanying PowerPoint presentation will be the first a series of meetings facilitating board and public comment on and adoption of the 2020-21 school year budget. This series of presentations will ensure compliance with the above-mentioned requirement with an anticipated adoption date of August 11, 2020.

Board discussion followed.

Pasco School District's COVID-19 Response: Reopening Fall 2020-2021

To provide an update of the collaborator working groups that are identifying the lessons learned from spring 2020 to help inform planning for reopening school for the 2020-2021 school year, creating a shared understanding of what our mission calls us to do in the face of this pandemic, and determine the key human needs that be must considered in future planning.

The COVID-19 community health conditions locally and statewide continue to cause uncertainty and require us to plan for a non-traditional start to the 2020-2021 school year. The Office of the Superintendent of Public Instruction has convened a stakeholder workgroup to inform recommendations and guidance for school districts as they plan for the reopening.

- The broad workgroup consists of more than 150 educators, education leaders, elected officials, community-based organizations, parents, students, and community members
- Smaller subcommittees are focusing on different aspects such as instructional services, social-emotional services, transportation, facilities, finance, etc.
- The group is expected to conclude their work and release guidance documents and resources to districts the week of June 8-12.

Board discussion followed.

FUTURE AGENDA ITEMS

Next board meeting will be on July 28th 2020, there will be a budget planning meeting as well as an update on the reopening plan for the fall of 2020.

Board discussion followed.

ADJOURNMENT

The Board of Directors adjourned at 9:35 p.m.

President of the Board

Secretary of the Board

PASCO SCHOOL DISTRICT NO. 1
Agenda Item Summary

AGENDA ITEM NO. : 07A	BOARD MEETING DATE: July 28, 2020
TOPIC: Personnel Actions	
CABINET ADMINISTRATOR: Kelli York	
PRESENTER: Kelli York	
<input type="checkbox"/> REPORT <input type="checkbox"/> 1ST READING <input type="checkbox"/> DISCUSSION <input type="checkbox"/> 2ND READING <input checked="" type="checkbox"/> ACTION REQUIRED	
OBJECTIVE: Board approval of personnel actions as presented in the packet.	
BACKGROUND:	
POSSIBLE ALTERNATIVES:	
PROJECTED COSTS:	BUDGET CODE:
SUGGESTED MOTION: I move to approve the personnel actions as presented in the packet.	
NEXT STEPS:	

PASCO SCHOOL DISTRICT NO. 1
REPORT FOR BOARD OF DIRECTORS – July 28, 2020

CERTIFICATED-ADMINISTRATIVE-COACHING
PERSONNEL ACTIONS
6/19/20 – 7/23/20

Request Board approval of the following personnel actions. All salary amounts are based on the negotiated agreement between the Pasco School District and the Pasco Association of Educators.

<u>NAME</u>	<u>POSITION</u>	<u>ACTION TAKEN</u>	<u>EFFECTIVE DATE</u>
Baddley, Heather	6 th Grade Robinson	Resigned	8/31/2020
Badini, Mounira	SLP Booth	Hired	9/1/2020
Bolz, Erich	Assistant Superintendent of Instructional Services Booth	Retired (revised action taken)	6/30/2020
Cardenas, Christopher	Assistant Principal Ochoa	Hired (administrative contract)	7/1/2020
Cathey, Mandy	Assistant Principal Ray Reynolds	Hired (administrative contract)	7/1/2020
Gonzalez, Carmen	Counselor Whittier	Retirement (rescind)	7/1/2020
Hanshew, Emily	Developmental Preschool Early Learning Center	Resigned	8/31/2020
Harris, Shelley	Reading Recovery Captain Gray	Retirement (rescind)	7/1/2020
Leavitt, Brian	Executive Director of Learning Supports Booth	Resigned	6/30/2020
Maine, Sandra	SLP Booth	Hired	9/1/2020
Munden, Jacob	CTE Metals Welding Pasco High	Hired	9/1/2020
Sherrill, Kristine	SLP Booth	Hired	9/1/2020
Shulman, Heather	Assistant Principal Ochoa	Hired (administrative contract)	7/1/2020
Sturza, Tyson	Assistant Principal Pasco High	Hired (administrative contract)	7/1/2020
Szendre, Stephane	Nurse Ray Reynolds	Hired	9/1/2020

Thompson, Tyler	Assistant Principal Stevens	Hired (administrative contract)	7/1/2020
Tovar-Herrera, Yvette	Assistant Principal Stevens	Hired (administrative contract)	7/1/2020

PASCO SCHOOL DISTRICT NO. 1
REPORT FOR THE BOARD OF DIRECTORS – July 28, 2020

CLASSIFIED PERSONNEL ACTIONS

6/19/2020 - 7/23/2020

Request Board approval of the following personnel actions:

<u>NAME</u>	<u>POSITION</u>	<u>ACTION TAKEN</u>	<u>EFFECTIVE DATE</u>
Al-Abadi, Brenda	Paraeducator, Special Services Pasco High	Resigned	7/6/2020
Arellano, Isabel	Paraeducator, Special Services Longfellow	Resigned	6/22/2020
Camargo-Jimenez, Karina	Bilingual Guidance Secretary Pasco High	Leave of Absence	7/8/2020 – 10/8/2020
Mattson, Virginia	Clerk II Pasco High	Retired	7/31/2020 (Revised)
Till, Eileen	Library Clerk Chiawana	Retired	7/1/2020
Wall, Rebecca	Library Clerk Livingston	Leave of Absence	2020-21 SY

PASCO SCHOOL DISTRICT NO. 1
Agenda Item Summary

AGENDA ITEM NO. : 07B	BOARD MEETING DATE: July 28, 2020
TOPIC: Approval of Warrants	
CABINET ADMINISTRATOR: Kevin Hebdon	
PRESENTER: Kevin Hebdon	
<input type="checkbox"/> REPORT <input type="checkbox"/> 1ST READING <input type="checkbox"/> DISCUSSION <input type="checkbox"/> 2ND READING <input checked="" type="checkbox"/> ACTION REQUIRED	
OBJECTIVE: Obtain board approval of accounts payable warrants for 2019-2020 General, Capital Projects, Associated Student Body, and Transportation Vehicle funds.	
BACKGROUND: (Pertinent past action/events) All district warrants are subject to board approval. Policy 7322 allows the district to issue accounts payable warrants in advance of board approval. In the event any claim is disapproved, the auditing officer and superintendent will cause the claim to be recognized as a receivable and pursue collection until the funds are collected or until the board approves the claim.	
POSSIBLE ALTERNATIVES: N/A	
PROJECTED COSTS: N/A	BUDGET CODE: N/A
SUGGESTED MOTION: Warrant Date: June 18, 2020 General Fund warrants numbered 298082-298159 in the amount of \$682,979.46 Capital Projects Fund warrants numbered 298160-298165 in the amount of \$146,909.94 Associated Student Body Fund warrants numbered 298166-298172 in the amount of \$6,659.15 Warrant Date: June 24, 2020 General Fund warrants numbered 298173-298266 in the amount of \$539,970.72 Capital Projects Fund warrants numbered 298627-298275 in the amount of \$163,503.00 Associated Student Body Fund warrants numbered 298276-298279 in the amount of \$5,740.98 Warrant Date: June 25, 2020 General Fund warrants numbered 298280-298321 in the amount of \$9,044,560.45 Warrant Date: July 8, 2020 General Fund warrants numbered 298322-298437 in the amount of \$633,495.96 Capital Projects Fund warrants numbered 298438-298441 in the amount of \$11,275.77 Associated Student Body Fund warrants numbered 298442-298456 in the amount of \$21,044.98 Warrant Date: July 16, 2020 General Fund warrants numbered 298457-298499 in the amount of \$1,175,669.88 Capital Projects Fund warrants numbered 298500-298511 in the amount of \$5,080,598.15 Associated Student Body Fund warrants numbered 298512-298513 in the amount of \$3,816.91	
NEXT STEPS:	

PASCO SCHOOL DISTRICT NO. 1
Agenda Item Summary

AGENDA ITEM NO. : 07C	BOARD MEETING DATE: July 28, 2020
TOPIC: Approval of Out of Endorsement Teaching Assignments	
CABINET ADMINISTRATOR: Sarah Thornton	
PRESENTER: Kelli York	
<input type="checkbox"/> REPORT <input type="checkbox"/> 1ST READING <input type="checkbox"/> DISCUSSION <input type="checkbox"/> 2ND READING <input checked="" type="checkbox"/> ACTION REQUIRED	
OBJECTIVE: To obtain board approval of out of endorsement teaching assignments as required by WAC 181-82-110.	
BACKGROUND: WAC 181-82-110 allows for certificated teachers to teach a class outside of their area of endorsement, but also requires formal board approval of these assignments. The district requests the required board approval pursuant to the WAC. The PESB assignment policy for SY19-20 did not include PE as a match for Elementary Education endorsed teachers, so they were considered out of field and need school board approval. Based on feedback from the field on this policy, beginning in SY20-21 Elementary Education endorsements will be aligned to PE courses.	
POSSIBLE ALTERNATIVES:	
PROJECTED COSTS:	BUDGET CODE:
SUGGESTED MOTION: I move to approve the out of endorsement area teaching assignments as presented.	
NEXT STEPS:	

The board of directors approves the out of endorsement teaching assignments (one or more courses) for the following individuals per WAC 181-82-110 and WAC 392-172A-02092:

<u>Name</u>	<u>School</u>	<u>Assignment</u>
Corona, Daniel	Barbara McClintock	Physical Education
Garza, Marcos	Barbara McClintock	Physical Education
Bond, Darcy	Chiawana High	Corrective Reading
Bakker, Mark	Ellen Ochoa	Physical Education
Liberty, Curtis	Ellen Ochoa	Reading
Murguia, Oscar	Ellen Ochoa	Algebra II
Pendleton, Mark	Ellen Ochoa	Algebra II
Beknazarov, Yelena	Emerson	Physical Education
Gaston, Angela	McLoughlin	Physical Education
Kendall, Gary	McLoughlin	Algebra I
McKeown, Amy	McLoughlin	Physical Education
Nighswonger, Craig	McLoughlin	Physical Education
Price, David	McLoughlin	Physical Education
Owona, Tiffany	New Horizons	Corrective Reading
Leatham, David	Pasco Senior High	English/Language Arts
Lamberson, Brooke	Stevens	Physical Education
Mena, Anthony	Stevens	Spanish I/II
Whitehead, Matthew	Stevens	Physical Education
Melendez, Angelica	Three Rivers	Physical Education
Vanaman, Kristina	Virgie Robinson	Physical Education

PASCO SCHOOL DISTRICT NO. 1
Agenda Item Summary

AGENDA ITEM NO. : 07D	BOARD MEETING DATE: July 28, 2020
TOPIC: Approval of Conditional Certificates	
CABINET ADMINISTRATOR: Sarah Thornton	
PRESENTER: Kelli York	
<input type="checkbox"/> REPORT <input type="checkbox"/> 1ST READING <input type="checkbox"/> DISCUSSION <input type="checkbox"/> 2ND READING <input checked="" type="checkbox"/> ACTION REQUIRED	
OBJECTIVE: To obtain board approval of conditional certification as required by WAC 181-79A-231.	
BACKGROUND: WAC 181-79A-231 allows for conditional certification to assist school districts in meeting the state's educational goals by giving them flexibility in hiring decisions based on shortages, but also requires formal board approval of conditional certification. The district requests this authorization by the school board pursuant to the WAC.	
POSSIBLE ALTERNATIVES:	
PROJECTED COSTS:	BUDGET CODE:
SUGGESTED MOTION: I move to approve the conditional certificates as presented.	
NEXT STEPS:	

The board of directors approves conditional certification for the following individuals per WAC 181-79A-231.

Name

Ayala, Eliud
Castro, Luz
Herres, Michelle
Jaime, Shaine
Nichols, Jennifer
Peterson, Broc
Peterson, Monica
Ramirez, Silvia
Rutter, Monica
Scott, Ryan
Shank, Cheryl
Shvets, Alla
Vergara, Fabiana
Williams, Jamie

Endorsements

Designated Arts: Music: General, Instrumental
Elementary Education
School Nurse
Middle Level – Humanities
Designated Science: Biology, Middle Level Mathematics
Special Education, Elementary Education
Elementary Education
Elementary Education
Elementary Education
English Language Arts
School Nurse
Elementary Education
Elementary Education
Elementary Education

PASCO SCHOOL DISTRICT NO. 1
Agenda Item Summary

AGENDA ITEM NO. : 09A	BOARD MEETING DATE: July 28, 2020
TOPIC: OSPI's Reopening Plan Requirements Template and Resolution	
CABINET ADMINISTRATOR: Sarah Thornton	
PRESENTER: Sarah Thornton	
<input checked="" type="checkbox"/> REPORT <input type="checkbox"/> 1ST READING <input type="checkbox"/> DISCUSSION <input type="checkbox"/> 2ND READING <input checked="" type="checkbox"/> ACTION REQUIRED	
OBJECTIVE: To review the required OSPI reopening plan template and board resolution which will be presented for action on August 11, 2020.	
BACKGROUND: <p>On February 29, 2020, the Washington Governor Jay Inslee declared a state of emergency in all counties of our state under Chapters 38.08, 38.52 and 43.06 RCW, and directed implementation of the plans and procedures of the state's Comprehensive Emergency Management Plan in response to the novel coronavirus (COVID-19). On March 13, 2020, Governor Inslee ordered closure of all public and private K-12 schools in Washington State until April 24, 2020, to contain the spread of COVID-19, and on April 6, 2020, directed that school buildings remain closed from providing traditional, in-person instruction throughout the remainder of the 2019-2020 school year.</p> <p>On June 11, 2020, the Office of the Superintendent of Public Instruction (OSPI) issued official guidance for reopening Washington schools for the 2020-2021 school year, which included sections on health and safety from the Department of Health and the Department of Labor and Industries, specifying employee and student safety requirements for reopening schools during the COVID-19 pandemic and requiring school boards to adopt and submit reopening plans for the 2020-2021 school year.</p> <p>This report will review the elements of the reopening plan checklist and resolution required by OSPI.</p>	
POSSIBLE ALTERNATIVES:	
PROJECTED COSTS:	BUDGET CODE:
SUGGESTED MOTION: A resolution to approve the reopening plan will be presented at the August 11, 2020 regular meeting.	
NEXT STEPS:	

REOPENING PASCO SCHOOLS

BUILDING A RESILIENT SCHOOL DISTRICT



Reopening Plan 2020-21

July 2020

Pasco School District #1

1215 W. Lewis St

Pasco, WA 99301

(509) 543-6700

www.psd1.org

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Introduction

Pasco School District's Reopening Plan is the result of intensive collaboration over the summer. We are grateful for the extraordinary efforts of our Pasco staff who volunteered countless hours reviewing guidance, developing plans, seeking feedback, revising plans, and developing this guiding Reopening Plan document.

The closure in spring 2020 provided many learning opportunities. Pasco School District expanded and refined the continuous learning services for our students and their families throughout the spring, and we have built upon that foundation while ensuring we address concerns that arose during that time. We are proud of the hard work of our teachers, support staff, and administrators during this unprecedented and challenging time.

This Reopening Plan includes the OSPI Required Plan Summary, which must be submitted to the Office of the Superintendent of Public Instruction a minimum of two weeks prior to the start of the school year. Anticipating the challenges of re-opening our schools under different conditions and considering the possibility of future school closures following any face-to-face instruction, this plan will continue to be refined in accordance with guidance from the Governor's office, Office of the Superintendent of Public Instruction (OSPI), the Washington Department of Health, and the Benton-Franklin Department of Health. We will continue collaboration with our staff, parents, and key stakeholders to refreshing and refine our reopening plan as needed.

OSPI Required Plan Summary

Planned school reopening date: **September 1, 2020**

Planned last day of the 2020-21 school year date: **June 17, 2021**

PART 1 – Mandatory Health Requirements

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

- 1) Our district has identified our primary local health officer(s). – YES
 - a. Please list the name(s) of your primary **local health officer(s)**:
Dr. Amy Person, Benton-Franklin Health District

- 2) Our district has identified a primary **district-level point of contact** for our reopening effort. – YES
 - a. Please list the name and contact information for your primary district-level point of contact:
Michelle Whitney, Superintendent

- 3) We have reviewed the U.S. Centers for Disease Control and Prevention (CDC) definition of **high-risk employees** and we have clearly communicated with staff their opportunity to identify themselves as high risk. – **YES**
 - a. We have been engaging self-identified high-risk employees to address accommodations consistent with L&I requirements and the Governor's proclamation about high-risk employees.

- 4) We have reviewed our **drop-off and pick-up** plans to provide proper physical distancing and minimal opportunities for parents and other adults, who are not staff, to enter our buildings.
 - a. **YES**

- 5) We have a **daily health screening** plan in place for students and staff. – **YES**
 - a. Our plan is tailored to the phase of school reopening. In the most restrictive phase, if it is necessary for students to be in the school building, each student will be screened on-site by a staff member. In a mid-restrictive phase, temperature checks will occur as-needed at school and parents will submit a weekly electronic attestation regarding COVID-like symptoms. Reminders will be pushed out daily. Staff will self-screen and submit a daily attestation electronically. Any staff or students who do not complete the attestation will be screened at school/work.

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

- a. We are using additional common spaces to ensure six feet of physical distance between all persons in our school facilities as a planning framework. – **YES**
 - b. We are using additional community-based spaces outside of our school facilities to ensure six feet of physical distance between all persons in our school facilities as a planning framework. – **NO**
 - c. We understand that this is a planning framework and there will be limited times when students and/or staff may need to be within six feet for short periods of time. – **YES**
 - d. We understand there are limited exceptions to the six-foot rule, but we will accommodate students with disabilities or others who meet the exceptions in order to deliver equitable services, which may include providing additional personal protective equipment (PPE) to staff and/or the student. – **YES**
- 7) We have altered physical spaces, reconfigured schedules, and adopted necessary plans to provide **meals to students** that ensure six feet of physical distance between all persons as a planning framework. – **YES**
- 8) We have established clear expectations and procedures to ensure **frequent hand washing** in all of our facilities for students and staff. – **YES**
- 9) We have established clear expectations with students, staff, and families that all persons in our facilities will be wearing **face coverings** consistent with DOH and L&I requirements, including any of the narrow exceptions identified by DOH and L&I in guidance. – **YES**
- a. We have an adequate supply of face coverings on our premises to accommodate students who arrive at school without a face covering. – **YES**
 - b. We will provide adequate face coverings and other PPE requirements to protect all staff in each building and/or worksite consistent with the law and L&I guidance. – **YES**
- 10) We have developed busing plans to maximize **physical distancing** on our buses as much as possible on a given bus route. – **YES**
- a. We recognize that busing is an exception to the six-foot rule, as long as we exercise proper cleaning, maximum ventilation when reasonable, face coverings on students and adults, and proper PPE for our drivers. – **YES**
- 11) We have developed a **cleaning regimen** in our facilities and buses consistent with DOH guidance and the Infection Control Handbook 2010. – **YES**
- 12) We have clearly established procedures, in coordination with our local health authority, to **report any suspected or known cases of COVID-19**. – **YES**
- a. We understand that contact tracing and any other procedures to identify additional COVID-19 cases are to be conducted and led by the local health authority, the Washington State Department of Health, or a designee at the direction of the public health authority. – **YES**

Part II – Statutory Education Requirements

- 13) We have established a school calendar to accommodate **180 instructional days and the required instructional hours** assuming all of the guided learning planned by and under the direction of the certificated teacher counts (in-person face-to-face, distance learning on screen with a teacher, independent learning assigned and evaluated by a teacher, and any other directed learning) subject to the State Board of Education requirements outlined in WAC 180-16-200. – **YES**
- a. We have created a flexible calendar with additional days that may be needed to address short-term school closure in the event that our facilities are not accessible as directed by a public health authority or the Governor, and for which we were not able to make an immediate transition to Continuous Learning 2.0. – **NO**
 - b. Please upload a copy of your school calendar.

The Pasco School District school calendar first and last dates have been set; all remaining calendar items remain in bargaining.

- 14) In order to accommodate the instructional hours requirements, please describe your typical **weekly schedule** for students and professional collaboration. Include any reasonable options to maximize **cohorts** of students to reduce the risk of possible virus transmissions.
- a. For elementary, please describe: *Please see School scheduling section.*
 - b. For middle school, please describe: *Please see School scheduling section.*
 - c. For high school, please describe: *Please see School scheduling section.*
- 15) We have a plan to take **daily attendance** for all students, regardless of our teaching modality, as well as a tiered approach to supporting students not participating and aligned to the OSPI attendance rules. – **YES**
- a. We have a clear plan for ongoing communication with students and families, and we have provided a means by which all students will be required to check in daily even on days when the student is not physically present at school. – **YES**
- 16) We have identified **learning standards** across grade levels and/or content areas to ensure instructional time and professional learning are effectively tied to our reopening plan. – **YES**
- 17) We have determined our 2020-21 **grading policies**. – **YES**
- a. If yes: We have reviewed our grading practices, learned from decision-making this spring, and established the following grading system:
 - i. For elementary, please describe: *Please see Elementary Instruction section.*
 - ii. For middle school, please describe: *Please see Secondary Instruction section.*
 - iii. For high school, please describe: *Please see Secondary Instruction section.*

Part III – Additional Expectations

- 18) Our district has a specific plan to support students who received “**incompletes**” in the spring of 2020. – **YES**
- a. If yes: Please briefly describe that plan: Completion of necessary standards and/or assignments to qualify for a grade change; enrollment in a repeat course; enrollment in a subsequent course with the final grade in the subsequent course replacing the Incomplete.
- 19) Our district developed summer learning and services opportunities for **students who needed additional support** to be ready for success this fall. – **YES**
- 20) We have a plan to perform a **universal screening** of each student when they return to school to better understand their strengths, learning needs, and social-emotional needs. – **NO**
- a. If no: Please briefly describe the efforts you are engaging in with respect to screening students when they return to school in the fall: *Please see Social Emotional Learning, Elementary Instruction, and Secondary Instruction sections.*
- 21) Our district has developed a **family and community engagement** process that includes strategies to reach non-English speaking families to inform our reopening plan. – **YES**
- a. Please briefly describe your engagement strategy and the organizations or individuals who took part in your planning effort:
Surveys were offered in multiple languages, including English, Spanish, and Russian. Town hall meetings were held, including a meeting conducted entirely in Spanish. All district communications regarding participation opportunities were in English, Spanish, and Russian. In addition, ASL interpretation was offered for some participation events.
- 22) Our district has invested in additional accessible **technology, hardware, or connectivity** for students and educators as we have prepared for fall reopening. – **YES**
- a. Please identify the percentage of students that you believe have adequate technology and connectivity to learn remotely during the 2020-21 school year. – **90%**
 - b. Please briefly describe your strategy to accommodate students during the 2020-21 school year who do not have adequate technology or connectivity to effectively learn remotely:
The district is issuing all students in grades K-12 a laptop that can be taken home as needed. The district estimates that approximately 10% of families don't have reliable access to the Internet. The district will work to connect these families with existing commercially available Internet, because this creates the most reliable and unrestricted access for families and the most sustainable approach for the district. If Internet providers are not available, the family is in a temporary living situation, or experiencing

other hardship preventing access to reliable Internet, the district will supply the family with a cellular hotspot to access learning.

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

a. If yes: Please briefly describe the professional learning provided or facilitated by the district:

Pasco School District is working in collaboration with Jeff Utecht to provide professional development and support for a blended learning and online learning model. In addition, staff have access to technical training on the district's CORE 4. Training will begin prior to the start of the year and will be provided throughout the year.

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

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

Public Health Protocols

The protocols below are designed to ensure public health. Requirements, as well as staff and student specific information, are listed for daily health screenings, face coverings and PPE requirements, general on-site procedures, procedures when a positive case occurs on site, and required training.

	Requirements	Staff	Students
Daily Health Screening	<ul style="list-style-type: none"> All students and employees must be screened each day for signs of COVID-19, including taking temperatures. Health screenings may be performed at home or on-site. If screenings are done at home, an attestation must be submitted confirming the child or staff member does not have COVID-like symptoms. 	<ul style="list-style-type: none"> The electronic daily health screening form will be completed by staff prior to reporting to work. The form can be completed via the district app or website. Individuals who do not pass the screening are notified via the app not to enter the building/report to work. Temperature checks will be completed by staff during at-home health screening. Non-contact thermometers will be made available on-site for use by staff and visitors as needed. Attestation by staff is completed via electronic signature at the end of the electronic screening. The supervisor will receive a daily compliance report to verify screening is completed. The supervisor and district safety manager receive instant notification if an employee does not pass the screening. Substitute employees will complete the same daily screening process on days they work. Signage on site entrances/doors with screening and masking requirement along with QR code that can be scanned by smart phones to complete the screening. Data gathered through the screening process will be maintained confidentially and data security measures will be taken 	<ul style="list-style-type: none"> In the most restrictive phase, if it is necessary for students to be in the school building, each student will be screened on-site by a staff member. In a mid-restrictive phase or higher, families will conduct a daily at-home screening of students for COVID-19 symptoms, including checking the student's temperature. PSD will support families that do not have a thermometer. An electronic attestation that the screening is occurring will be completed at least weekly by families. Individuals who do not pass the screening are immediately notified not to attend school. PSD will push daily reminders via text message and other methods to remind families to conduct the daily screening. Verification of the attestation will be completed by designated staff. Areas will be designated for on-site health screening and temperature checks on an as-needed basis and for students who appear ill upon arrival at school. Data gathered through the screening process will be maintained confidentially and data security measures will be taken. Staff who are designated to perform on-site screening will receive training on the COVID-19 criteria and on operation of the non-contact thermometer. Families will be asked to provide updated, working phone numbers for emergency contacts.

	Requirements	Staff	Students
Face Coverings and PPE	<p>All students, staff, volunteers, and guests must wear cloth face coverings while in K-12 settings, including buses.</p> <ul style="list-style-type: none"> • Students may wear cloth face coverings or clear face shields. • Staff may wear face shields when a face covering reduces the effectiveness of instruction (i.e. speech therapy or language instruction); determined by the educator leading the instruction. For all other activities (i.e. staff meetings, hallway duty, playground or cafeteria monitoring, etc.), cloth face coverings are required unless the staff member falls into an exemption category. <p>Exemption categories for staff/students who should not wear cloth face coverings include:</p> <ul style="list-style-type: none"> • 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 • Those advised by a medical, legal, or behavioral health professional that wearing a face covering may pose a risk to that person. 	<ul style="list-style-type: none"> • Required PPE will be provided to staff at no cost. Task-specific PPE will also be provided as needed (i.e. goggles and gowns for close-contact). Staff may use face coverings brought from home if they prefer. • Staff will follow the existing health accommodations process by notifying Employee Services and providing necessary documentation. • 	<ul style="list-style-type: none"> • Students will bring their own face coverings from home. Youth sized face coverings will be available at school and on buses for students who do not have their own or who leave it at home. Task-specific PPE will also be provided (i.e. science labs, etc.). • Students will follow the existing health accommodations process by notifying the school and providing necessary documentation.
		<ul style="list-style-type: none"> • PSD is participating in a statewide PPE purchasing cooperative through ESD 112 to ensure adequate supply of PPE, hand sanitizer, and disinfecting wipes. • Staff and families will receive reminders to wash the cloth face coverings daily. • For staff and students who cannot wear a mask or face covering, a plan for additional safeguards will be collaboratively developed with on a case-by-case basis. 	

Topic	Requirements	Staff	Students
<p>On Site Procedures – General</p>	<ul style="list-style-type: none"> • Arrange the physical spaces to accommodate six feet of distance when all students and staff are seated. • Develop a system for drop-off and pick-up that keeps families at least six feet from each other and reduces their need to enter the school. • Limit the presence of nonessential visitors (i.e. volunteers for classroom activities, mystery readers, cafeteria support and other activities). Visitors on-site over 15 minutes must complete COVID 19 screening. • Designate areas where an employee or student who develops COVID-like symptoms may be supervised and cared for until they are able to leave the school. 		<ul style="list-style-type: none"> • The district will comply with the state-required distances in effect (currently 6 feet). Cones, distance markers, and signage will be used to guide physical distancing. Classrooms and meeting areas will be set up to implement the physical distancing requirement. • To the extent possible, visitors will remain in the entry vestibule and will not enter the school or office building. Building-specific procedures will be developed based on the physical layout of the building. Shields will be installed at office reception points. Locations to drop-off paperwork and other items will be placed in vestibules or other entry points. Any visitors entering the building will be required to complete the COVID 19 attestation. • Building-specific procedures will be developed based on the physical layout of the school site. (Staggered take-up and release times may be used district wide if recommended by other focus groups). Cones, distance markers, one-way traffic flow, and signage will be used. • Each building will have a designated room or space, separate from the Health Room, for students and staff who show signs of illness. Air purifiers will be used in health rooms and isolation rooms that do not have their own stand-alone HVAC system. Further procedures will be developed with PSD Nurses and Principals.
<p>On Site Procedures – Positive Case</p>	<p>When there is a positive case:</p> <ul style="list-style-type: none"> • Develop a response and communication plan that includes communication with staff, families and their local health jurisdiction. • If a student or staff member develops COVID-19 symptoms on-site, separate the person from others (with supervision) and provide them a mask to wear (if tolerated) until they can leave. • If a student or staff member tests positive for COVID-19, the local health jurisdiction will advise and contact tracing will take place. • Cordon off any areas where an employee or student with probable (or confirmed) COVID-19 worked, touched surfaces, etc. until the area and equipment is cleaned and sanitized. 		<ul style="list-style-type: none"> • If a student or staff member tests positive for COVID-19, PSD will partner with the Benton-Franklin Health District (BFHD) to identify anyone who the person had close contact with. Close contacts will be notified individually. • If any close contacts are identified at a district site, a general communication will be shared with staff members, students and families linked to that site. The on-site school nurse will also be notified if there is a positive case on-site. • Areas within the building where the person who tested positive spent time will be isolated, cleaned and disinfected following CDC guidance for cleaning and disinfecting for COVID-19. • Staff and students who stay home due to having COVID-19 or having had close contact with someone with COVID-19 may return to school/work upon meeting the criteria set forth by the DOH and BFHD. • A standard form will be provided in multiple languages to send home with students and staff with clear, consistent expectations for when the individual may return • A designated team of individuals will be trained to conduct contact tracing when there is a positive case, including notification of siblings in other schools. • BFHD has a dedicated team supporting school reopening plans and will provide the district with outbreak mitigation guidance and support for positive cases. • The COVID-19 officer at each school site is the Principal or other administrator designated by the principal. The COVID-19 officer will designate the school nurse to communicate with BFHD.

Topic	Requirements	Staff	Students
Training	<ul style="list-style-type: none"> Educate staff about coronavirus and how to prevent transmission and the district COVID-19 policies. Educate workers in the language they understand best. Teach students and staff not to touch their eyes, nose, and mouth with unwashed hands. Teach students, families and staff to maintain distance from each other and why social distancing is important. 	<ul style="list-style-type: none"> Training and information will be provided through the SafeSchools platform with links on the district website. Links to procedures will be posted on the district website and emailed to all staff. Signage will be provided on-site. Time to complete the training will be provided during in-service training prior to the start of the school year, and/or prior to resuming face-to-face instruction. Staff may also access the training materials via SafeSchools at any time. Training materials will be provided in multiple languages. Training will be provided in consultation with PSD nurses, including training for substitute staff members and substitute nurses. 	<ul style="list-style-type: none"> Training, information, and instruction will be provided on all requirements (COVID 19 screening and attestation, face coverings and PPE, physical distancing, visitor procedures, etc.). Signage will be provided on-site. The district will provide instructional videos and written materials in multiple languages. Training resources will be posted on the district website and will be pushed via multiple platforms (social media, Dojo, app, district devices, etc.). Public Affairs will arrange for public service announcements via frequently used media outlets. Lessons, videos, and similar resources will be provided for use by teachers, nurses, and building staff.

Operations – Facilities

Physical Distancing

- 6 ft. required between students and teacher
- Face desks in the same direction
- Consider general classroom layout
 - Square Footage of classrooms range from 750 sq.ft. – 950 sq.ft.
- Consider impact on space by classroom features
 - Casework, counters, cubbies, shelving, coat hooks, etc.
- Furniture considerations
 - Type of student desks, teacher desk, tables, other, etc.
- Maintain egress spacing and pathways of 36"
- Operations staff will support the movement of and set up of furniture

Cleaning and Disinfecting

- Establish a routine for frequent cleaning and disinfecting of high touch surfaces and spaces used throughout the days (i.e. restrooms, railings, tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, faucets, sinks, etc.)
- Daily cleaning of classrooms and frequently used spaces
- Daily vacuuming of spaces with carpets or rugs
- Provide sufficient hand washing supplies and hand sanitizer
- Provide hand sanitizer stations in all common areas where hand washing stations are not available
 - Hallways
 - Entrances
 - Common areas
 - Portable classrooms
- Playground equipment will require normal routine cleaning
- Current recommendation is to not spray disinfectant on outdoor playgrounds, as it is not an efficient use of supplies and is not proven to reduce risk of COVID-19 to the public

Ventilation

- Ensure ventilation systems operate properly
- Adjust HVAC systems to allow maximum outside air to enter spaces inside buildings
- Systems will be set to run 24 hours a day to provide a continual exchange of air which aids in reducing indoor air contaminants
- Open windows for air movement
- Provide best comfort control possible

Safety Procedures, Materials, and Equipment

- Adjust check-in procedures for visitors
- Adjust servicing needs requested by visitors
- Staggered breaks and work shift start times

- Signage and physical distancing markers
- Markers placed for student and staff walk patterns
- Minimize congestion
 - Use one-way corridors
 - Minimal crossing paths
- Provide Personal Protective Equipment (PPE): face coverings, gloves, face shields, etc.
- Provide staff with additional equipment such as portable hygiene barriers for instruction as needed
- Install hygiene barriers at all personal interaction points
 - Locations where face to face service is provided
 - Locations where lines form
 - Classrooms where special services are provided

Facilities and Field Space Use by Community

- Follow guidance and requirements as outlined by:
 - OSPI
 - Benton-Franklin Health District
 - Washington Department of Health
- Utilize the district facility use request process for community use of facilities (i.e. gyms, conference rooms, etc.) and field spaces when state and local guidelines allow for gatherings and group activities

Operations – Transportation & Nutrition

OPERATIONS: TRANSPORTATION SERVICES

Physical Distancing Measures

- Employee training
- Physical distancing for staff on site
 - The break room will be limited use with prior approval by director and furniture arranged to reflect 6 ft distancing
- Physical distancing to the extent possible on the bus for students (bus may be at normal capacity per current OSPI guidance)
- Depending on school schedules, rework bus routes in a way that might reduce number of students (if possible)
- Review furthest pick-up/drop-off routes to determine if adjustment is possible to reduce number of students
- Review routes for student with special needs and determine needed adjustments

Procedures

- PPE for bus drivers, bus attendants, and staff
- Open windows on buses
- Students to use face coverings
- Walking, biking, or family transport will be encouraged
- Possibly adjust walking radius
- Buses must meet state specifications and adhere to certain federal safety standards
 - Current guidance does not allow for modifications to buses (i.e. installation of hand sanitizer, hygiene barriers, curtains, etc.)
- Daily or more regular cleaning and disinfecting of busses

OPERATIONS: NUTRITION SERVICES

Physical Distancing

- Employee training
- Utilize 6-ft distancing in line at point of sale and meal receiving
- Ensure physical distance between students and between groups
- Limit gatherings and potential mixing of classes or groups in the cafeteria or common areas
- Arrange the flow of students to reduce crowding such as at handwashing sinks, food vending areas, etc.
- Physical distancing between staff
 - We recognize this will be challenging at times in some school kitchen spaces

Procedures

- Food will be Individually plated for each student for on-site meals
- Staff will handle utensils and serve food
- Elementary Schools:
 - NS Department recommends/prefers meal delivery to classrooms or other location (i.e. outside, weather permitting)
 - Final procedure to be determined in collaboration with school and district staff
- Middle/High Schools: Students to pick up meals in the commons/cafeteria
 - Based on input, it may be possible to deliver meals to classrooms at the middle level
- Staggered meal times
- Feedback from the focus group meeting included possible end-of-day grab-and-go meals
 - Students riding school district buses would need to take meals home; eating on the bus would not be permitted
 - Safety considerations need to be addressed
- Services will be available for students on days they are not on-site

Operations – Technology

INTRODUCTION

Key Considerations

While designing the technical environment for the 2020-21 school year, Information Systems was guided by the below key considerations and learnings from the Spring 2020 Continuous Learning experience.

- Technology infrastructure and systems must be flexible enough to pivot quickly along the face-to-face to continuous learning (at-home instruction) continuum. Students and staff should be able to perform the same functions whether in district or at home.
- Students, staff and families have varying access to connectivity and hardware as well as varying proficiency; the district must assist in ensuring reliable access and increase proficiency on all levels.
- Procedures should accommodate current health and safety recommendations, such as limiting shared student resources and physical distancing

Learnings from Spring 2020

Through needs assessments, surveys, town halls, focus groups and experiential learnings, Information Systems has identified the most relevant learnings that will guide the technical design of the 2020-21 school year.

- Multi-student families had difficulty sharing district and personal devices, more consistent access was needed at the elementary level.
- The district's device management systems were built for on-premise learning and didn't quickly adapt to long periods of off-premise use.
- Most families have reliable access to the Internet; however, some families need support with reliable connectivity.
- Families had difficulty working across multiple digital platforms, especially for multi-student families

Given the key considerations and learnings, Information Systems will prep Pasco School District in the following manner for the 2020-21 school year.

DEVICES

Students

In the 2019-20 school year, Pasco had the following student to device ratios:

Grade Band	Student to Device Ratio
K-2	2 student per device
3-6	1 student per device (in class)
7-12	1 student per device (take home)

Pasco will expand its 1-to-1 take home initiative across all grade levels. All students, K-12, will be assigned a personal device for use at school and home. Students will have their own reliable device making the most of their continuous learning (at-home instruction) while decreasing the health risk by limiting the sharing of devices. Taking a device home is not required at the elementary level, families and buildings can choose when taking a device home is most appropriate. All children will be provided a carrying case to protect the district asset. Because of the prior commitment to maintaining the above ratios, the district is able to extend its 1-to-1 initiative to all grade levels with minimal to no investment by extending the replacement cycle of existing devices and accelerating planned purchases from the 2020-21 school year.

Just like textbooks, team uniforms, and other school property issued to students for school purposes, there is a responsibility to care for and return the property in the same condition as it was received. However, accidents or loss may happen, even when students are doing their best to take care of their device. In these cases, state regulations and district policies require a fine be assessed to cover repair or replacement of district property. Prior to the 2020-21 school year, Pasco School District offered an inexpensive Device Protection Program to lessen the financial burden should an incident occur. During the COVID pandemic, Pasco School District will suspend payments for the Device Protection program but will continue to extend the benefits of the program (below).

Repair/Replacement Fee	First Claim	Second Claim	All Other
Accidental Damage	None	50% of cost	Full cost of repair
Theft (with police report)	None	50% of cost	Full cost to replace
Loss or damage due to negligence	50% of cost	Full cost to replace	Full cost to replace

Given that all students will be issued a laptop, the district will remove the majority of student desktop computers from buildings. Desktop computers are typically shared by multiple classes and students throughout the school day; removing these devices will reduce the amount of shared equipment among students, in turn reducing the risk of communal spread.

Student devices will be managed and checked out using the district's existing inventory management system, Destiny. The system has been successfully used at the secondary level to checkout and track laptops, similar procedures will be extended to the elementary level.

Staff

Pasco is in year three of a four-year initiative to replace all instructional and administrative staff desktop machines with laptops and docking stations. When the shift to online learning occurred in spring 2020, staff at all but 7 buildings had laptops that could be taken home with them. Pasco will accelerate the purchase and implementation of year four of its staff mobile device initiative so all instructional staff will have a mobile device for the start of the 2020-21 school year.

CONNECTIVITY

Students

Assisting families with reliable access to Internet will be key during Continuous Learning (at-home instruction) situations in the 2020-21 school year. In Spring 2020, Pasco School District conducted a family survey inquiring about reliability of access to the Internet. Over 900 families responded to the survey; however, survey respondents were more heavily weighted toward those with children attending schools on the West and North of Pasco, which have lower rates of poverty than other regions within Pasco. The data was disaggregated by region and weighted accordingly based on the amount of families living in that region. Based on the survey, 7.5% of our families don't have reliable Internet access. Given discussion with building Administrators in the Central and East region buildings, it's estimated that those regions have slightly higher unreliable Internet access (15-20%) than what was captured in the survey. When including the West region buildings and weighted accordingly, the district may have up to 11% of families without reliable access, which equates to roughly 1200 families.

Family Connectivity Survey Results

School District Region	Reliable Internet	Unreliable Internet	% Unreliable Internet	Total Families in Region	Count of Families w/ Unreliable Internet
Central	178	15	7.8%	3873	301
East	31	6	16.2%	1855	301
West/North	718	29	3.9%	5335	207

Pasco will take an evaluative approach in assisting families with connectivity. The district will first try to connect the family to existing external resources, as this provides the most reliable and unrestricted access for families as well as the most sustainable approach for the district. The below sequence of operations will be used when assisting students with gaining access to connectivity.

- 1) Connect families to existing, commercially available Internet providers. Several providers offer low-cost plans, including their existing cellular service provider.
- 2) Evaluate proximity of publicly available, free wireless hotspots.
- 3) Determine if the family's residential area is a good candidate for a district wide-broadcast hotspot based on the density of students in the area. If so, seek partners for hosting a district hotspot.
- 4) If Internet providers are not available in the family's area, the family has a temporary living situation, or is experiencing other hardship preventing access to reliable Internet, the district will evaluate supplying the family with a cellular hotspot accessible only by a district device.

Ensuring students are safe when accessing the Internet is a top priority for Pasco School District. Pasco uses Cisco's Umbrella suite for content filtering, one of the most modern and aggressive filtering services available. Student devices are always filtered, regardless of the location or network the student device is accessing the Internet. Content is filtered based on what is instructionally necessary.

Staff

During the spring 2020 school closures, few staff members reported limited access to reliable Internet. For those staff that did report limited access, they tended to live in areas that were limited to only cellular broadband services or were waiting for service installation. In these cases, the school district will help bridge the gap while the staff member finds a reliable connectivity solution. The school district will maintain a small number of hotspots for temporary checkout to staff.

TECHNICAL SUPPORT

During the 2019-20 Continuous Learning environment, Information Systems extended the use of its Technical HelpDesk to students and families. Information Systems will continue to offer support for staff, students, and families through its Technical HelpDesk at 509-543-6710 and helpdesk@psd1.org. Information Systems does have Spanish speaking technicians and can accommodate Spanish speaking families calling for support. Information Systems adjusted staffing on its HelpDesk to accommodate the larger call volume, adjusted coverage hours and expanded its toolset to allow for remote access to any computer. Information Systems has a robust ticketing system that allows for tracking and annotating issues until resolution, with communication to the end user throughout the process.

Occasionally, devices are unable to be repaired remotely and need hands-on, physical support. When this is the case, Information Systems has designed a process that allows students to quickly swap out their device with a working one at their school's library, this process minimizes downtime and physical 'touches' to conserve the impact on instructional time. If students are unable to attend school physically and are participating in Continuous Learning (at-home instruction), they will be asked to schedule an appointment with their school to swap devices.

When physical intervention is needed with a staff device, technicians will respond to the staff member's work location to troubleshoot. In a Continuous Learning (at-home instruction) environment, staff will schedule an appointment to bring their device to the Information Systems office for repair.

COLLABORATION AND FILE STORAGE

Students

The facilitation of electronic communication and document exchange within a classroom is important to create a classroom flexible enough to handle both face-to-face and continuous learning (at-home instruction). The primary set of applications that teachers and students use for this process is called "Core 4". The concept of the Core 4 is to avoid application sprawl by standardizing on a few applications across the district.

Standardizing helps provide consistency for students and families, especially those with children across multiple grade levels.

The Core 4 should include a 'home-base', which is a digital collaboration space that facilitates the exchange of document, an online personal document storage application, an application for synchronous video and another for asynchronous video. A description of Pasco's Core 4 can be referenced in another area of this document.

Staff

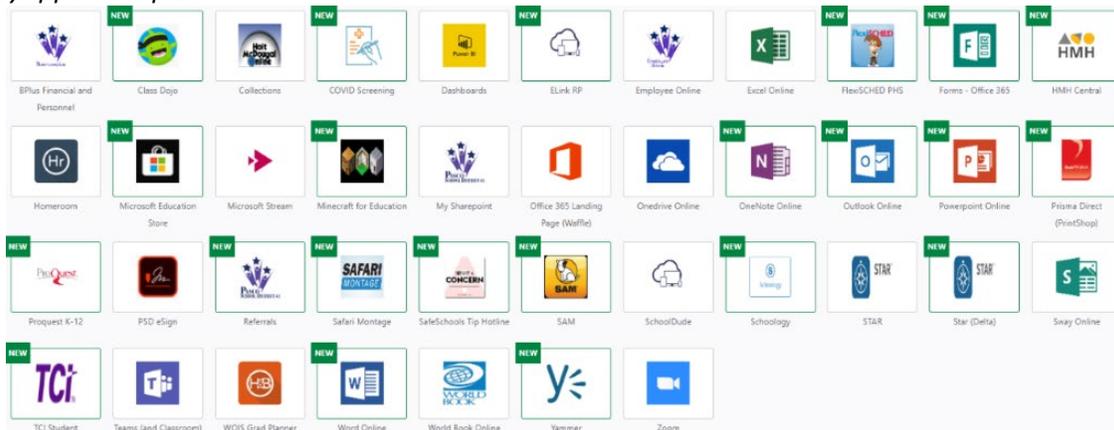
Prior to the COVID pandemic, Information Systems had an ongoing initiative to migrate on-premise file storage (i.e. shared drives) to its SharePoint Online environment. SharePoint is web based, allows for nearly unlimited storage, and is tightly woven into the district's Microsoft Office 365 ecosystem. Unlike the shared drive structure, SharePoint allows for access anywhere, anytime, from any device. This platform lends itself to the flexible environment that will be required during the 2020-21 school year. During the spring 2020 school closures, Information Systems migrated all on-premise building drives to SharePoint, giving building staff access to important files during the Continuous Learning (at-home instruction) environment. Throughout the summer, Information Systems will continue to migrate on-premise storage to SharePoint with the goal of moving the majority of file storage activity online prior to the start of the school year.

SOFTWARE APPLICATIONS

Pasco School District uses Microsoft 365 for its productivity suite. Several applications, including Word, Excel, and PowerPoint, are available to all staff and students. The suite includes both an online and offline version, to allow access regardless of an Internet connection.

For ease of access to commonly used applications and curriculum, Pasco School District uses an identity management platform called HelloID, locally know as 'MyApps' (myapps.psd1.org). MyApps is the launch point for nearly all district curriculum and applications. The platform facilitates authentication into applications requiring a username/password, making access convenient for all staff and students, especially the district's youngest learners.

MyApps Example



Classroom Device Management

At the secondary level, Pasco School District will continue to use classroom device management software called Class Policy. This software assists teachers run an efficient digital classroom by allowing them to, among other actions, share teacher's desktop, view student devices, lock screens, automatically launch apps, and maintain an allowable website list.

Class Policy also contains a 'lite' smartphone version of these functions for guardians called apParent. This tool was launched in conjunction with the district secondary 1-to-1 laptop program two years ago. The district will continue to offer guardians of secondary students the ability to monitor usage, review internet history, and set device usage time. Device access is typically more supervised and controlled at the elementary school level, so the district doesn't foresee the need for additional classroom and parent device management tools.

VOICE COMMUNICATION

Maintaining staff and parent communication throughout the 2020-21 school year is important. During the COVID closure in spring 2020, Pasco implemented a software-based phone (soft phone) that allowed staff to setup their district extension on their laptop or smartphone. Staff were able to make calls to other district extensions from outside the district and families were able to call staff at their extension, regardless if the staff member was working in the district or at home.

TRAINING

Staff training for instructionally related tools will be facilitated through the district's Professional Development department. Throughout the spring and summer of 2020, the Professional Development team has offered clock hours for Microsoft courses specifically targeted toward the education community. The online, self-directed trainings build staff proficiency in the Microsoft 365 toolset. In addition, live virtual trainings have and will continue to be offered by the district's Curriculum Systems Manager. Further explanation and opportunities for instructionally focused trainings are covered throughout this document.

When releasing digital tools that are more operationally focused and less specific to the instructional environment, the district's Information Systems team releases accompanying training materials and videos. For example, the release of the district's softphone product (Jabber) and SharePoint storage included both a detailed How-To and training video. Training documents are stored in a searchable SharePoint document library for easy, just-in-time learning.

Guardians have taken a closer role in the Continuous Learning (at-home instruction) environment, so as training materials are developed, this stakeholder group will remain top-of-mind.

INFRASTRUCTURE

Remote Management

One of the core functions of a technology department is to provide device management services. Device management encompasses several aspects intended to provide users the software assets and digital experience they need in a reliable and safe environment; this includes actions such as systematically installing software, performing updates, and managing machine settings. Prior to the spring 2020 school closures, Information Systems used a product called Microsoft System Center Configuration Manager (SCCM) to manage student and staff computers. This product is largely used on-premise when devices routinely come within the organization's network. During the spring 2020 closures, Information Systems augmented its SCCM environment with a product called Cloud Management Gateway (CMG), which allowed limited device management capabilities such as software deployments. Knowing that this was not a permanent solution, Information Systems also began working on implementing a cloud-based device management service from Microsoft, called Intune.

Over the past several months, Information System has engineered, tested, and is currently piloting its Intune environment. Target date for full implementation is early August. Once implemented, Intune will allow comprehensive device management for both student and staff machines regardless of their physical location.

Instructional Technology – Core 4

BACKGROUND

What is Core 4?

Core 4 refers to the four primary applications that are needed to delivery digital instruction. The Core 4 includes applications that fulfill the following functions:

- Homebase: Central, web-based location for exchanging digital assets and communicating within the classroom
- File Storage: Location to store files, both personal and shared
- Synchronous Video: Software for live, interactive meetings with both parents and students
- Asynchronous Video: Tool for recording video to be posted and consumed on demand. Can also include annotating and editing functions.

Why does Pasco School District need a Core 4?

Pasco is adopting a Core 4 in order to provide a consistent environment for all stakeholders—staff, students, and families. When stakeholders consistently work with the same tools, proficiency is built.

During the At Home Learning environment in Spring 2020, the district received frequent feedback from families on the difficulty navigating multiple tools in order to assist in their child's learning. Similar feedback was received from staff and administrators. Given this feedback, and best practices recommended by Instructional Technology experts, the district moved forward with the adoption of a Core 4.

Proposed Core 4

Key Factors in Selecting Core 4:

In selecting applications for the Core 4, the district primarily considered the following factors:

- 1) Leverage existing toolsets and proficiencies. Consider current investments and the collective proficiency in those tools.
- 2) Condensed adoption timeline. When looking at new applications and building proficiency in current applications, the amount of time available to adopt and train is limited to the summer months and the small amount of contracted staff workdays prior to school.
- 3) Building admin and staff input. Building admin and staff largely requested that the district not adopt new tools, especially those that take extensive training. Staff were worried about the short timeline to gain proficiency and layering on more complexities to what is already going to be an unorthodox 2020-21 school year.

Core 4 Applications:

Pasco School District will use the following applications for its Core 4:

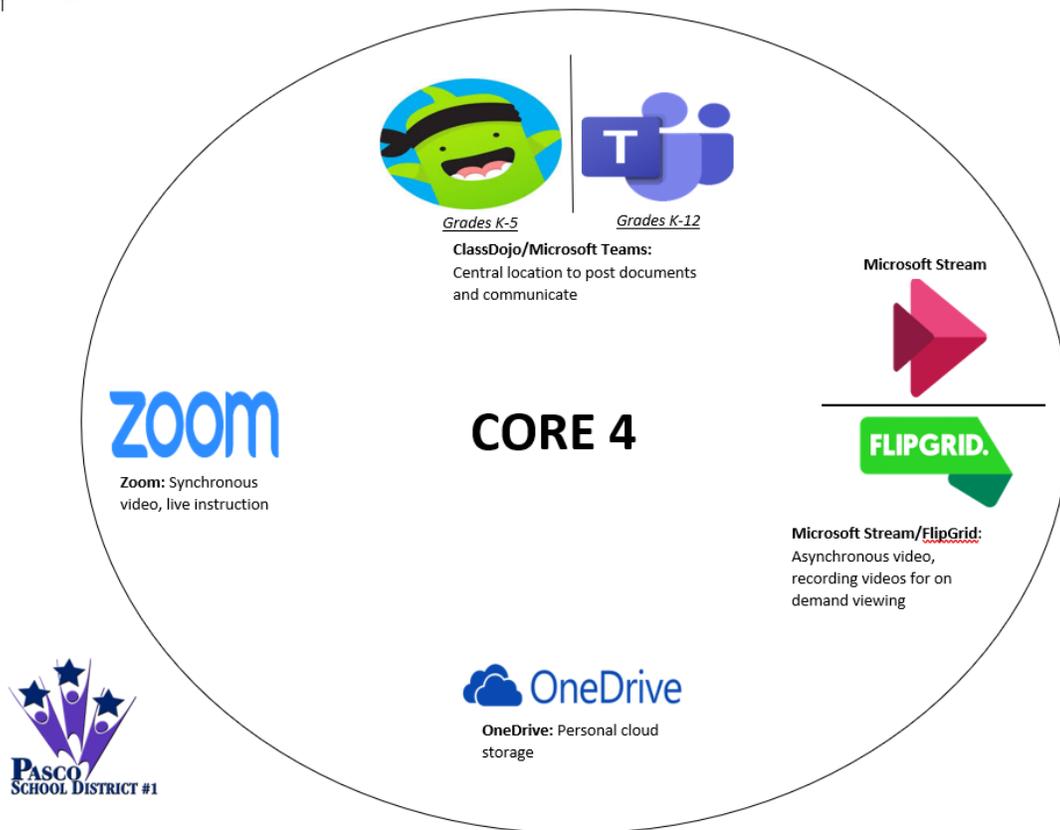
- **Homebase:** Class Dojo (Grades K-5) and Microsoft Teams (Grades K-12)
Class Dojo is a socially focused classroom application. At the core of Dojo is communication, both teacher-to-student and teacher-to-guardian. Pictures, messages, and links can easily be posted on the threaded communication board. Class Dojo does lack the functionality to store and exchange documents in a centralized manner. This is less of a need at the primary grade levels, making Class Dojo a good fit the district's youngest learners.

Microsoft Teams is a collaborative workspace adapted for the educational environment. Teams meets the two main needs when operating within a digital learning environment, exchange files and communicating. Teams is part of the Microsoft 365 ecosystem, which has been heavily adopted by Pasco School District for the past 3 years.

- **File Storage: One Drive**
OneDrive is Microsoft's cloud-based storage solution. Staff and students can store up to 1TB of data in OneDrive, which can be accessed from anywhere and any device with an Internet connection. Being part of the Microsoft 365 ecosystem, OneDrive nicely integrates with Teams.
- **Synchronous Video: Zoom**
Zoom is a cloud-first video conferencing application that has wide appeal for its ease of use. Pasco leveraged free enhanced licensing during the Spring 2020 closures, Pasco plans to continue that licensing for the 2020-21 school year. It's important to mention that Microsoft Teams has a built-in video conferencing solution. Over time, the goal will be to make this the district's long-term video conferencing solution.
- **Asynchronous Video: FlipGrid and Microsoft Stream**
FlipGrid is a social-based video sharing environment specifically built for education. Instructors and students can record, edit and post videos in a safe and secure environment.

Stream is Microsoft's enterprise video hosting solution. Videos can be posted to Stream and shared with students. Stream has enhanced instructional features like the ability to embed quizzes, and built-in accessibility features like closed captioning and speech to text. Video conference meetings conducted and recorded with Microsoft Teams are automatically posted to Teams and can be referenced by students at any time.

Core 4 Diagram:



Training

Several of the Core 4 applications have been used in the district for the past 3-4 years, as well as during the Spring 2020 At Home Learning. This has allowed large groups of staff to develop a strong baseline of knowledge and proficiency. Prior to the 2020-21 school year, the Professional Development department will continue to grow this knowledge through self-guided, online learning and live synchronous instruction.

During the At Home Learning experience in Spring 2020, Pasco expanded its clock hour offering for online, self-paced courses on the Microsoft Educator Community. Currently, there are nearly 20 courses available covering Teams, OneDrive, FlipGrid and many other technologies.

In addition to online courses, the district Curriculum Systems Manager has engaged small group and individuals for training throughout the Spring 2020 closure. The Curriculum Systems Manager will work with building administrators to schedule small and large group trainings prior to the start of the school year and continue to be available throughout the start of the 2020-21 school year.

The district has also contracted with Jeff Utecht, an industry leader in Instructional Technology and Digital Education, to deliver full day trainings for both Pasco administrators and teachers. The training will focus on the use of the Core 4 to deliver instruction in a digital and blended environment.

School Scheduling

SCHEDULING PLAN GUIDELINES

Based on review of prioritized student, family, and staff needs, input from family surveys, and review of state guidelines, the following schedule parameters were developed to build schedule options for reopening school:

- Maximize time in face-to-face instruction, especially for most vulnerable students
- Build a student daily schedule as close to normal as possible
 - Plan for near-full days, with 1-hour release for office hours to support continuous learning (at-home instruction) daily
 - Office hours scheduled daily based on family feedback seeking opportunity for daily contact with teacher(s), as needed
 - Parent/family survey to determine preference for release time at start or end of school day
 - Plan for meal services at school for students attending face-to-face instruction
 - Breakfast and lunch services
 - Face-to-face instruction days: Process for picking up lunch and eating outside/in classrooms
 - Continuous Learning (at-home instruction) days: Process for students to take home extra meals on face-to-face instruction day and/or pick up meals on site on continuous learning (at-home instruction) days
- Due to COVID capacity, anticipate a rotation schedule to start the school year if mid-restrictive or least restrictive environment is permitted (Students assigned to Group A or Group B for face-to-face instruction and attendance)
 - COVID capacity determined based on 6-ft distancing DOH requirement
 - Students assigned minimum 2 days/wk face-to-face instruction
 - Remaining days served in Continuous Learning (at-home instruction)
 - Students will be assigned Group A or Group B. Siblings/households will be assigned together. Families will have opportunity to request reassignment at building level if needed based on individual circumstances.
 - Upon reopening, explore ways to increase time at school based on number of students enrolled, room sizes, updated health guidance, etc.
- Increased face-to-face instructional time for most vulnerable youth
 - SPED self-contained programs will attend 4 days/wk for face-to-face instruction
 - Life skills programs
 - Self-contained / CCP programs
 - Bridges programs
 - Deaf Education programs
 - Extended RR programs
 - SLC Structured Learning Programs
 - Explore 4 day/wk option for additional youth:

- ELL – L1 programs
- Homeless students
- Resource Room Program, Special Education
- Students with 504 plans for whom additional face-to-face instruction is appropriate
- o Wednesday designated day to support staff planning, collaboration, and other student services
 - o Continuous Learning (at-home instruction) for all students on Wednesdays
 - On Monday holiday weeks, propose maintaining 4 days face-to-face instruction (2 days Group A, 2 days Group B)
 - Wednesdays have been elementary early release days, secondary PD release days in prior years
 - o Staff meetings / check-ins weekly to support staff well-being
 - o Planning time to address potential shortened periods during face-to-face instruction days and planning for face-to-face instruction and continuous learning (at-home instruction)
 - o Professional Learning Community time embedded to support continued staff collaboration on priority standards, common formative and summative assessments, and interventions
 - o Ability to schedule necessary ongoing Professional Development for staff to support both academics and social-emotional learning

It is our sincere hope conditions will improve to a mid-restrictive state, allowing students to attend school face-to-face part-time. In an effort to prepare for this scenario, subcommittees developed potential A/B rotation schedules. Information and sample schedules are shown below.

MID-RESTRICTIVE SCHEDULES

Elementary Schedule

A subcommittee developed three possible A/B rotation elementary schedules, for use in the mid-restrictive and potentially in the least restrictive scenarios. Goals of all elementary rotation schedules were to:

- Include regular and additional planning time
- Include 1-hour office hours throughout the week
- Include PLC and planning time on Wednesdays
- Provide a 20-minute lunch for students, exclusive of recess time
- Ensure 30-minute duty-free lunch period for all teachers

Additionally, recess options and supervision, AM or PM office hours, and staff meeting options were discussed. A 30-minute weekly staff meeting was recommended. The final bell schedule will need to account for staggered start/end times for East and West side schools, due to transportation. Itinerant music teachers' schedule may also be impacted by the final schedule. Finally, a rotation schedule will require establishing library check-in/out procedures for students during periods when a regular library special is not scheduled.

The schedule options were reviewed by a focus group of teachers, support staff, parents, community members, and administrators. The below schedule is an **example**. Each elementary school schedule is unique, based on the size of the school, number of teachers, number of specialists, East/West start times, and transportation needs. Each elementary will build their schedule to align as closely to this model schedule as is feasible.

Time	Grade	Special	Group A		Continuous Learning Day (at-home) – All Students	Group B	
			Mon.	Tues.	Wed.	Thurs.	Fri.
			8:00-8:50	5th	PE Art Library Music		
8:55-9:45	4th	PE Art Library Music			PLC K/1st (Planning block, other grades)		
9:50-10:40	3rd	PE Art Library Music			PLC 2nd/3rd (Planning block, other grades)		
10:45-11:35	2nd	PE Art Library Music			PLC 4th/5th (Planning block, other grades)		
11:40-12:00	Lunch				Lunch		
12:00-12:15	Recess						
12:20-1:10	1st	PE Art Library Music			PD / Additional PLC / Additional Planning		
1:15-2:05	Kinder	PE Art Library Music					
2:10-3:00	<i>*Grade levels can be assigned in any order, as needed</i>		Office Hours (Specialist planning time)				

Schedules for resource room and other Special Education staff will be developed within this framework, ensuring support to assist students in meeting their IEP goals as well as any additional contractual requirements.

Middle School Schedule

A subcommittee developed three possible A/B rotation middle school schedules, for use in the mid-restrictive and potentially in the least restrictive scenarios. Goals of all middle school schedules were to:

- Include regular and additional planning time
- Include a minimum of 1-hour office hours throughout the week
- Include PLC and planning time on Wednesdays
- Ensure 30-minute duty-free lunch period for all teachers

In all middle school schedules, more than 1 hour of office hours were included, in recognition that middle school students have multiple core teachers and will need a longer block of time for students and families to contact teachers; additionally, middle school teachers have greater numbers of students with whom they need to make contact.

The schedule options were reviewed by a focus group of teachers, support staff, parents, community members, and administrators. Advantages and disadvantages of either an all-core on each face-to-face instruction day, or a longer block period once per week, were discussed. In addition, options for students to eat in classrooms were discussed. Based on the totality of feedback received, the following schedule is proposed for all four Middle Schools.

6th Grade House		7th Grade House		8th Grade House		Related Arts (Enh. Scheduled at same time)		Wed. Schedule	
7:10-7:40	COVID Screening and Breakfast Pick-Up						7:10-7:40	Staff Meeting/ Check-in	
7:40-8:20	Advisory/ Enh	7:40-8:20	Advisory/ Enh	7:40-8:20	Advisory/ Enh	7:40-8:20	Advisory/ Enh	7:45-9:30	PD / Additional PLC
8:24-9:05	Block 1	8:24-9:24	RA 1/ RA 2	8:24-9:05	Core 1	8:24-9:24	7th RA		
9:09-9:50	Block 1	9:28-10:09	Core 1	9:09-9:50	Core 2	9:24-9:54	Planning		
9:54-10:54	RA 1/ RA 2	10:13-10:54	Core 2	9:54-10:35	Core 3	9:54-10:54	6th RA	9:35-10:35	Planning
10:54-11:24	Student Lunch	10:54-11:24	Student Lunch	10:39-11:20	Core 4	10:54-11:24	Student Lunch	10:35-11:20	PLC
11:28-12:09	Block 2	11:28-12:09	Core 3	11:20-11:50	Student Lunch	11:44-12:14	Planning	11:25-12:05	IDT
12:13-12:54	Block 2	12:13-12:54	Core 4	11:54-12:54	RA 1/ RA 2	11:54-12:54	8th RA	12:10-12:40	Teacher Lunch
12:58-1:18	Teacher Duty Free Lunch						12:40-1:20	Intervention	
1:20-2:40	Teacher Office Hours								

Schedules for resource room and other Special Education staff will be developed within this framework, ensuring support to assist students in meeting their IEP goals as well as any additional contractual requirements.

High School Schedules

A subcommittee developed a high school schedule for Chiawana and Pasco High, for use in the mid-restrictive and potentially in the least restrictive scenarios. Goals included:

- Hold all periods on face-to-face instruction days
- Ensure students have access to breakfast and lunch
- Ensure 30-minute duty-free lunch period for all teachers
- Incorporate 80-min. office hours daily
- Include planning daily
- Include weekly PLC, PD option, and staff check-in/staff meeting time on Wednesdays

For New Horizons, two potential schedules were developed. Goals included:

- Hold all periods on face-to-face instruction days (4 periods for students to access)
- Ensure students have access to breakfast and lunch
- Ensure teacher 30-minute duty free lunch is maintained
- Incorporate office hours daily
- Include planning daily
- Consider alternative times to best meet NHHS student needs (i.e. evening hours)
- Reserve Wednesdays for online instruction and staff collaboration

For Delta High, three potential schedules were developed. Goals included:

- Ensure students have access to breakfast and lunch
- Ensure teacher 30-minute duty free lunch is maintained
- Incorporate 80-min. office hours daily
- Include planning daily
- Include weekly PLC/PD and staff check-in/staff meeting time on Wednesdays

In all high school schedules, a minimum of 80 min. office hours were included, in recognition that high school students have 5 different teachers and will need a longer block of time for students and families to contact teachers; additionally high school teachers have greater numbers of students with whom they need to make contact.

All of the schedule options were reviewed by a focus group of teachers, support staff, parents, community members, and administrators. In the focus group, 94% were willing to move forward with the CHS/PHS recommendation. NHHS staff are seeking increased flexibility and a schedule that would allow potential for increased on-site time for students in a rotational model. While the focus group was split between the options, the more flexible option is recommended. For Delta HS, 50% of the focus group preferred Option 1, which is shown below. It is important to note the final Delta schedule will be determined in collaboration with all district partners (KSD, PSD, and RSD).

Schedules for resource room and other Special Education staff will be developed within the below frameworks, ensuring support to assist students in meeting their IEP goals as well as any additional contractual requirements.

Chiawana High School & Pasco High School

Face-to-Face Instruction Schedule Mon.-Tues. (Grp A) / Thurs.-Fri. (Grp B)			CHS Wednesday Schedule		PHS Wednesday Schedule	
6:42-7:39	0 / 7th	57	7:30-8:30	Staff meeting / dept. meeting / check-in	7:30-9:00	PLCs
7:30-7:44	<i>Breakfast pick-up/ classroom arrival</i>		8:30-10:00	PLCs	9:00-10:30	PD / Additional PLC time
7:44-8:41	1 st	57	10:00-11:30	PD / Additional PLC time	10:30-11:30	Planning Time
8:46-9:43	2 nd	57	11:30-12:00	Lunch (Staff)	11:30-12:00	Lunch (Staff)
9:48-10:56	3 rd / 4 th <i>(w/ announcements, snack break)</i>	68	12:00-1:00	Planning Time	12:00-1:00	Staff meeting / dept. meeting / check-in
11:01-11:58	5th	57	1:00-1:40	Advisory / Interventions	1:00-1:40	Advisory / Interventions
12:03-1:00	6th	57	1:40-3:00	Office Hours	1:40-3:00	Office Hours
1:00-1:10	<i>Staggered dismissal</i>					
1:10-1:40	Lunch (<i>Grab-and-go</i>)	30				
1:40-3:00	Office Hours	80				

New Horizons High School

Face-to-Face Instruction Schedule Mon.-Tues. (Grp A) / Thurs.-Fri. (Grp B)			NHHS Wednesday Schedule (All Online)		
Time	Period	Minutes	Time	Period	Minutes
			8:00-9:00	Office Hours (AM)	60
8:00-9:00	Office Hours (AM)	60	9:00-9:30	1st (AM)	30
9:00-10:15	1st (AM)	75	9:35-10:05	2nd (AM)	30
10:15-10:35	Advisory (AM)	20	10:10-10:40	3rd (AM)	30
10:35-11:50	2nd (AM)	75	10:45-11:15	4th (AM)	30
11:55-12:25	Lunch (AM)	40	11:20-11:50	Advisory	30
12:30-1:45	3rd (AM/PM)	75	11:55-12:25	Lunch (AM)	30
1:45-3:00	4th (AM/PM)	75	12:30-2:00	Staff meeting / PD	90
3:05-3:35	Lunch (PM)	30	2:00-3:15	PLCs	75
3:40-4:55	5th (PM)	75	3:20-3:50	Lunch (PM)	30
4:55-5:15	Advisory (PM)	20	3:55-4:25	1st/5th (PM)	30
5:15-6:30	6th (PM)	75	4:30-5:00	2nd/6th (PM)	30
6:30-7:30	Office Hours (PM)	60	5:05-5:35	3rd (PM)	30
			5:40-6:10	4th (PM)	30
7:45-3:15	AM Staff Shift*		6:15-6:45	Advisory	30
12:15-7:45	PM Staff Shift*		6:45-7:45	Office Hours (PM)	60

*Students and staff would be assigned either AM or PM shift. Students with the AM shift will attend 1st-4th periods; students with the PM shift will attend 3rd-6th periods. Students will still attend on A/B days, due to Covid capacity restrictions.

Delta High School

Face-to-Face Instruction Schedule Mon.-Tues. (Grp A) / Thurs.-Fri. (Grp B)			Wednesday Schedule		
Time	Period	Min.	Time	Period	Min.
8:00-8:30	Breakfast pick-up / Classroom arrival	30	8:00-8:30	Weekly staff check-in	30
8:30-9:00	Advisory	30	8:30-10:00	PLCs (grade level, content)	90
9:05-9:55	1st	50			
10:00-10:50	2nd	50	10:00-11:30	PD / Additional PLC time	90
10:55-11:45	3rd	50			
11:50-12:40	4th	50	11:30-12:00	Lunch	30
12:45-1:35	5th	50	12:00-1:30	Planning Time	90
1:40-2:10	Lunch (<i>Grab-and-go</i>)	30	1:30-3:30	Office Hours / Project Teams / WBL	120
2:10-3:30	Office Hours	80			

**It is important to note the final Delta schedule will be determined in collaboration with all district partners (KSD, PSD, and RSD).*

MOST RESTRICTIVE SCHEDULES

In the event health conditions do not allow students to return to school face-to-face, the district is developing a scheduling plan for Continuous Learning 2.0 (at-home instruction). In general, several of the components described above for a mid-restrictive A/B rotation schedule could be incorporated into a most restrictive, Continuous Learning 2.0 schedule, including:

- Build a student daily schedule as close to normal as possible
- Plan for regular, daily office hours to allow students and families consistent ability to have contact with teacher(s), as needed
- Plan for meal services (*Meal services would resume, similar to meal services during the spring closure*)
 - Teacher 30-minute duty-free lunch and planning time protected in the daily schedule
 - Wednesday designated day to support staff planning, collaboration, professional development, and other student services

Sample schedules for the most restrictive scenario / Continuous Learning 2.0 (at-home instruction) are included below. These are **examples**; additional feedback will be sought from stakeholders prior to finalizing.

Elementary School Continuous Learning 2.0 Schedule

Daily Schedule – Classroom Teachers

8:00 – 8:20	Daily meeting / SEL check-in
8:30 – 9:00	Small group 1
9:10 – 9:40	Small group 2
9:50 – 10:20	Small group 3
10:30 – 11:00	Small group 4
11:00 – 11:30	Lunch
11:30 – 12:50	Additional Planning (80 min.)
12:50 – 1:40	Regular Planning
1:40 – 3:00	Office Hours (80 min.)

Content Schedule for Small Groups

Monday	Language Arts
Tuesday	Mathematics
Thursday	Language Arts and Social Studies
Friday	Mathematics and Science

Daily Schedule - Specialists

8:00 – 9:10	Student supports / contacts
9:10 – 10:00	Regular Planning
10:00 – 11:20	Additional Planning (80 min.)
11:20 – 11:50	Lunch
11:50 – 12:20	Specials, session 1
12:30 – 1:00	Specials, session 2
1:10 – 1:40	Specials, session 3
1:40 – 3:00	Office Hours

	Mon. / Thurs.	Tues. / Fri.
Session 1	PE – Kinder Art – 1 st Library – 2 nd Music – 3 rd	PE – 1 st Art – 2 nd Library – 3 rd Music – 4 th
Session 2	PE – 4 th Art – 5 th Library – Kinder Music – 1 st	PE – 5 th Art – Kinder Library – 1 st Music – 2 nd
Session 3	PE – 2 nd Art – 3 rd Library – 4 th Music – 5 th	PE – 3 rd Art – 4 th Library – 5 th Music – Kinder

Elementary Wednesday Schedule

Students work on assignments / virtual tasks.

Staff Schedule:

8:00 – 9:00	Staff meeting / check-in
9:00 – 9:50	PLCs – Kinder / 1st / 2nd, Districtwide Specialist PLCs 3rd – 5th, Planning
9:55 – 10:45	PLCs – 3rd / 4th / 5th Kinder-2nd and Specialists, Planning
10:50 – 12:20	PD / additional PLC
12:25 – 12:55	Lunch
1:00 – 1:40	Interventions
1:40 – 3:00	Office Hours

**Please note: Actual start time varies by elementary school; times will be adjusted based on building start time.*

Middle School Continuous Learning 2.0 Schedule – Sample House Schedule

	Mon./Thurs.	Tues./Fri.	Wednesday Schedule	
7:10-8:30	Additional Planning Period (80 min.)		7:10-7:40	Staff meeting / check-in
8:30-9:10	Advisory	Enhancement	7:45-9:30	PD / Additional PLC
9:20-9:50	Core 1 (6 th -Block 1)	Core 2 (6 th -Block 1)	9:35-10:35	Planning
9:50-10:20	Core extension / support			
10:30-11:00	Core 3 (6 th -Block 2)	Core 4 (6 th -Block 2)	10:35-11:20	PLC
11:00-11:30	Core extension / support			
11:40-12:10	Lunch		11:25-12:05	IDT
12:10-12:40	Related Arts 1	Related Arts 2	12:10-12:40	Lunch
12:40-1:10	RA 1 extension / support	RA 2 extension / support	12:40-1:20	Intervention
1:20-2:40	Office Hours		1:20-2:40	Office Hours

Chiawana High School & Pasco High School Continuous Learning 2.0 Schedule

	Mon./Thurs.	Tues./Fri.	Wed. – CHS		Wed. – PHS	
Time	Period	Period	Time	Task	Time	Task
7:45-9:05	Additional Planning Period (80 min.)		7:30-8:30	Staff meeting / dept. meeting / check-in	7:30-9:00	PLCs
9:05-10:05	1 st period	2 nd period	8:30-10:00	PLCs	9:00-10:30	PD / Additional PLC time
10:15-11:15	3 rd period	4 th period	10:00-11:30	PD / Additional PLC time	10:30-11:30	Planning Time
11:25-12:25	5 th period	0 / 7 th period (Additional planning)	11:30-12:00	Lunch (Staff)	11:30-12:00	Lunch
12:30-1:00	Lunch		12:00-1:00	Planning Time	12:00-1:00	Staff meeting / dept. meeting / check-in
1:00-1:40	Advisory/SEL	Interventions	1:00-1:40	Advisory / Interventions	1:00-1:40	Advisory / Interventions
1:40-3:00	Office Hours		1:40-3:00	Office Hours	1:40-3:00	Office Hours

New Horizons High School Continuous Learning 2.0 Schedule

	Mon./Thurs.	Tues./Fri.	Wednesday Schedule	
Time	Period	Period	Time	Period
7:45-9:05	Additional Planning Period (80 min.)		8:00-9:00	Staff meeting / check-in
			9:00-9:30	1 st – intervention
9:15-10:45	1 st period	2 nd period	9:35-10:05	2 nd – intervention
			10:10-10:40	3 rd – intervention
11:00-12:30	3 rd period	4 th period	10:45-11:15	4 th – intervention
			11:20-11:50	Advisory
12:35-1:05	Lunch		11:55-12:25	Lunch
1:10-1:40	Advisory		12:30-1:40	PLCs / PD
1:40-3:00	Office Hours		1:40-3:00	Office Hours

Delta High School Continuous Learning 2.0 Schedule

	Mon./Thurs.	Tues./Fri.	Wednesday Schedule	
8:00-9:20	Additional Planning Period (80 min.)		8:00-8:30	Weekly staff check-in
9:20-10:35	A block	D block	8:30-10:00	PLCs
10:45-12:00	B block	E block	10:00-11:30	PD / Additional PLCs
12:05-12:35	Lunch		11:30-12:00	Lunch
12:40-1:55	C block	Advisory	12:00-1:30	Planning
2:00-3:30	Office Hours		1:30-3:30	Office Hours / Project Teams

**It is important to note the final Delta schedule will be determined in collaboration with all district partners (KSD, PSD, and RSD).*

While times vary in the above sample schedules, all schedules K-12 include the following to support teachers in preparing virtual lessons and provide ample time to allow for individual student/family contacts:

- Regular planning period, daily
- 80 min. additional planning, 4 days/week
- 80 min. office hours, daily

While direct contacts will be made by teachers with all classes, it is expected additional work is assigned for students throughout the week. Please note the below guidelines from OSPI as recommended maximum student commitment outside direct instructional time:

- Pre-K: 30 minutes
- Grades K-1: 45 minutes
- Grades 2-3: 60 minutes
- Grades 4-5: 90 minutes
- Grades 6-8: 20 minutes per class (2.5 hours maximum per day)
- Grades 9-12: 30 minutes per class (3 hours maximum per day)

In the event health conditions require us to begin the year or shift to the most restrictive, Continuous Learning 2.0 (at-home instruction) scenario, the following additional schedule parameters will support required services for students with Individualized Education Plans (IEPs):

- For the students with the most severe disabilities, provide face-to-face instructional services in full-day special education classrooms at the student's school campus, as permitted by DOH
- Allow for small group or 1:1 instruction for special education and related services virtually or face-to-face, as determined by IEP team and permitted by DOH
- Allow for 1:1 assessments to continue at designated school buildings to meet required evaluation and re-evaluation timeline requirements, as permitted by DOH
- In all cases, health and safety protocols, including PPE and cleaning, will be required for involved staff and students

Social-Emotional Learning

SPRINGBOARD PLAN PRIORITIES & OBJECTIVES

Create a Foundation for Social Emotional Learning (SEL)

- Establish a safe and positive learning environment that promotes a positive sense of well-being and healthy connections between peers and with adults.
- Teach and reinforce behavioral expectations.
- Focus on secure relationships and emotional safety and prioritize social and emotional competence alongside academics as fundamental to quality education.
- Prioritize strong, two-way communication between families and schools.
- Work closely to learn from and support one another while increasing the environments that support students socially and emotionally.

Provide Social, Emotional, and Behavioral Supports for Students

- Provide consistency in behavioral expectations and daily routines to foster a sense of safety and predictability.
- Listen to students, giving them opportunities to share concerns and address the difficult questions on their minds in age-appropriate ways.
- Support students in building or maintaining a sense of community and connection. Relationships are always a priority and a key to engagement and learning.
- Incorporate social, emotional, and behavioral skill building into learning.

Build Capacity of and Attend to the Well-being of Staff

All educators, community partners, parents, and others who touch the lives of young people are also experiencing disruption in their lives caused by COVID-19, which may result in stress, anxiety, uncertainty, and feeling overwhelmed. We must continue our development and pay close attention to our own social and emotional needs in order to best serve our students.

SEL / SOCIAL, EMOTIONAL, BEHAVIOR SUPPORT PLAN

	Before School Starts	Beginning of the School Year	Ongoing
Foundation for SEL	<p>The district will establish a leadership team that oversees equitable and inclusive programming and policies to support student social and emotional well-being embedded within the MTSS framework. (<i>Behavioral Health Impacts Guidance, p. 3</i>)</p> <p>Buildings will identify a single integrated team that oversees programming and policies to support student social and emotional well-being embedded within an MTSS framework. (<i>Behavioral Health Impacts Guidance, p. 4</i>)</p>	<p>In all parts of the system, we will prioritize building relationships and making personal connections with students and staff.</p>	<p>The district will continue to sustain and expand existing community partnerships that provide social, emotional, and mental health support for students in schools.</p> <p>A focus group subcommittee will make a recommendation for a Universal Screener tool and process to the superintendent. (<i>OSPI Guidance, p. 35</i>)</p> <p>The district team will continue to evaluate the effectiveness of district Social, Emotional, and Behavioral programs and practices and support buildings with implementation.</p> <p>District and buildings will use data to make informed decisions around meeting the needs of all students and staff.</p>
Student Social, Emotional, and Behavioral Supports	<p>The district will complete an asset map to identify the already existing foundational supports within our district and community resources. (<i>OSPI Guidance, p. 35</i>)</p> <p>The district will establish a crisis response plan focused on student and staff mental health and wellness.</p> <p>Building teams will identify priority lessons in district-adopted and supplemental SEL materials to best meet the immediate needs of their school community.</p> <p>Buildings will develop a plan to implement SEL lessons/activities.</p>	<p>Students have experienced a variety of emotions during the COVID closure and Pasco School District fully recognizes the impact of isolation and the lack of socialization on students. It will be essential to begin the school year attending to the social, emotional, and behavioral needs of our students.</p> <p>Our priorities include: Building relationships Establishing clear and consistent routines Teaching behavioral expectations, including safety behaviors Incorporating SEL activities and integrating them throughout lessons</p>	<p>We will continue to strengthen what all students have access to (Tier I) when supporting social-emotional needs (SEL, MTSS/PBIS). (<i>OSPI Guidance p. 38</i>)</p> <p>The district will provide culturally relevant curriculum and resources that support a multi-tiered approach to meeting students' needs.</p> <p><i>Tier I Supports:</i> Weekly SEL lesson/activities Teaching and reinforcement of behavior expectations, including safety behaviors</p> <p><i>Tier II Supports:</i> Support groups Social skills groups Other evidence-based Tier II interventions</p> <p><i>Tier III Supports:</i> Targeted and/or intensive services delivered by identified staff or via community partners</p>

		<p>The district will gather feedback from families to gain understanding regarding the immediate needs of their student(s).</p> <p>The district will develop a plan that prioritizes resources and supports based on family feedback and make the plan transparent to all stakeholders.</p>	<p>Provide resources for parents that support the social, emotional, and behavioral development of their student(s).</p>
Staff Capacity and Well-being	<p>Staff will be offered Professional Development on the following topics: (<i>OSPI Guidance p. 40</i>)</p> <ul style="list-style-type: none"> Core components of a SEL framework, including culturally responsive pedagogies Trauma informed practices and self-care with COVID-specific considerations MTSS/PBIS with a focus on Tier II and Tier III systems 	<p>The district will gather feedback from staff to gain understanding regarding their immediate needs.</p> <p>The district will develop a plan that prioritizes resources and supports based on staff feedback and make the plan transparent to all stakeholders.</p> <p>The building leadership team will establish a system for check-ins with staff on their capacity to implement SEL and their well-being as part of the school community.</p> <p>Employees will have access to the Employee Assistance Program and other district wellness offerings.</p> <p>Employees will have access to a list of resources with links to additional relevant and timely mental health and wellness supports.</p>	<p>Ongoing Professional Development will be based on regular assessment of student and staff needs.</p>

Recommendations to support implementation

- A system-wide focus that supports equitable access to SEL for all students
- All district staff have timely access to relevant professional development that support culturally responsive practices
- Staff have access to materials and resources to support student SEL

Foundational Documents/Resources

- Behavioral Health Impacts after COVID-19 Shelter-at-Home Orders: What to Expect and Ways to Prepare for the Return to School
<https://www.k12.wa.us/sites/default/files/public/workgroups/SMART%20Center%20Return%20to%20School%206.2.20%20final.pdf>
- OSPI: Reopening Washington Schools 2020, District Planning Guide
<https://www.k12.wa.us/sites/default/files/public/workgroups/Reopening%20Washington%20Schools%202020%20Planning%20Guide.pdf>
- Washington State SEL Implementation Guide
<https://www.k12.wa.us/sites/default/files/public/studentssupport/sel/pubdocs/Washington%20SEL%20Implementation%20Guide%20with%20CC.pdf>
- Washington State Standards, Benchmarks, and Indicators
<https://www.k12.wa.us/sites/default/files/public/studentssupport/sel/pubdocs/Standards%20Benchmarks%20Indicators%20-%20creative%20commons.pdf>
- CASEL
<https://casel.org/>

Early Learning (Pre-K)

The below guidelines form the foundation of the district's reopening plan for preschool.

Schedule

- Continue with current schedule of days attending for consistency for students and families
- Shorten the length of each session by 30 minutes to allow time for sanitizing of toys and materials

Platform

- Use of CORE 4 for technology
- Provide teachers training and families support in the technology platforms used

Safety

- Daily screening for students and staff
- Frequent handwashing: every entry in the classroom; diapering/toileting; contact with body fluids; prior to meals/snacks
- Post handwashing protocols by each sink
- Staff will wear a mask or face shield
- Children will be encouraged to wear a mask or face shield to the extent feasible
- Inside windows and doors will be kept open as much as possible to increase ventilation
- Office counter spaces will be cleaned after each visitor

Meals

- Family style service will be cancelled
- A staff person will serve individual meals using safety precautions
- Students will be seated 2-3 at table with distancing
- Cleaning/Sanitizing of tables before and after meals

Tube Feeding

- Staff will wash hands prior to preparation for feeding
- Staff will wear gloves, mask or face shield, and plastic or rubber apron during preparation and feeding
- High-risk staff will not perform the task of tube feeding

Diapering/Toileting

- Staff will follow safety precautions: washing hands prior and after; wearing gloves and changing with each child
- Cleaning and disinfecting changing station or potty chair after each use

Outside Personnel

- Occupational Therapists, Speech Language Pathologists, etc. will wear PPE and wash hands upon entering/exiting classrooms to minimize risk of transmission
- Explore teletherapy service model for home-based services

Student Drop Off/Pick Up

- Classes will be assigned distanced locations for drop off/pick up
- Establish routines for entering the building that minimize the number of students entering through one point
- Families will be encouraged to social distance
- Staff will escort students who arrive late or leave early to/from the office

Materials and Supplies

- Each student will have assigned personal supplies to use for activities
- Select toys/materials will be available for students to use
- Have a designated bin for toys that require cleaning
- Toys/materials will be cleaned and sanitized between sessions
- Toys/materials not easily cleaned will be avoided
- Classroom areas will be cleaned throughout day to the extent feasible

Recess

- Individual classes scheduled for outdoor play
- Regular cleaning of play structure and toys
- Plan organized games that do not require close contact for children to engage in

Social Emotional

- Staff will establish personal connections with students to ensure they feel safe, secure, and a part of the community
- Establish greetings, farewells, and feedback that minimize personal contact
- Support students through the use of mindfulness and self-regulation strategies

Face-to-Face Instruction

- Focus on direct instruction in new routines, expectations, and guidelines and why they exist
- Circle Time: provide distanced seating or cancel. Wash hands prior to and after circle time.
- Clean and sanitize between centers
- Use furniture to create separate play spaces
- Limit the number of children in a play space
- Provide individual learning bags for students for playdough and other sensory items
- Plexiglass screens on tables for centers

Continuous Learning 2.0 (At-Home Instruction)

- Identify instructional resources for home-based learning
- Recorded lessons and materials targeting IEP goals
- Daily “office hours” to connect with and support families
- Parent training/coaching
- Provide technology devices to access special education services

Special Education Evaluations

- Evaluator, child, and parent wash hands prior to evaluation and throughout as needed
- Materials/toys cleaned after each evaluation
- Plexiglass screen to minimize risk of transmission
- Follow-up meetings held virtually if permitted

Professional Development

- Technology platforms
- Social Emotional Supports
- COVID Response and Protocols

Instruction – Elementary Expectations

The below guidelines form the foundation of the district's reopening plan for Elementary Instruction.

Leading with SEL needs

- Staff will incorporate the OSPI Social Emotional Learning Activities for Families and Educators within the classroom beginning the first day of school and integrate them throughout the academic lessons.
- Pasco School District will provide a “toolbox” of additional SEL lessons and activities for K-5 teachers that can be used for face-to-face and continuous learning (at-home instruction).
- Counselors and Behavior Specialist Interventionists will help provide lessons and support students in classrooms and small groups lessons.

Face-to-Face Instruction

- Journeys and Senderos
- Literacy Libraries
- Journal Writing
- Math Expressions
- CORE 4 Instruction/Technology utilized
- Science and Social Studies can be integrated into ELA and Mathematics along with online options and flexibility
- Intervention groups in literacy and math (small group, one-on-one)

Continuous Learning 2.0 (At-Home Instruction)

- District adopted online curriculum and materials
- Math: Dreambox lessons for students at the appropriate skill level
- Reading: library books, literacy library books and a variety of reading materials for continuous learning (at-home) projects, choice board activities, and journal writing
- Teacher provided video-recorded lessons, asynchronous lessons for students to access for continuous learning (at-home) days
- Daily “Office Hours” to receive academic support on continuous learning (at-home) days
- Priority standards support the continuous learning (at-home) instruction
- Formative assessments utilized to provide timely feedback.

Priority Standards

- Teachers, administrators and district level staff will engage in creating a crosswalk document between district developed priority standards in reading, writing and math and the document developed by Student Achievement Partners
- Mini unit, or 15 Day Challenge, training and coaching available to support continuing implementation of teaching and learning cycles for students
- Science and Social Studies platforms will be expanded to include online accessibility and flexibility for students and families

- PLCs will continue the Priority Standard work
- English Language Proficiency Standards will be utilized to support English Learners

Grading & Assessment

- Standards based grading will be used in reading, writing and math
- Progress monitoring through interim and formative assessments utilized to provide ongoing feedback to students and families
- WaKids
- Math and Reading STAR Assessments in English and Spanish, as appropriate
- Formative and Interim Assessments in Literacy and Math

Professional Development & Learning

- Flipped Classrooms/ Continuous Learning 2.0 (at-home instruction) / Technology training
- August 4th: Jeff Utecht CORE 4 training for building and district administrators (virtual)
- August Tier Days (dates TBD): Jeff Utecht Re-imagining Washington Schools
- Fall 2020: District-provided training for teachers on CORE 4
- Ongoing 2020-2021: available technology training
- Ongoing Social-Emotional and Behavior Professional Development
- Fall 2020: Social Emotional (trauma-informed and self-care) training
- Ongoing 2020-2021: PBIS/MTSS training and site-team coaching
- Ongoing Academic Professional Development
- 2020-2021: Training to support continued Priority Standards work
- Begin exploration of Universal Design for Learning Training to meet the diverse needs and provide equitable access for all students

Instruction – Elementary Specialists

The below guidelines form the foundation of the district's reopening plan for Elementary Specialists.

GENERAL GUIDELINES FOR MID-RESTRICTIVE FACE-TO-FACE INSTRUCTION & CONTINUOUS LEARNING (AT-HOME INSTRUCTION)

General Considerations

- Teachers may be traveling to classrooms to deliver instruction OR host in a designated location if it aligns with social distance guidelines from the Department of Health (DOH), Office of Superintendent Public Instruction (OSPI), and Centers for Disease Control (CDC)
 - Cleaning details will be provided
 - Teachers will take their laptops to access curriculum or the internet for lessons and book check out if traveling
- Identification of priority standards/lessons will be discussed

General Guidelines for Face-to-Face Instruction

General Music (K-4)

- If singing/playing is not allowed:
 - Standards addressing active listening, music theory, song writing, musicianship, music critique and the role of music in human culture will be the focus

5th Grade Band

- Instruments not played but may be used for face-to-face instruction
- Focus on proper handling and cleaning of instrument, preparation for at home practice.

5th Grade Orchestra

- May run regular due to the fact they can play while keeping face coverings on
- Support and preparation for continuous learning (at-home instruction) practice
- Social distancing practices applies when tuning instruments

P.E.

- Health standards (stress management, goal setting, problem solving)
- Physical activities that allow for social distancing
- Guidance for continuous learning (at-home) physical activity options
- Recess social distancing options

Art

- Lessons will be completed in a single setting or taken home to be completed with supplies that are provided
- Individual common materials/supplies will be prioritized when choosing lessons, so students may continue lesson/activity at home

Technology

- Instruction will be delivered via individual student use of PSD issued computers
- Teacher delivery of district curriculum-Learning.com

Library

- Focus on Children Choice books
- Instruction on how to use Destiny and other library/literacy platforms
- Book check in/out from classroom

Face-to-Face Health & Safety Guidelines

General – All Specialist Content Areas:

- Written & posted protocols for routines and safety for all students attending while on site
- Health and Safety expectations posted: Handwashing/coughing etc.
- Wearing of Masks/Face Shields at all times unless an exception
- Six feet distancing (desks/students)
- Collection and cleaning of any equipment used prior to reusing
- No sharing of equipment unless cleaned between individual use
- Shared teacher station/materials will be sanitized between use
- Student & teacher instruction on proper use of Personal Protective Equipment (PPE)

General Music, Band, & Orchestra

- Students bring a travel pack of supplies to reduce sharing of materials (pencil, marker, eraser, scissors)
- Instrument cleaning and disinfecting taught and practiced
- When tuning orchestra instruments cleaning protocols must be followed, and distancing precautions practiced

P.E.

- Holding class outdoors when the weather permits, following hallway safety guidance when traveling

Art

- Students bring a travel pack of supplies to reduce sharing of materials (pencil, marker, eraser, scissors)

Technology

- Student use of their own PSD issued laptop only to reduce sharing of materials

Library

- Book Check-out:
 - Books will be brought to classroom for student check out
 - Students and librarians/clerks will use own PSD issued laptops
 - Prior to and after book checkout, students will wash/sanitize hands (or wear gloves)

- Book Returns:
 - Returned books will be sealed and stored, for 24 hours before returning to active inventory for redistribution
 - Wipe down outside of tubs/carts prior to storing books
 - Staff processing returned books will wash hands immediately after processing
 - Staff who process returned items will use proper PPE

General Guidelines for At-Home Instruction

General Music (K-4)

- Options that support the face to face instruction during “off weeks” (choice board)

5th Grade Band & Orchestra

- Students expected to practice daily and watch online videos that support instrument specific guidance/instruction and attend regularly scheduled Zoom sessions

P.E.

- Options that support the face to face learning during “off weeks” (choice board)

Art

- Expectations of continuation of presented art activity while face to face
- Options that support face to face learning during “off weeks” (choice board)

Technology

- Students will be assigned lessons from the district curriculum, Learning.com

Library

- Support face to face instruction
- Read alouds/discussions; lessons on how to use the library and other literacy-based platforms

**GENERAL GUIDELINES FOR MOST RESTRICTIVE CONTINUOUS LEARNING 2.0
(At-Home Instruction)**

General Considerations

- Identification of priority standards/lessons will be discussed

General Guidelines for At-Home Instruction

General Music (K-4)

- Virtual lessons that support identified standards with choice board options

5th Grade Band & Orchestra

- Students expected to practice daily and watch online videos that support instrument specific guidance/instruction and attend regularly scheduled Zoom sessions

P.E.

- Virtual lessons developed that support identified standards with choice board options

Art

- Virtual lessons that support identified standards with choice board options

Technology

- Students will be assigned lessons from the district curriculum, Learning.com

Library

- Read alouds/discussions; lessons on how to use the library and other literacy-based platforms

Resources:

- OSPI workgroup guidance, p. 24
<https://www.k12.wa.us/sites/default/files/public/workgroups/Reopening%20Washington%20Schools%202020%20Planning%20Guide.pdf>
- Safety Training and Orientation: All students and staff need to be trained on new protocols in place to maintain health and safety. Consider an orientation prior to the first day back in a building and continue to remind and model protocols regularly., p. 40
- List of registered cleaning products <https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19>

Instruction – Secondary Expectations

Through a series of staff meetings, input was collected on faculty priorities for both face-to-face instruction and continuous learning (at-home instruction). The series included 29 meetings with over 1,100 staff participating.

Each session identified the top 3 priorities in each category. To develop secondary instructional guidelines for reopening, the priorities from the McLoughlin MS, Stevens MS, Ochoa MS, Reynolds MS, Chiawana HS, Pasco HS, New Horizons HS, and Delta HS sessions were combined. The following represent the highest combined secondary priorities:

Face-to-Face Instruction	Continuous Learning 2.0 (At-Home Instruction)
Focus on relationships and social-emotional learning; include SEL during advisory / enhancement / intervention (7)	Flipped classroom: Asynchronous video mini-lessons and readings on priority standards (content and skills); choice boards; student note-taking and question generation; scaffolding for online learning to ensure students can access material (7)
Flipped classroom: focus on individual assistance / 1:1 support; reinforce and apply skills/content taught in continuous learning (at-home instruction); interventions (6)	
Teach necessary technology access, components, support; focus on teaching students how to learn remotely first (5)	Core 4 / Consistent platform(s) for students and families; home base online to find all work; use of MS Teams (6)
Core content classes with a focus on the MOST essential (priority) standards; PLCs establish clear understanding of what needs to be taught during face-to-face instruction (3)	
Hands-on and collaborative activities, i.e. demonstrations, labs, discussions (3)	Homework / Self-guided practice of academic skills (3)
Communication: Reviewing expectations for continuous learning days (at-home instruction); answering student questions (2)	Two-way communication with families; student conferences; Zoom meetings, option to record lesson / run Zoom meeting at same time (3)
Assessment, Formative assessment (2)	“Daily” schedule / structure – ensure appropriate amount assigned for continuous learning (at-home instruction), balance of expectations for students with multiple teachers, time management support (3)
Other: <ul style="list-style-type: none"> Office hours Zoom sessions during face-to-face instruction for students at-home / absent 	Other: <ul style="list-style-type: none"> Fun social emotional learning activities Allow families to sign-up for iPAL full-online program, if desired

Based on these identified priorities, Secondary Instruction Expectations were developed, as shown below:

Component	Secondary Expectations
Leading with SEL needs	<ul style="list-style-type: none"> • Staff will incorporate the OSPI Social Emotional Learning Activities for Families and Educators within the classroom beginning the first day of school and integrate them throughout academic lessons • PSD will provide a “toolbox” of additional SEL lessons and activities for secondary advisory lessons; these lessons will be designed for both face-to-face instruction and continuous learning 2.0 (at-home instruction) • Counselors and Behavior Intervention Specialists will help provide lessons and interventions for individual, small groups, and classrooms, as needed
Face-to-Face Instruction	<ul style="list-style-type: none"> • District adopted curriculum and materials utilized • CORE 4 Instruction/Technology utilized • Intervention groups as determined by individual teachers and/or PLCs
Continuous Learning 2.0 (At-Home Instruction)	<ul style="list-style-type: none"> • District adopted online curriculum and materials <ul style="list-style-type: none"> Language Arts supplements: Library books, choice board activities, journal writing Math: Kahn Academy, as appropriate for skill level All Content areas: PLC selected supplemental materials • Teacher provided video-recorded, asynchronous lessons for continuous learning (at-home instruction) days • Formative assessments utilized to provide timely feedback • Daily “Office Hours” to receive academic support on continuous learning (at-home instruction) days
Priority Standards	<ul style="list-style-type: none"> • PLCs will utilize identified / narrowed priority standards by content / course <ul style="list-style-type: none"> • Middle School: Instructional coaches and administrators will review elementary standards to ensure alignment for incoming 6th & 7th grade students • Middle and High School: PLCs will continue process of unpacking, selecting, and pacing priority and supporting standards (continuation of existing work) • Mini unit, or 15 Day Challenge, training and coaching will be available to support continuing implementation of teaching and learning cycles for students • Science and Social Studies standards platforms will be expanded to include online accessibility and flexibility for students and families, where needed • English Language Proficiency Standards will be utilized to support ELL students
Grading & Assessment	<ul style="list-style-type: none"> • Progress monitoring through interim and formative assessments utilized to provide ongoing feedback to students and families • Standards-based grading is encouraged • Standards-based and/or traditional grading and grade scales utilized to determine final course grades • Math and Reading STAR Assessments in English and Spanish, as appropriate • State/federal testing, if required

Professional Development	<p>Flipped Classrooms / Continuous Learning 2.0 (at-home instruction) / Technology training</p> <ul style="list-style-type: none"> • Jeff Utecht CORE 4 training for building and district administrators (virtual), August 4th • Jeff Utecht Re-imagining Washington Schools Virtual Conference, August 17th – August 21st • District-provided training for teachers on the CORE 4, Fall 2020 • Ongoing available technology training, 20-21 <p>Ongoing Social-Emotional and Behavior Professional Development</p> <ul style="list-style-type: none"> • Social Emotional (trauma-informed and self-care) training, Fall 2020 • Ongoing PBIS/MTSS training and site-team coaching, 20-21 <p>Ongoing Academic Professional Development</p> <ul style="list-style-type: none"> • Training to support continued Priority Standards work, 20-21 • Begin exploration of Universal Design for Learning training to meet the diverse needs and ensure equitable access for all students
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A focus group of teachers, parents, support personnel, and administrators reviewed the secondary expectations shown above. Additional suggestions included:

- Ensure teachers/staff are trained to deliver SEL lessons
- Professional Development for Continuous Learning 2.0 (at-home instruction) and/or a blended learning model needs to be robust, differentiated, and begin as soon as possible, including:
 - Integration of continuous learning (at-home instruction) and face-to-face learning
 - How-to's of Core 4
 - How to design, create, and use asynchronous videos
 - Coaches, TOSAs, and tech staff may be utilized to help provide training on platforms, video creation, and digital materials for staff, students, and families
- Provide a more detailed plan for most restrictive / Continuous Learning 2.0 (at-home instruction) scenario, including:
 - Daily schedule
 - Structure to increase student engagement
 - Maintain some flexibility for students and families
 - A suggestion was offered to utilize paras and potentially volunteers to assist with continuous learning (at-home) meetings/live lessons, as support for both teachers and students

It should be noted the addition of Continuous Learning 2.0 (at-home instruction) sample schedules are included in the School Scheduling portion of the plan, developed in response to the feedback received in this session.

Finally, gratitude was expressed in the focus group for the remarkable adaptability shown by both our Pasco staff and students as we transitioned to online learning this past spring. We have all learned a great deal this past year which has better prepared us for the challenges ahead.

Instruction – Science Lab Guidelines

The below guidelines form the foundation of the district's reopening plan for Secondary Science.

Considerations for Face-to-Face Instruction

- Determine when labs can be done by teacher with students observing and/or labs conducted virtually/demonstrated with students.
- When labs are conducted with student participation, labs will be staggered to provide time for sanitizing materials.

Considerations for Virtual Instruction

- Teachers provide video-recorded labs and Asynchronous labs for students to access as needed when not at school.
- Science Curriculum –Students will have access to STEMscopes curriculum online.

Face-to-Face Science Labs General Guidelines

- Written and posted protocols for routines and safety for all students attending while on site
- Student desks/work-stations are 6' apart
- All labs will be supplied with gloves
- Health and Safety expectations posted: Handwashing/coughing etc.
- Student and Teacher Instruction on proper use of PPE during lab

Face to Face Science Labs Health & Safety for Science Labs Face to Face

- Wearing of Masks/ Face Shields at all times unless with exception
- Students provided with personal pair of safety goggles
- ENTERING CLASS: Students go to assigned lab table, put on gloves
- DURING CLASS: 6' Distancing
 - Student use of their own PSD issued laptop only
 - Students will wear gloves when participating in labs
 - Labs completed in partners (2)
 - Microscope use-alcohol wipes will be used to sanitize between partner use
 - Plexiglass dividers in place when students are participating in partner labs
- EXITING CLASSROOM: Washing of table/ surfaces following posted sanitation protocols, gloves removed, thrown in garbage

Instruction – Secondary CTE Guidelines

The below guidelines form the foundation of the district's reopening plan for Career Technical Education courses for face-to-face instruction. In the event the district must utilize Continuous Learning 2.0 (at-home instruction), CTE learning will be provided in alignment to the guidelines in the Secondary Instruction section.

Middle School Programs	General Guidelines for All CTE	Health & Safety Guidelines for All CTE		
<ul style="list-style-type: none"> • STEM – MOS Business & Marketing Education • STEM – Skilled & Technical (T&I) Construction Engineering • STEM – Foods & Fitness: Family & Consumer • STEM Labs: Robotics, Career • STEM – Art Communications, Stage Craft 	<ul style="list-style-type: none"> • Written and posted protocols for routines and safety for all courses for students while on site • Student assigned seats • Student desks/work-stations are 6' apart • Health and Safety expectations taught/tested, scores recorded • Identify teacher/student responsibilities at the start and end of each hour • Identify priority standards on which teachers will focus and consider standards-based grading • Identify assessments that can be given remotely or face-to-face to meet students' social-emotional and academic needs • Engage and teach students by rotating or blending subjects and make delivery responsive and engaging • Utilization of remote-control system to eliminate close contact in computer labs for CTE 	<ul style="list-style-type: none"> • Wearing of Masks at-all-times according to DOH guidelines • Clear expectations are made <p><u>ENTERING CLASSROOM:</u></p> <ul style="list-style-type: none"> • Handwashing prior to participating and protocols for cleaning tools/machines during hour <p><u>DURING CLASS:</u></p> <ul style="list-style-type: none"> • 6' Distancing • One student at a time to be allowed on a machine/station, followed by cleaning protocols (posted at each station with supplies) <p><u>EXITING CLASSROOM:</u></p> <ul style="list-style-type: none"> • Washing of tools/ surfaces following posted sanitation protocols 		
<p style="text-align: center;">High School Programs</p>				
<ul style="list-style-type: none"> • Agriculture –CASE labs, Floral, Horticulture • Business & Marketing Education – school store, GESA Branch, Leadership • Family & Consumer – Foods, ECE Babies, Sewing Machines • Human Services – Sports Med, Health • STEM & Skilled and Technical Sciences (Formerly T&I) – Woods, Metals, Auto, Robotics, Photo • All - Work Based Learning 				

Instruction – Secondary P.E.

The below guidelines form the foundation of the district's reopening plan for Secondary PE.

GENERAL CONSIDERATIONS FOR LEAST RESTRICTIVE FACE-TO-FACE INSTRUCTION

- Locker rooms are not accessible – students will not be dressing down for class
- Clarification of attire expectations for students participating in PE, including but not limited to:
 - Closed toe shoes
 - Clothing that allows for moderate activity
- Identification and procedures for restroom use during class

GENERAL CONSIDERATIONS FOR MID-RESTRICTIVE FACE-TO-FACE INSTRUCTION & CONTINUOUS LEARNING (AT-HOME INSTRUCTION)

- Identification of priority standards/lessons will be discussed

Face to Face Health & Safety Guidelines

- Daily health screenings of staff and students
- Posted protocols for routines and safety for all students attending class
- Review of guidance expectations (specific to space and materials)
 - 6-foot distancing in all locations of class sessions (indoor/outdoor)
 - Wearing of masks/face shield at all times
 - No shared equipment that cannot be cleaned between touches
- Protocols for sanitizing of surfaces and equipment used following each class/period

General Guidelines for Face-to-Face Instruction

- Outdoor meeting location as much as possible
- PE classes distanced from each other
- Identify any equipment that can be used within the guidance
- Instruction focused primarily on:
 - SEL (Social & Emotional Learning)
 - Goal setting
 - Stress reduction/management and relaxation techniques
 - Health and Fitness standards
 - Cardio is very limited due to masks required
 - Special consideration with any activities involving cardiovascular involvement. This may include the following activities, but not limited to:
 - Walking, stretching, individual muscular strength activities, individual fitness, yoga

- Support of continuous learning (at-home instruction) activities & expectations
- Follow up from at home activities (documentation, logs, etc.)

General Guidelines for Continuous Learning 2.0 (At-Home Instruction)

- Options of physical activities – choice board
- Expectations of daily physical activity during continuous learning (at-home instruction) days
- Physical activity expectations of accountability – duration/frequency (logged)

GENERAL GUIDELINES FOR MOST RESTRICTIVE CONTINUOUS LEARNING 2.0 (At-Home Instruction)

- Options of physical activities – choice board
- Expectations of daily physical activity during continuous learning (at-home instruction) days
- Physical activity expectations of accountability – duration/frequency (logged)

GENERAL RECOMMENDATIONS & RESOURCES

Recommendations to Support Implementation

- A database created for teachers to share resources, plans, activities
- Common cross-district collaboration for the purpose of planning activities

Resources

- Shape America:
<https://outlook.office365.com/mail/inbox/id/AAQkAGZmOGE3MWYyLTJINjUtNDc2Yi05NWJjLWE0YmNkZGZIMTYyOAAQACvytnQJALtMoFrUN0nJI1k%3D/sxs/AAMkAGZmOGE3MWYyLTJINjUtNDc2Yi05NWJjLWE0YmNkZGZIMTYyOABGAAAAAADgmPX57fDGSpguzaR0T0%2BnBwC90YE1ujKJR0DjzpYesR6YAAAAAAEMAADdWglMejccTYGqjfgMhZ4cAAOmvn8IAAABEgAQAL6NnCGWqxdh0rvrQlxIXo%3D>
- OSPI:
<https://www.k12.wa.us/sites/default/files/public/workgroups/Reopening%20Washington%20Schools%202020%20Planning%20Guide.pdf>
- WIAA:
<https://outlook.office365.com/mail/inbox/id/AAQkAGZmOGE3MWYyLTJINjUtNDc2Yi05NWJjLWE0YmNkZGZIMTYyOAAQACvytnQJALtMoFrUN0nJI1k%3D/sxs/AAMkAGZmOGE3MWYyLTJINjUtNDc2Yi05NWJjLWE0YmNkZGZIMTYyOABGAAAAAADgmPX57fDGSpguzaR0T0%2BnBwC90YE1ujKJR0DjzpYesR6YAAAAAAEMAADdWglMejccTYGqjfgMhZ4cAAOmvn8IAAABEgAQADqt8UZiV2RLgxtaqiZzAM8%3D>

Instruction – Secondary Band & Choir Guidelines

The below guidelines form the foundation of the district's reopening plan for Secondary Band and Choir courses. These areas of instruction are called out specifically due to the fact they are considered "high-risk" activities (Band encompasses all courses which involve the playing of instruments that require an exertion of air blown from the mouth, into an instrument).

GENERAL CONSIDERATIONS FOR FACE-TO-FACE INSTRUCTION

General Guidelines

- Identification materials/equipment that can be used within the guidance
- Teaching space will be determined based on size of face-to-face sessions
- Priority standards will be considered for face-to-face learning vs. continuous learning 2.0 (at-home instruction)
- SEL connections to music instruction will be considered a top priority

Face-to-Face Health and Safety Guidelines

- Written and posted protocols for routines and safety
- Health and Safety expectations posted
- Wearing of masks/face shields at all times unless an exception
- Six feet distancing – facing forward
- Collection and cleaning procedures established of any equipment used prior to reusing
- No sharing of equipment unless cleaned between individual use
- Shared teacher station/materials will be sanitized between use
- Instrument cleaning and disinfecting taught and practiced
- Student and teacher instruction on proper use of personal protective equipment

Face-to-Face Instruction by Course

Band (including Mariachi):

- Identify instruments that are available and can be played within the guidance
- Planning/coordinating for instrument distribution for access at home where the instrument can be practiced/played
- Establish instrument practice expectations for the continuous learning 2.0 (at-home instruction) portion
- Supporting students with the technology/resources that are used during the continuous learning 2.0 (at-home instruction) portion
- Consideration of variations of Marching Band that would adhere to the guidance
- Band standards consist of more than performance standards- there are many standards that may still be addressed while staying within the guidelines in a Face-to-Face model:

- Building foundational music reading skills, including syntax, rhythm, melody and harmony
- Encouraging musical exploration and creativity through improvisation and composition
- Empowering students to appreciate and understand the historical, cultural, and societal impact of instrumental music upon diverse communities of people
- Understanding the relationship of band within the wider realm of music education, and as an essential arm of interdisciplinary fine arts

Choir:

- Choir standards consist of more than performance standards. There are many standards that may still be addressed while staying within the guidelines in a Face-to-Face model. Some of the possible standards which may be of focus during Face-to-Face instruction are:
 - Building foundational music reading skills, including syntax, rhythm, melody and harmony
 - Encouraging musical exploration and creativity through improvisation and composition
 - Empowering students to appreciate and understand the historical, cultural, and societal impact of vocal and choral music upon diverse communities of people
 - Understanding the relationship of choir within the wider realm of music education, and as an essential arm of interdisciplinary fine arts
- Establish singing practice expectations for the continuous learning (at-home instruction portion)
- Supporting students with the technology/resources that are used during the continuous learning (at-home instruction) portion

GENERAL GUIDELINES FOR CONTINUOUS LEARNING 2.0 (AT-HOME INSTRUCTION)

Mid Restrictive & Most Restrictive

Band and Choir

- Continuous Learning 2.0 (at-home instruction) supports the performance standards not able to be addressed while complying with guidance in the Face-to-Face model
- Consideration taken for students who may not have the ability to practice at home (i.e. explore alternative locations for practice)
- Guidelines TBD for 100% Continuous Learning 2.0 (100% at-home instruction) scenario

Instruction – iPAL Program

General guidelines for face-to-face iPAL services at a mid-restrictive level are listed below. Should a fully virtual online level be determined, iPAL is prepared to offer a fully online, virtual learning experience for iPAL K-12 students/families. Families could expect the option to virtually take quizzes, tests, fulfill weekly check-ins and meet virtually for review of the monthly student learning plans. Additional information on iPAL may be found at the district website at: <https://www.psd1.org/iPAL>

ALL iPAL School sites	General Guidelines for All iPAL	Health & Safety Guidelines for All iPAL
Elementary @ MAC Elementary @ each school Middle Schools @ each site High Schools @ each site All enrollees to access MAC site as needed	Written and posted protocols for routines and safety for students while on site <ul style="list-style-type: none"> • Student assigned seats/times • Student desks/workstations are 6' apart • All iPAL Classrooms will be supplied with hand sanitizer/gloves • Identify assessments that can be given remotely or face-to-face to meet students' social-emotional and academic needs 	<ul style="list-style-type: none"> • Wearing of masks at all time while on site, according to DOH <p><u>ENTERING CLASSROOM:</u></p> <ul style="list-style-type: none"> • Student Check-in at door and/or electronically from home prior • Handwashing prior to participating <p><u>DURING CLASS:</u></p> <ul style="list-style-type: none"> • 6' Distancing • Assigned seating • One student at a time to be allowed on a machine/ station if needed, followed by cleaning protocols <p><u>EXITING CLASSROOM:</u></p> <ul style="list-style-type: none"> • Washing of tools/ surfaces following posted sanitation protocols

Special Education – K-12 Services

The below guidelines form the foundation of the district's reopening plan for Special Education and related services.

Key Ideas

- Students with disabilities are at risk for disproportionate impact on learning
- Maximize face-to-face learning
- Committed to providing all special education and related services outlined in the IEP with flexibility
- Use of research based virtual learning strategies for students with disabilities.
- Emphasis on social and emotional needs as students transition back to campus
- Individual (1:1) assessments will proceed using DOH and OSPI reopening guidance
- District protocols for health and safety will be followed

Maximize Face-to-Face Learning

- Most special education district program classes meet the reduced population requirements for classroom size and social distancing in a mid-restrictive setting
- Due to this reduced classroom size, it is recommended that:
 - SPED self-contained programs attend 4 days/wk for face-to-face instruction
 - Life skills programs
 - Self-contained / CCP programs
 - Bridges programs
 - Deaf Education programs
 - Extended RR programs
 - SLC Structured Learning Programs
 - Explore 4 day/wk option for:
 - Resource Room Program, Special Education
 - Students with 504 plans for whom additional face-to-face instruction is appropriate
- Classrooms will be set up following all DOH and Department of Labor and Industry standards
- Positive behavior interventions, explicit instruction in safety compliance, and consultation with families are among the tools available for meeting FAPE obligations during COVID-19
- Students will be taught routines and procedures to encourage and maintain safety protocols (face coverings, social distancing, etc.)
 - These routines and procedures will be reinforced through repeated instruction and use of positive reinforcement
- IEP services will be provided consistent with the IEP with flexibility in delivery model
- The School Scheduling section addresses planning and "office hours" topics; Professional Development topics are embedded in the Elementary Instruction, Secondary Instruction, and Core 4 sections.

Flexible Service Delivery

- PSD is committed to working with families to ensure students receive the services they need
- Time at school will include teaching students needed routines and following at home schedules for accessing continuous learning (at-home instruction)
- Continuous learning (at-home instruction) will still be a component of the reopening plan, even with maximized face-to-face learning
- Universal Design for Learning (UDL) strategies that minimize barriers, maximize learning through flexibility, and support students with managing workload will be embedded in all service delivery scenarios
- Specially Designed Instruction (SDI) designed by the special educator will occur in all service delivery scenarios
 - SDI occurs when teachers/service providers adapt content, methods, and instructional delivery to address the unique needs of students to meet IEP goals
 - Teachers and service providers will use the appropriate instructional choices and integration of assistive technology, accommodations and/or modifications in asynchronous or synchronous learning modules or virtual lessons

Flexible Service Delivery: Related Services

- Related services will be provided onsite following DOH recommendation to limit close contact as much as possible
 - Limit face-to-face sessions to 15-minute increments when possible
 - Provide increased flexibility for delivery of related services including face-to-face and teletherapy options
- Continuous learning (at-home instruction) options may include individual or small group teletherapy
- Provide parent and/or caregiver training for assistance with at-home teletherapy sessions
- With any movement to a full continuous learning (at-home instruction) environment, we must build capacity to continue to allow students to receive all services
- Staff training will be provided regarding the use of teletherapy instructional strategies and platforms
- PPE and equipment required to address specific goals (such as articulation, fine motor, orientation and mobility) will be provided

Research Based Virtual Learning Strategies

- Ongoing professional development for staff on:
 - Use of district selected CORE 4 virtual platforms
 - Research based virtual learning strategies for students with disabilities
- Effective delivery of instruction during continuous learning (at-home instruction) using research based virtual learning strategies for students with disabilities
- Use technology for live (synchronous) and recorded (asynchronous) instructional delivery through video conferencing and software applications

- Virtual explicit instruction is to be systematic, direct, engaging, and success oriented that follows an “I do,” “we do,” “you do” sequence
- For students with severe/profound disabilities, virtual learning can include the creation and continuation of class jobs, schedules, reward systems, and continue to build, expand or extend upon the face-to-face classroom community
- Provide parent and/or caregiver training to support continuous learning (at-home instruction)
- Positive Behavioral Interventions and Supports (PBIS)
- Teach and reinforce virtual and online behaviors such as:
 - Logging in and accessing online programs
 - Behavior during instructional groups
 - Submitting assignments
 - How to communicate with teachers and peers
 - Other online learning behaviors/responses

Individual Assessment

- Evaluation and re-evaluation procedures may require 1:1 administration
- Using DOH, OSPI documents, and other relevant resources to guide safety protocols, allowances for PPE, face masks and shields, designated assessment areas, and plexiglass barriers are being explored
- Cleaning, sanitizing, and handwashing protocols based on DOH regulations are being reviewed by the health and safety committee.
 - Staff will be trained prior to school starting

Health and Safety

- District focus group committee (including school nurses) is developing:
 - Regimented cleaning, sanitizing, and handwashing protocols to meet DOH approval for reopening
 - Diapering and tube feeding protocols
 - Life Threatening Condition (LTC) plans for medically fragile students
- Staff will receive training for implementation of protocols
- Face coverings are a requirement per the DOH guidelines for all students and staff
 - DOH and OSPI reopening guidelines have exceptions to use of face coverings, including:
 - 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
 - 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
 - Younger students must be supervised when wearing a cloth face covering or face shield and will need help putting them on, taking them off, and getting used to wearing them
- District focus groups are also discussing and planning for topics such as:

- Transportation
- Entering/exiting schools
- Passing times
- Meal times
- Recess procedures
- Additional topics as required by state guidance

Continuous Learning 2.0 (At-Home Instruction)

Should our district need to utilize the most restrictive, continuous learning model for all instruction, the following additional information will apply:

- Utilizing local data, IEP teams may determine which students need additional intensive learning supports and provide those supports remotely if possible or in-person when that is the only effective delivery method
 - Full day programs may implement the continuous learning (at-home instruction) schedule in person at school, as public health guidelines allow
- Allow for small group or 1:1 instruction for special education and related services as determined by IEP team
- Allow for 1:1 assessment to continue at designated school buildings to meet required evaluation and re-evaluation timeline requirements, as public health guidelines allow
- Prioritization of IEP goals will be determined by the IEP team if needed

Special Programs – English Language Learners

Given the information we have for Reopening school for next year with the high, mid and low Restrictive focus, we will be recommending a plan of action to do the following:

- Set General guidelines for effective Practices to meet needs of EL students
 - What do we need to do to meet the needs of our English Language Learners?
- Set Safety & Health guidelines for Safe Science Classroom Practices
 - Follow safety guidelines and PPE as set by Benton Franklin Health District
 - Follow district safety guidelines, as developed by the Public Health focus group

Resources:

- [Supporting Multilingual/English Learners](#)
- OSPI workgroup guidance, p. 24
<https://www.k12.wa.us/sites/default/files/public/workgroups/Reopening%20Washington%20Schools%202020%20Planning%20Guide.pdf>
- Safety Training and Orientation: All students and staff need to be trained on new protocols in place to maintain health and safety. Consider an orientation prior to the first day back in a building and continue to remind and model protocols regularly., p. 40
- List of registered cleaning products <https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19>

Considerations for Virtual Instruction	<ul style="list-style-type: none"> • LDs/ELPs-Student Goals* • Domains (Speaking/Writing/Listening/Reading) • Language-specific instruction • Student access to online library • Reach/ Inside/Edge online components
Considerations for Face-to-Face Instruction	<ul style="list-style-type: none"> • Materials for teaching and learning • Reach/Inside/Edge • Whole Class Instruction of English Language Development (ELD) through building background knowledge, teaching phonics, grammar, structure of the language, and vocabulary. Understanding how the language works • Small group and individualized instruction
Training	<ul style="list-style-type: none"> • Continued training and support for Reach/Inside/Edge • Continued ELD standards training and make available virtually • Continued Language is Power training and make available virtually

Elementary/Secondary Programs	General Guidelines	Health & Safety For RR/ LLI
<p>Newcomer Programs Captain Gray Elementary</p> <p>McLoughlin Middle School Ochoa Middle School Stevens Middle School Reynolds Middle School</p> <p>New Horizons High School Pasco High School Chiawana High School</p>	<ul style="list-style-type: none"> • Written and posted protocols for routines and safety for all students attending while on site • Student desks/work-stations are 6' apart • Health and Safety expectations posted: Handwashing/coughing etc. 	<ul style="list-style-type: none"> • Wearing of Masks/ Face Shields • DURING CLASS: 6' Distancing, Materials for each student (no sharing) • EXITING CLASSROOM: Washing of table/ surfaces following posted sanitation protocols

Special Programs – Dual Language

PSD will follow state/local health guidance for all programs, including Dual Language.

The below guidelines form the foundation of the district's reopening plan for Dual Language. Detailed guidance regarding each component of the plan is available to support operations and personnel.

Health Reporting

- Daily screening of staff and participants required for any activities
 - Screening will be completed following PSD Public Health plan
 - Staff and participants must stay home when ill
 - COVID-19 illness reported to school personnel, when required

Operations

- Facility and equipment cleaning will follow district COVID-19 procedures
- Access to hand sanitizer and hand washing stations at events
- Ventilation increase wherever possible
- Additional access and use of face shields
- In some cases staff may need access to school space to allow for social distancing of students

Participants

- Selection of students will continue through use of assessments
- Social distancing of 6-ft. required
- No sharing of materials
- Every effort will be made to provide daily English Language Development
- Students will access lessons via synchronous video when not able to attend face-to-face instruction

Given the information we have for Reopening school for next year with the high, mid and low Restrictive focus, we will be recommending a plan of action to do the following:

- Set General guidelines for effective Practices to meet needs of EL students
 - What do we need to do to meet the needs of our English Language Learners?
 - What is needed to meet the needs of EL teachers

Key Ideas

- Instruction needs to be provided to meet the civil rights obligations for each eligible EL
 - English Language Development instruction must be designed to meet individual needs for sustained progress towards reaching English proficiency
 - Instruction must be tailored to address ELs language proficiency level

- ELs must be provided appropriate supports for meaningful access to rigorous content
- Language and literacy development will be delivered in Spanish/Russian based on the program model percentage
- Math will be taught in L1 or L2 based on the program model
- Daily English language development (ELD) will be delivered in a face-to-face instructional model
- The DL plan will follow the general education instructional plan, but will place a focus on English Language Development

Considerations for Face-to-Face Instruction

- Teachers will provide language and literacy instruction dependent on program model percentages
- Materials for teaching and learning
- Reach/Inside/Edge for English Language Development instruction
- Whole group instruction of English Language Development (ELD) through building background knowledge, teaching phonics, grammar, structure of the language, and vocabulary. Understanding how the language works
- Small group and individualized instruction

Considerations for Virtual Instruction

- Teachers will focus on Language Proficiency Standards to address the language needs of ELs in all 4 Domains (Listening/Speaking/Reading/Writing)
- Language specific instruction
- Utilize supplemental curriculum Reach for Elementary, Inside for Middle school and Edge for High school
- Students will access lessons via synchronous video when not able to attend face-to-face instruction
- Students will use supplemental resources using
 - Dreambox
 - iStation en español
 - based on the ELPs -Student Goals

Training

- Continued training and support for Reach/Inside/Edge
- Continued ELD standards training and make available virtually
- Continued ELD training and make available virtually
- Continued training to support ELs in content classes

Resources:

- [Supporting Multilingual/English Learners](#)
- <https://www.k12.wa.us/sites/default/files/public/workgroups/Reopening%20Washington%20Schools%202020%20Planning%20Guide.pdf>

Special Programs – Reading Recovery / LLI (Individual and Small Group Instruction)

PSD will follow state/local health guidance for all programs.

The below guidelines form the foundation of the district's reopening plan for Reading Recovery / LLI (Individual and Small Group Intervention). Detailed guidance regarding each component of the plan is available to support operations and personnel. These guidelines may be applied to other interventions as appropriate.

Health Reporting

- Daily screening of staff and participants required for any activities
 - Screening will be completed following PSD Public Health plan
 - Staff and participants must stay home when ill
 - COVID-19 illness reported to school personnel, when required

Operations

- Facility and equipment cleaning will follow district COVID-19 procedures
- Access to hand sanitizer and hand washing stations at events
- Ventilation increase wherever possible
- Additional access and use of face shields
- In some cases, staff may need access to school space to allow for social distancing of students

Participants

- Selection of students will continue through use of assessments
- Social distancing of 6-ft. required
- No sharing of materials: magnetic letters, pencils, books, etc.
- Every effort will be made to provide one-on-one or small group instruction daily. If on rotating schedule, will double up on RR/DLL lessons.
- Family transportation encouraged for students when not at school during rotating schedule.
- Students will access lessons via synchronous video when not able to attend face-to-face instruction.
 - RR/DLL teachers and LLI/Small Group Intervention teachers will receive specific training regarding providing virtual lessons using Core 4 prior to the start of school.

Elementary Activities

General Health Requirements

- Face coverings
- Social distancing
- Universal screening for COVID-19 symptoms daily
- Regimented cleaning protocols
- Hand hygiene

Elementary Afterschool Activities

- Academic All-Stars
- After-School Tutoring
- 21st Century
- Chess Club
- Robotics
- Open House/Back to School Nights
- Literacy, STEM Nights
- PTO/PTA Meetings
- ATP Meetings
- Conferences

Components of the activity, that are taken into consideration along with guidance from OSPI, the Governor’s office, state and local Departments of Health during the decision-making process are:

1. Group Activity
2. Group Equipment Needs
3. Group Size
4. Group Composition (students, adults, community)
5. Time, Day and Location (facilities needed) for activity
6. Can the activity be conducted virtually?

Elementary Activity	Guidance
All-Stars	Based on the state regulations and guidance
After-school tutoring	Based on the state regulations and guidance
21 st Century	Based on the state regulations and guidance
Open House/Back-to-school nights	Virtual only
Chess Club	Based on the state regulations and guidance
Robotics	Based on the state regulations and guidance
Elementary After school activities (i.e. Literacy Night, STEM Nights)	Canceled or schedule virtually
PTO/PTA Meetings	Virtual only
ATP	Virtual only
Conferences	Virtual only

Recommendations for Implementation

- Consistent implementation and application of protocol
- Communication to all stakeholders regarding activity status
- Professional development to support virtual activities
- Inclusion of community partners and families in training on virtual platforms

Secondary Clubs & Activities

Pasco School District believes students who are involved in activities are happier, healthier, and perform better academically. As such, it is important to resume student activities to the extent possible as school reopens this fall. The below plan addresses how standard ASB functions may resume, based on a most restrictive, mid-restrictive, or least restrictive scenario.

It is important to note that WIAA guidance will determine requirements for activities which follow under their purview, including athletics, speech and debate, and solo and ensemble.

ASB Function	Most Restrictive	Mid-Restrictive	Least Restrictive
Approve finances	<ul style="list-style-type: none"> ASB regular and officer meetings held virtually No travel permitted 	<ul style="list-style-type: none"> ASB regular meetings held virtually ASB officer meetings held virtually or face-to-face with social distancing, if permitted No travel permitted 	<ul style="list-style-type: none"> ASB regular meetings held virtually; option for face-to-face if permitted Officer meetings held virtually or face-to-face with social distancing and face coverings, if required Limited travel, if travel approved by OSPI & DOH Family transportation encouraged for any approved travel
Charter & regulate clubs	<ul style="list-style-type: none"> ASB regular and officer meetings held virtually Club regular and officer meetings held virtually 	<ul style="list-style-type: none"> ASB regular meetings held virtually ASB officer, Club, and Club officer meetings held virtually If face-to-face instruction is occurring, meetings may also be held in person with social distancing, health reporting, and cleaning between activities required Consider moving any face-to-face meetings outside to increase airflow If school is on a rotation schedule for face-to-face instruction, club advisors may elect to have 2 meetings (during A and B days) or a single meeting virtually Any voting (i.e. approval of expenses, elections) must take place in a single meeting 	<ul style="list-style-type: none"> ASB regular meetings held virtually; option for face-to-face if permitted Officer meetings may be held in person with social distancing Club meetings and club officer meetings may be held in person with social distancing and face coverings, if required Health screening required for any face-to-face activities Cleaning between any face-to-face activities required

ASB Function	Most Restrictive	Mid-Restrictive	Least Restrictive
Plan assemblies	<ul style="list-style-type: none"> No assemblies permitted 	<ul style="list-style-type: none"> No assemblies permitted 	<ul style="list-style-type: none"> Assemblies with social distancing and face coverings, if permitted by DOH
Plan homecoming / dances	<ul style="list-style-type: none"> No dances Alternative homecoming options? 	<ul style="list-style-type: none"> No dances Alternative homecoming options? 	<ul style="list-style-type: none"> Dances if permitted by DOH; if permitted with social distancing, students determine if the event is desired Student leaders to explore alternative homecoming options
Promote school spirit	<ul style="list-style-type: none"> Virtual options, TBD (i.e. at-home spirit week, “Good news” social media campaigns Any activities need to be well publicized, consider social media and school site options (reader board, posters), as well as district website, TV/radio spots, etc. 	<ul style="list-style-type: none"> Virtual options, TBD Welcoming messaging, i.e. posters on site Advisory contests Club adopt-a-hall/area to decorate to welcome students back to campus Other face-to-face initiatives 	<ul style="list-style-type: none"> Virtual options may continue, if desired by student leaders Welcoming messaging, i.e. posters on site Advisory contests Other face-to-face initiatives
Annual officer elections	<ul style="list-style-type: none"> Held virtually 	<ul style="list-style-type: none"> Held virtually or during face-to-face instruction 	<ul style="list-style-type: none"> Held virtually or during face-to-face instruction
Foster an inclusive community	<ul style="list-style-type: none"> ASB regular meetings held virtually Club regular meetings held virtually Peer virtual supports, TBD (i.e. MS planning for OnBoard! / Boomerang Project virtual “link crew”, pairing 8th graders with incoming 6th-7th graders) Tech support videos for staff, students, and families, produced by various clubs / classes 	<ul style="list-style-type: none"> ASB and Club regular meetings held virtually or face-to-face, if permitted Peer supports, virtual and face-to-face, TBD Tech support videos for staff, students, and families, produced by various clubs / classes 	<ul style="list-style-type: none"> ASB regular meetings, Clubs, and Officer meetings held Peer supports, virtual continue at student leaders’ direction Peer supports, face-to-face, TBD

The district will explore revised social media guidelines to support more tools for virtual connection. Additionally, based on focus group feedback, the following suggestions are offered to guide school administrators, student leaders, and faculty advisors:

- Allow as much student voice as possible in determining activities, campaigns, etc., within the mandatory health guidelines (i.e. social distanced dance, virtual dance party, social media spirit week, etc.)
- Club advisors have flexibility between virtual and face-to-face meetings, once face-to-face instruction is permissible under health guidelines
- Encourage outdoor meetings, when possible
- Provide live streaming for activities which may not allow spectators (i.e. ceremonies, plays)
- Encourage staff to support school spirit activities, i.e. special videos, messaging
- Encourage staff to set up a schedule for positive messaging for their building so students are consistently receiving messages over time
- Partner with community businesses on Spirit Weeks
- Utilize social media, to the extent permitted to encourage connection and virtual participation in initiatives

Athletics

PSD will follow the Washington Interscholastic Activities Association (WIAA) and state/local health guidance for determining when and how athletic conditioning, practices, events, and contests may be held. Where guidance conflicts, PSD will follow state/local health guidance.

The below guidelines form the foundation of the district's reopening plan for Athletics. Detailed guidance regarding each component of the plan is available to support operations and athletics personnel.

Health reporting

- Daily screening of staff and participants required for any activities
- Screening will be completed following PSD Public Health plan
- Staff and participants must stay home when ill
- COVID-19 illness reported to school personnel, when required

Operations

- Facility and equipment cleaning will follow district COVID-19 procedures
- Access to hand sanitizer and hand washing stations at events
- Ventilation increase wherever possible

Participants

- Annual permission forms, including information on COVID related risks
- Social distancing of 6-ft. required
- Locker rooms not used until Phase 3; distancing still required
- No sharing of clothes, shoes, towels, etc.
- Every effort will be made to hold practice a minimum of 4 days/week when athletics resume

Families

- Family transportation encouraged to increase distancing for district-provided transportation
- Spectators not permitted until large group restrictions are lifted (Phase 4 or later)
- Every effort will be made to provide livestream coverage of contests if spectators are not permitted to attend
- Allow yearbook students to qualify as media for contest attendance

Middle School Athletics

- Recommend intramurals for MS fall season; review updated health context for winter / spring season decisions (97% approval per poll)
- Recommend including 6th grade students in intramurals if facilities and staffing allow
- In-district contests scheduled, if/when contests permitted

At this time, the WIAA has shared the following guidance related to the 20-21 Athletics Calendar:

- NO athletics may occur in Phase 1 / 1.5
- Fall, winter, spring seasons have been realigned into a 4-season schedule for high school athletics
- Fall season updates
 - Fall sports of Girls Soccer, Volleyball, and Football are rescheduled to WIAA Season 3
 - Remaining fall sports include Cross Country, Slowpitch Softball, and Girls Swim and Dive; swim and dive is dependent on further guidance from Department of Health
 - Practices delayed to no earlier than the week of Sept. 7th
 - First possible fall contest date is Sept. 18th
 - Participation in any fall sports depends on county progression through Governor Inslee’s Safe Start phased plan over the coming weeks. WIAA Executive Board will create benchmarks, to be released at the end of July. If these benchmarks cannot be met, the remaining fall sports will be rescheduled to Season 3 (below).
- Season 2 is scheduled January – early March and includes traditional winter sports: Basketball, Bowling, Boys Swim & Dive, Cheerleading, Wrestling
- Season 3 is scheduled March – early May and includes rescheduled fall sports: Volleyball, Girls Soccer, Football
- Season 4 is scheduled May – June and includes traditional spring sports: Tennis, Fastpitch Softball, Track & Field, Baseball, Golf, Boys Soccer, Dance/Drill

2020-2021 WIAA Modified Sports Season Calendar [ALL DATES ARE TENTATIVE]

Published July 21, 2020

9/7	9/14	9/21	9/28	10/5	10/12	10/19	10/26	11/2	11/9	11/16	11/23	11/30	12/7	12/14	12/21	12/28	1/4	1/11	1/18	1/25	2/1	2/8	2/15	2/22	3/1	3/8	3/15	3/22	3/29	4/5	4/12	4/19	4/26	5/3	5/10	5/17	5/24	5/31	6/7	6/14	6/21
9/13	9/20	9/27	10/4	10/11	10/18	10/25	11/1	11/8	11/15	11/22	11/29	12/6	12/13	12/20	12/27	1/3	1/10	1/17	1/24	1/31	2/7	2/14	2/21	2/28	3/7	3/14	3/21	3/28	4/4	4/11	4/18	4/25	5/2	5/9	5/16	5/23	5/30	6/6	6/13	6/20	6/27
WIAA SEASON 1*									WIAA SEASON 2																																
PP	Cross Country							WIAA	PP	Basketball																								WIAA							
PP	Slowpitch Softball							WIAA	PP	Bowling																								WIAA							
PP	**Girls Swim & Dive							WIAA	PP	Boys Swim & Dive																								WIAA							
PP	Golf (Alternative Season)								PP	Gymnastics																								WIAA							
PP	Tennis (Alternative Season)								PP	Cheerleading																								WIAA							
									PP	Wrestling																								WIAA							

*In order for Season 1 to be offered, certain benchmarks will need to be met. This criteria will be determined by the WIAA Executive Board on July 28th. Should criteria not be met, Season 1 sports will be moved to Season 3.

**As an indoor sport, need to confirm w/ DOH that Girls Swim will be possible during Season 1.

WIAA SEASON 3		
PP	Volleyball	WIAA
PP	Girls, 1B/2B Boys Soccer	WIAA
PP	Football	WIAA
PP	**Girls Swim & Dive (ALTERNATIVE)	WIAA

WIAA SEASON 4		
PP	Tennis	WIAA
PP	Fastpitch Softball	WIAA
PP	Track & Field	WIAA
PP	Baseball	WIAA
PP	Golf	WIAA
PP	1A-4A Boys Soccer	WIAA
PP	Dance/Drill	WIAA

NOTES	
PP	= Pre-Practice (all sports have one (1) week except Football (two (2) weeks). Competition may begin at the end of the second week.
One (1) week of WIAA culminating events for all sports except Football (two (2) weeks). Qualifying events must be completed prior to the WIAA culminating event week(s).	

References

Office of the Superintendent of Public Instruction (OSPI)

- Covid-19 Resources, <https://www.k12.wa.us/about-ospi/press-releases/novel-coronavirus-covid-19-guidance-resources>
- Reopening Schools – District Planning Guide, <https://www.k12.wa.us/sites/default/files/public/workgroups/Reopening%20Washington%20Schools%202020%20Planning%20Guide.pdf>
- Reopening Schools – FAQs, <https://www.k12.wa.us/sites/default/files/public/communications/Reopening%20Washington%20Schools%20FAQ%20for%20School%20Districts.pdf>

Washington Interscholastic Activities Association (WIAA)

- Covid-19 Resources, <https://seaintsol.net/wiaasecure/ardisplay.aspx?ID=1911>

Washington State Governor's Office

- Covid-19 Resources, <https://www.governor.wa.gov/issues/issues/covid-19-resources>
- Transition from "Stay Home, Stay Healthy" to "Safe Start, Stay Healthy," <https://www.governor.wa.gov/sites/default/files/proclamations/20-25.4%20-%20COVID-19%20Safe%20Start.pdf>
- Phase Reopening – Safe Start plan, https://www.governor.wa.gov/sites/default/files/Safe%20Start%20-%20Washington%20Phased%20Reopening_FINAL.pdf

National, State, and Local Health Organizations

- Centers for Disease Control (CDC)
 - Covid-19 Resources, <https://www.cdc.gov/coronavirus/2019-nCoV/index.html>
- Washington State Department of Health
 - Covid-19 Resources, <https://www.doh.wa.gov/Emergencies/Coronavirus>
 - Covid-19 symptoms and general information, <https://www.doh.wa.gov/Portals/1/Documents/1600/coronavirus/COVID-19-Factsheet-English.pdf>
 - Mandatory Mask Guidance, <https://www.doh.wa.gov/Portals/1/Documents/1600/coronavirus/ClothFaceMasks.pdf>
 - Screening Staff and Visitors, <https://www.doh.wa.gov/Portals/1/Documents/1600/coronavirus/EmployerVisitorsScreeningGuidance.pdf>
- Benton-Franklin Health Dept.
 - Covid-19 Resources page, https://www.bfhd.wa.gov/programs_services/investigations_outbreaks/covid-19

- Covid-19 FAQs, https://www.bfhd.wa.gov/programs_services/investigations_outbreaks/covid-19/covid-19_faqs
- Childcare, Schools, and Youth Programs, <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>

Social Emotional Behavior Resources:

- Behavioral Health Impacts after COVID-19 Shelter-at-Home Orders: What to Expect and Ways to Prepare for the Return to School , <https://www.k12.wa.us/sites/default/files/public/workgroups/SMART%20Center%20Return%20to%20School%206.2.20%20final.pdf>
- OSPI: Reopening Washington Schools 2020, District Planning Guide , <https://www.k12.wa.us/sites/default/files/public/workgroups/Reopening%20Washington%20Schools%202020%20Planning%20Guide.pdf>
- Washington State SEL Implementation Guide, <https://www.k12.wa.us/sites/default/files/public/student-support/sel/pubdocs/Washington%20SEL%20Implementation%20Guide%20with%20CC.pdf>
- Washington State Standards, Benchmarks, and Indicators, <https://www.k12.wa.us/sites/default/files/public/student-support/sel/pubdocs/Standards%20C%20Benchmarks%20Indicators%20-%20creative%20commons.pdf>
- CASEL, <https://casel.org/>

Washington State Dept. of Labor and Industries

- Covid-19 Resources, <https://www.lni.wa.gov/agency/outreach/novel-coronavirus-outbreak-covid-19-resources>
- Summary of General Workplace Requirements, <https://www.lni.wa.gov/forms-publications/F414-167-000.pdf>
- Worker face covering / mask FAQs, <https://www.lni.wa.gov/agency/outreach/coronavirus-covid-19-worker-face-covering-and-mask-requirements-questions>
- Guidance for prepare workplaces, <https://www.osha.gov/Publications/OSHA3990.pdf>

Appendix A: Collaboration Opportunities

Throughout the Reopening planning process, opportunities have been provided for staff, parents, and community members to participate in planning. Below is a snapshot of the collaboration opportunities that occurred in the development of the Reopening guide.

Opportunity	Sessions / Date	Participants
Collaborator Meetings	5 meetings, June 2020	250+ participants
Family Survey on top safety concerns	June 2020	2,900+ respondents
Springboard Reopening Plan, series of staff meetings	29 meetings, June 2020	1,100+ participants
Townhall Meetings with Superintendent and Board Members	3 meetings, July 2020	280+ participants
Parent Follow-up Survey, School Scheduling	July 2020	2,500+ participants
Focus Group meetings	24 meetings, July 2020	1,000+ participants

Appendix B: Focus Group Participants

Public Health Protocols

Facilitator(s): Sarah Thornton, Aubrey Pitzer, Shane Edinger

Participants:

Melissa Abel, Nurse (Middle School)
Shannon Ardamica-Hall, PSD Parent
Wade Barrow, Three Rivers ES Asst. Principal
Paula Bazinet, Teacher (High School)
Heather Blair, Teacher (Elementary)
Kristen Blair, Director of Nutrition Services
Elizabeth Blake, Nurse (Elementary)
Kim Brown, PSD Parent
Laura Buchanan, PSD Parent
Azure Buckenberger, PSD Parent
Brittney Campell, PSD Parent
Ana Chavez, PSD Parent
Jennifer Chavez, PSD Parent
Josias Chavez- Andrade, PSD Parent
Brian Collins, PSD Parent
Josh Collop, PSD Employee (Maint. & Custodial)
Nancy Cook, Community Member
Bertha Coria, PSD Employee (Paraeducator)
Sarah Cram, Nurse (Middle School)
Jean Debevec, PSD Employee (Nutrition Services)
Erendira Diaz, PSD Parent
Kristi Docken, Special Services
Greg Domingos, Pasco HS Asst. Principal, PSD Parent
Julia Dudley, Asst. Principal PHS
Robyn Dunnagan, PSD Employee
Andrew Eads, Pasco Community Member
Samantha Ernst, PSD Parent
Jerred Erickson, Teacher (High School), PSD Parent
Isabel Figueroa, PSD Parent
Paul Fraser, Teacher (Middle School)
Lisa Garza, PSD Parent
Rita Garza, PSD Parent
Dan Gottschalk, PSD Employee (Transportation)
Mandee Haase, PSD Parent
Loretta Hanson, Teacher (High School)
Tiara Harley, PSD Parent
Ashley Hendrick, PSD Parent
Kate Hetzer, Nurse (High School)
Kim Holdiman, PSD Employee (Paraeducator)
Mary Howard, PSD employee Transportation, PSD Parent
McKenzie Linman, PSD Parent
Cheyenne Janshen, Teacher (Elementary), PSD Parent
N Janshen, PSD Parent
Christy Jones, Special Services
Jayme Jones, PSD Parent
Nita Kamphuis, Asst. Director Special Education – Secondary
Martha Koestner, Teacher (Elementary), PSD Parent
Kellie Lacey, PSD Employee (Employee Services)
Maria Lee, PAE Vice President, Teacher

Kim Lovelace, Nurse (Elementary)
Julia Low, PSD Parent
Angie Manterola, PSD Parent
Kelly Martin, Nurse (Elementary)
Kristina Merkel, Teacher (Middle School)
Heather Merlo, Teacher (Elementary)
Marissa Mejia, Teacher (Middle School), PSD Parent
Alisha Miller, Asst. Principal CGES
April Miller, Teacher (Elementary), PSD Parent
Tracy Mills, Teacher (Middle School), PSD Parent
Marisa Morales, Teacher, PSD Parent
Jessica Morgan, PSD Parent
Gregory Muckenhaupt, Teacher (High School)
Tawna Newland, Teacher (Middle School)
Kristia Olson, PSD Parent
Dimple Patel, PSD Parent
Danielle Perales, Teacher (Middle School)
Yolanda Pimentel, PSD Parent
Kelli Ramacher, Teacher (Middle School), PSD Parent
Jacqueline Ramirez, Principal OMS
Dr. Susana Reyes, Asst. Superintendent
Mikal Rex, PSD Parent
Daria Rhodes, PSD Parent
Annanaomi Sams, PSD Employee (Paraeducator)
Kathy Sands, Teacher (Elementary)
Lisa Schero, Nurse (Elementary)
Alice Schlegel, PSD Parent
Jason Schlegel, Teacher (High School), PSD Parent
Araceli Serrano Rojas, PSD Parent
Jovita Seto, PSD Employee (Transportation)
Kambra Shank, PSD Parent
Maribel Smith, Teacher (Middle School), PSD Parent
Steve Story, Executive Director Operations
Rachel Stubblefield, Teacher (High School)
Stephane Szendre, Nurse (Middle School)
Patricia Thomas, PSD Employee (Transportation)
Tyler Thompson, Asst. Principal SMS
Julie Trevino, Teacher (Elementary), PSD Parent
Carla Truitt, Teacher (High School)
Gracie Valle-Chimal, PSD Staff
Billie Jo Wensveen, Nurse (High School)
Brandon Williamson, Director of Employee Relations
Heather Wilson, PSD Parent
Kristen Wren, Teacher (Elementary)
Kelli York, Director of Employee Services

Operations – Facilities

Facilitator(s): Dr. Susana Reyes

Participants:

Nichol Wokojanec, Parent
Gwen Adamson, Librarian
Valerie Aragon, Principal Curie STEM Elementary
Monica Casas, Maintenance

Jennifer Chavez, Parent
Wally Collyer, Maintenance
Luisa Contreras, Custodian
Jessica De La Mora, Transportation
Greg Domingos, Assistant Principal PHS/Parent
Julia Dudley, Assistant Principal CHS
Robyn Dunnagan, Executive Assistant
Shane Edinger, Director of Public Affairs
Eli Garza, Manager Auditorium
Daniel Gottschalk, Transportation Manager
Corey Heitschmidt, Assistant Principal McLoughlin MS
Maria Lee, Teacher
Patrick Lee, Teacher
Roy McCoskey, Director Maintenance/Custodial
Marissa Mejia, Teacher
Oscar Montano, Custodian
Marvin Moore, Purchasing Agent
Dimple Patel, Teacher
Danielle Perales, Teacher
Aubrey Pitzer, Safety Risk Manager
Heidi Redfield, Parent
Rosalie Sainz, Custodian
Julio Sandavol, Custodian
Andrea Smith, Teacher
Steve Story, Executive Director Operations
Rachael Stubblefield, Nurse
Patricia Thomas, Supervisor Transportation
Sarah Thornton, Assistant Superintendent
Julie Trevino, Teacher
Gracie Valle-Chimal, Community Outreach
John Wallwork, Principal CHS
Michelle Whitney, Superintendent
Brandon Williamson, Director Employee Relations
Amanda Wilson, Teacher

Operations – Transportation & Nutrition

Facilitator(s): Dr. Susana Reyes

Participants:

Shana Alspaugh, Transportation Driver
Patricia Ammons, Transportation
Cathryn Bechtol, Transportation Driver
Kristen Blair, Director Nutrition Services
Travis Bowman, Transportation Mechanic
Sue Bumpaous, Transportation
Cecilia Carrillo, Transportation Driver
Jennifer Chavez, Parent
Isabel Contreras, Transportation - Dispatcher
Jessica De La Mora, Transportation
Celia Diaz, Nutrition Services
Greg Domingos, Pasco HS Asst. Principal, Parent
Robyn Dunnagan, Executive Assistant
Shane Edinger, Director of Public Affairs
Heidi Fisk, Parent
Dan Gottschalk, Transportation Manager
Meranda Hamilton, Nutrition Services Unit Manager
Mary Howard, Transportation Driver
Crystal Hermes, Nutrition Services Assistant Unit Manager

Tiffany Johnson, Parent
 Marie Johnson, Nutrition Services
 Kathy Legard, Nutrition Services
 Roy McCoskey,
 Director Maintenance/Custodial
 Janice Miller, Nutrition Services
 Marvin Moore, Purchasing Agent
 Midori Nyby, Nutrition Services Assistant Unit
 Manager
 Aubrey Pitzer, Safety Risk Manager
 Veronica Rawlings, Transportation
 Selene Renteria, Nutrition Services
 LaRee Rogers, Transportation
 Marnee Salter, Parent
 Ronald Sanchez, Transportation Bus
 Garage
 Steven Stordahl, Transportation Driver
 Steve Story, Executive Director Operations
 Rachael Stubblefield, Nurse
 Patricia Thomas, Supervisor Transportation
 Sarah Thornton, Assistant Superintendent
 Robb Wallace, Dean of Students Chiawana
 Willow Waldron, Nutrition Services
 Michelle Whitney, Superintendent
 Brandon Williamson, Director Employee
 Relations
 Mary Wiltse, Nutrition Services

Operations – Technology

Facilitator(s): Mark Garrett, Glenn Whitcomb

Participants:

Sergio Alvarez, Parent
 Paula Bazinet, Teacher (High School)
 Justin Brault, Teacher (High School)
 Amy Brightful, Teacher (Elementary)
 Azure Buckenberger, Parent
 Degen Bushman, Teacher (Middle School)
 Ana Chavez, Parent
 Jennifer Chavez, Parent
 Lori Combs, Parent
 Paula Curtright, Teacher (High School)
 RoeAnn Davis, Teacher (High School)
 Erendira Diaz, Parent
 Greg Domingos, Pasco HS Asst. Principal
 Julia Dudley, Pasco HS Asst. Principal
 Linda Ehnes, Teacher (High School)
 Vikki Fogelson, McLoughlin MS Principal
 Rebecca Francik, Teacher (Middle School)
 Loretta Hanson, Teacher (High School)
 Eric M. Hayes, Teacher (High School)
 Adriana Hernandez, Parent
 Don Hogue, Teacher (High School)
 Tiffany Johnson, Parent
 Maria Keaney, Teacher (Middle School)
 Elizabeth LeCompte, Staff Member
 Lupe Mares, Administrator
 Neddy Martinez, Teacher (Elementary)
 Nicolas Mejia, Teacher (Elementary)
 Laura Mendoza-Torres, Teacher (High
 School)
 Jaime Morales, McClintock ES Principal
 Dimple Patel, Parent
 Susan Peck-Oviedo, Teacher (Elementary)
 Kelly Ramacher, Teacher (Middle School)
 Jacqueline Ramirez, Ochoa MS Principal
 Darla Rhodes, Parent
 Brent Rust, Teacher (High School)
 Alice Schlegel, Parent
 Heather Shulman, Ochoa MS Asst. Principal

Rachael Stubblefield, Staff Member
 Tara Swanson, Parent
 Tyler Thompson, Stevens MS Asst. Principal
 David Vail, Teacher (Elementary)
 John Wallwork, Chiawana HS Principal
 Cassi Wynne, Parent

School Scheduling

Facilitator(s): Dr. Jenny Rodriguez

Participants:

Gwen Adamson, Markham ES Librarian
 Pam Anderson, Parent
 Shannon Ardamica-Hall, Parent
 Angela Hernandez, Parent
 Aazure Buckenberger, Parent
 Heather Bair, Art Specialist
 Juli Barquist, Three Rivers ES Technology
 Teacher
 Kaylee Bartlett, Emerson ES Teacher
 Heidi Bawden, Curie ES Art Teacher
 K.C. Bennion, Chiawana HS Asst. Principal
 Chrissy Beraza, Ochoa MS Asst. Principal
 Kristi Beckley
 Wendy Beus, Markham ES Kinder Teacher
 Whitney Billman, Reynolds MS 8th grade
 ELA Teacher
 Kendrick Bishop, Pasco HS Teacher
 Kristen Blair, Nutrition Services Director
 Sue Bumpaous, PSE President
 Degen Bushman, Reynolds MS 6th Grade
 Teacher
 Brittney Campbell, Parent
 Saralyn Campbell, Parent
 Ines Capetillo, Curie STEM
 ES Asst. Principal
 Jennifer Chavez, Parent
 Phil Cioppa, McLoughlin MS Teacher
 Lesley Coker, Stevens MS Teacher
 Bertha Coria, Early Learning Center Sped
 Para
 Paula Cox, Franklin ES, 1st Grade Teacher
 / Math Coach
 RoeAnn Davis, Pasco HS Math Teacher
 Jessica De La Mora, Transportation
 Julia Dudley, Pasco HS Asst. Principal
 Robyn Dunnagan, Operations Executive
 Asst.
 Tamra Elfarout, McLoughlin MS, 7th Grade
 Science Teacher
 Jerred Erickson, Pasco HS Teacher
 April Field, Frost ES SLC K-3Teacher
 Ashley Fischer, Stevens MS Teacher
 Vikki Fogelson, McLoughlin MS Principal
 Rebecca Francik, Stevens MS Librarian
 Christine Frazier, Robinson ES Kinder
 Teacher
 Morgan Fuquay, McLoughlin MS Teacher
 Ariel Garcia, Emerson ES, 1st
 grade Teacher
 Chelsie Gerber, Stevens MS
 8th Math Teacher
 Dan Gerhards, Substitute Teacher
 Kari Giorgi, Reynolds MS Orchestra Teacher
 Julianne Gomez, Robinson ES Teacher
 Daniel Gottschalk, Transportation
 Linda Grover, Robinson ES Art Teacher
 Emily Hansen, McClintock Teacher
 Amber Hanes, Curie ES Teacher

Emily Hansen, McClintock STEM Music,
 Band, Choir Teacher
 Loretta Hanson, Chiawana HS Teacher
 Stefanie Harrison, NHHS Teacher
 Eric Hayes, NHHS Teacher
 Laura Hendrickson, McGee ES Teacher
 Angela N. Hernandez, Parent
 Ericka Hoag, Parent
 Kim Holdiman, McClintock ES Para
 Mary Howard, Bus Driver
 Juliette Hungate, Reynolds MS Resource
 Room Teacher
 Amber Hunt, McLoughlin MS Behavior
 Specialist
 Cheyenne Janshen, Franklin ES Teacher
 Mike Johnson, Delta HS Principal
 Maria Keaney, McLoughlin MS Instructional
 Coach
 Judy Klein, Angelou ES Instructional coach
 Erin Kniveton, Parent
 Martha Koestner, Longfellow
 ES Kindergarten Teacher, Parent
 Hilary Kreutz, Parent, PTO Board-
 Franklin ES
 Kelli Kruse, Chess ES Teacher
 Cynthia Larson, Emerson and
 McGee ES Coach and Facilitator
 Wendy Lechelt-Polster, McGee ES Principal
 Maria Lee, PAE Vice
 President, Columbia ES 5th grade
 Patrick
 Lee, Ochoa MS Health/Fitness Teacher
 Shannon Lockard, Reynolds MS Principal
 Bethany Lynn, McLoughlin MS 6th
 grade Teacher, Parent
 Sharla Marque, McGee ES Teacher
 Monica Martinez, Executive Asst.-
 Secondary
 Raquel Martinez, Stevens MS Principal
 Jill McLaughlin, Early Learning Center
 Teacher
 Marissa Mejia, Reynolds MS Teacher
 Jennifer Melendrez, Rosalind Franklin ES
 Principal
 Tamar Mendoza, MS Teacher
 Lena Mendoza, Twain ES 4th
 grade Teacher / ELA Coach
 Emma Mercado, Chess ES, Counselor
 Karina Merino-Monroy, Parent
 Heather Merlo, Frost ES Bilingual 4th Grade
 Spectrum Teacher
 Alisha Miller, Captain
 Gray Elementary Asst. Principal
 Tracy Mills, McLoughlin MS Teacher
 Laurel Mo, Parent
 Stacie Nichols, Parent
 Kristia Olson, Parent
 Mari Oronia-Smith, Ray Reynolds MS
 Teacher
 Dimple Patel, Parent
 Danielle Perales, Ochoa MS Teacher
 Jacqueline Ramirez, Ochoa MS Principal
 Irene Ray, Robinson ES Teacher
 Heidi Redfield, Parent
 Debbie Richardson, McGee ES Teacher
 Tiffany Richardson, Angelou ES Teacher
 LaRee Rogers, PSE Vice President
 / Transportation
 Jana Sall, Franklin ES, 1st grade Teacher
 Marnee Salter, Parent

Noemi Sanchez, Parent
 Sami Savage, Twain ES 4th grade Teacher / Math Coach
 Claudia Serrano, Longfellow ES Principal
 Heather Shulman, Ochoa MS Asst. Principal
 Andrea Smith, Pasco HS Teacher
 Michelle Smith, NHHS Lead Teacher / Instructional Coach
 Janiece Stroup, Parent
 Tara Swanson, Parent
 Patricia Thomas, Transportation
 Julie Trevino-Whittier, 1st grade Teacher
 David Vail, McClintock/Twain ES Testing Facilitator
 Erin Vasquez, Parent
 John Wallwork, Chiawana HS Principal
 Molly West, Pasco HS Teacher
 Amanda Wilson, Ochoa MS, 6th Grade
 Kati Wilson, Three Rivers ES Teacher
 Tracy Wilson, Executive Director Special Services
 Nichol Wokojance, Parent
 Cassi Wynne, Parent
 Kelli York, Executive Director of Employee Services

Social-Emotional Learning

Facilitator(s): Shellie Hatch, Dr. Charlotte Stingley, Alice Amaya

Participants:

Jamie Bacon Principal
 Wade Barrow Assistant Principal
 Paula Bazinet Teacher
 Karri Britain Teacher
 Degen Bushman Teacher
 Tiffany Chadha Teacher
 Courtney Dallas Teacher
 Katie Dorsey Parent
 Julia Dudley Assistant Principal
 Heidi Fisk Parent
 Jennifer Flajole Teacher, Parent
 Vikki Fogelson Principal
 Christine Frazier Teacher
 Cynthia Frazier Parent?
 Josie Garcia Parent
 Trisha Glazner Teacher
 Emily Gomez Assistant Principal
 Tania Guaman-Covert Assistant Principal
 Josh Guajardo Migrant Education Recruiter
 Mary Gutierrez Teacher
 Becky Hitchman Assistant Principal
 Kim Holdiman Staff member
 Mary Howard, Bus Driver
 Joe Jisa Principal
 Karen Johnson Staff member
 Julia Kahl Teacher
 Cynthia Larson Staff member
 Wendy Lechelt-Polster Principal
 Shannon Lockard Principal
 Kelly Longsdorff School Counselor
 Jill McLaughlin Parent?
 Sabrina Melendrez Parent
 Tamar Mendoza Teacher
 Emma Mercado Staff member
 Bryan Meredith Assistant Principal
 Kristen Metcalf School Counselor
 Stacie Nichols, Parent
 Mari Oronia-Smith Teacher, Parent
 Felicity Peery Community Member

Maria T. Perez-Nunez Staff Member
 Jocelyn Reyes Chavez Community Member
 Debbie Richardson Teacher
 Annanaomi Sams Staff Member
 Lisa Scott Staff Member
 Claudia Serna Migrant Graduation Specialist
 Shelia Tomlinson Teacher
 Tyler Thompson Assistant Principal
 Kristen Wren Teacher
 Don Wright Teacher
 Katherine Wright Teacher

Early Learning (Pre-K)

Facilitator(s): Kristi Docken

Participants:

Andrea Braithwaite, ELC Special Services Teacher
 Lisa Brouwer-Thompson, ESD123 ECEAP Administrator
 Bertha Coria, ELC Special Services Paraeducator
 Julie Cummings, ELC Special Services Teacher
 Michelle Duckett, ELC Speech Language Pathologist
 Christine Frazier, Robinson Kindergarten Teacher
 Crystal Howell, Parent
 Christy Jones, Special Services Assistant Director
 Nita Kamphuis, Special Services Assistant Director
 Jill McLaughlin, ELC Special Services Teacher
 Cindy Morris, Robinson Kindergarten Teacher
 Susana Reyes, Assistant Superintendent
 Annanaomi Sams, Head Start Special Services Paraeducator
 Kami Taylor, ELC Special Services Teacher
 Erin Tomlinson, ESD123 ECEAP Administrator
 Kayla Warner, ELC Special Services Paraeducator
 Tracy Wilson, Special Services Executive Director

Instruction – Elementary Expectations

Facilitator(s): Shellie Hatch, Megan Nelson, LeAnn Nunamaker

Participants:

Valerie Adams, Teacher
 Shannon Ardamica-Hall, Parent
 Terisa Alo, Teacher
 Alice Amaya, District Behavior Coach
 Kerry Anderson, Teacher
 Beth Austin, Teacher
 Jamie Bacon, Three Rivers ES Principal
 Heather Bair, Teacher
 Juli Barquist, Teacher
 Kaylee Bartlett, Teacher, Parent
 Heidi Bawden, Teacher, Parent
 Kristi Beckley, Teacher, Parent
 Wendy Beus, Teacher, Parent
 Becky Booth, Teacher, Parent
 Deborah Bowersox, Teacher
 Stephanie Brubaker, Teacher
 Azure Buckenberger, Parent

Jamie Bunger, Teacher, Parent
 Anna Carlson, Teacher
 Ginni Carter, Teacher
 Anita Chambers, Staff Member
 Ana Chavez, Parent
 Jennifer Chavez, Parent
 Josias Chavez-Andrade, Parent
 Jamie Chavez, Teacher
 Ashley Chubb, Teacher, Parent
 Diana Cissne, Angelou ES Principal; Parent
 Brian Collins, Parent
 Paula Cox, Teacher
 Lee Delamora, Teacher, Parent
 Jamie Dunn, Teacher
 Tom DuVall, Teacher, Parent
 Wysteria Edwards, Teacher
 Chip Elfering, Twain ES Principal
 Omar Escalera, Frost ES Principal
 Heidi Fisk, Parent
 Christine Frazier, Teacher
 Mindy Gardner, Teacher, Parent
 Dan Gerhards, Teacher
 Trisha Glanzer, Teacher, Parent
 Emily Gomez, Livingston ES Asst. Principal
 Julianne Gomez, Teacher
 Susan Grace, Teacher, Parent
 Sara Gross, Teacher
 Elizabeth Guzman, Teacher
 Amber Hanes, Teacher
 Mandee Haase, Parent
 Laura Hendrickson, Teacher
 Angela Hernandez, Parent
 Kim Holdiman, Staff Member
 Cheyenne Janshen, Teacher, Parent
 Traci Jeremy, Parent
 Christy Jones, Asst. Director Special Education
 Jayme Jones, Parent
 Sarah Kessie, Teacher, Parent
 Judy Klein, Teacher
 Erin Kniveton, Parent
 Martha Koestner, Teacher, Parent
 Cynthia Larson, Staff Member
 Edith Lau, Teacher
 Autumn Lawr, Teacher
 Wendy Lechelt-Polster, McGee ES Principal
 Maria Lee, Teacher, Parent, PAE Vice President
 Carla Lobos, Exec. Director Curriculum and Professional Development
 Sharla Marquez, Teacher, Parent
 Jessie Martin, Teacher; Parent
 Neddy Martinez, Teacher
 Marissa Mejia, Teacher, Parent
 Jennifer Melendrez, Franklin ES Principal
 Emma Mercado, Staff Member
 Heather Merlo, Teacher
 Jessica Morgan, Parent
 Cynthia Morris, Teacher
 Stacie Nichols, Staff Member, Parent
 Therese Oyola, Parent
 Dimple Patel, Parent
 Susan Peck-Oviedo, Teacher
 Felicity Peery, Community Member
 Christy Pettey, Parent
 Niki Ratliff, Teacher, Parent
 Irene Ray, Teacher
 Jocelyn Reyes Chavez, Parent
 Debbie Richardson, Teacher
 Tiffany Richardson, Teacher

Monica Rutter, Teacher, Parent
 Amanda Russell, Teacher, Parent
 Jana Sall, Teacher, Parent
 Maria Sandoval, Robinson ES Principal
 Adriana Sanchez, Teacher
 Alice Schlegel, Parent
 Kylee Sixkiller-Bossert, Chess ES Asst. Principal
 Andrea Smith, Teacher, Parent
 JoAnn Sparks-Perry, Teacher
 Tracy Squires, Teacher
 Melyssa Stephens, Teacher, Parent
 Jamera Thompson, Parent
 Sarah Thornton, Asst. Superintendent
 Blanca Torres, Teacher
 Julie Trevino, Teacher, Parent
 Brianne Tuura, Teacher, Parent
 David Vail, Teacher
 Gracie Valle-Chimal, PSD Staff Member
 Jennifer Vandecar, Teacher
 Julie Wheeler, Teacher
 Samantha White, Parent
 Kati Wilson, Teacher
 Sarah Winakur, Teacher
 Kathy Wright, Teacher
 Kelli York, Director Employee Services

Instruction – Elementary Specialists

Facilitator(s): Shellie Hatch, Megan Nelson, LeAnn Nunamaker

Participants:

Gwen Adamson, Teacher
 Jamie Bacon, Three Rivers ES Principal
 Charith Bagley, Teacher
 Heather Bair, Teacher
 Juli Barquist, Teacher
 Heidi Bawden, Teacher, Parent
 Jacqueline Borgens, Teacher
 Stephanie Brubaker, Teacher
 Tara Childs, Teacher, Parent
 Will Espedal, Teacher
 Valerie Espinoza, Teacher
 Enid Flynn, Assessment Supervisor, Parent
 Rebecca Francik, Teacher
 Abbey Garza, Teacher
 Marc Garza, Teacher
 Trisha Glanzer, Teacher
 Linda Grover, Teacher
 Emily Hansen, Teacher
 Shelley Harris, Teacher
 Laura Hendrickson, Teacher
 Kerry Koelzer, Teacher
 Kelli Kruse, Teacher, Parent
 Autumn Lawr, Teacher
 Julie Lowery, Teacher, Parent
 Tracy Mattson, Teacher
 Christina McElroy, Teacher
 Nicolas Mejia, Teacher
 Angel Melendez, Teacher
 Jennifer Melendrez, Franklin ES Principal
 Doug Norby, Teacher
 MaryAnn Payne, Teacher
 Christy Perez, Teacher
 Kathy Sands, Teacher
 Jenna Schouville, Teacher
 Brooke Schuldheisz, Emerson ES Principal
 Tracy Squires, Teacher
 Sarah Thornton, Asst. Superintendent
 Melissa Welch, Teacher

Jonathon Young, Teacher

Instruction – Secondary Expectations

Facilitator(s): Dr. Jenny Rodriguez

Participants:

Charlyne Allen, McLoughlin MS SpEd Self Contained
 Dana Allen, Parent
 Paula Bazinet, NHHS Teacher, ASL Interpreter
 K.C. Bennion, Chiawana HS Asst. Principal
 Whitney Billman, Reynolds MS Teacher
 Kendrick Bishop, Pasco HS Teacher
 Deborah Bracks-Jones, Ochoa MS 6th Teacher
 Justin Brault, Pasco HS CTE Teacher
 Karri Britain, McLoughlin MS Science Teacher
 Degen Bushman, Reynolds MS Teacher
 Jennifer Chavez, Parent
 Lesley Coker, Reynolds MS 7th history Teacher
 Roeann Davis, Teacher
 Julia Dudley, Pasco HS Asst. Principal
 Jeni Duvall, SPED Education Specialist
 Linda Ehnes, via phone, Chiawana HS Science Teacher
 Tamra Elfarout, McLoughlin MS 7th grade Science Teacher
 Jolene Fix, Chiawana HS SpEd Para, Parent
 Enid Flynn, Assessment Supervisor
 Vikki Fogelson, McLoughlin Principal
 Paul Fraser, Ochoa MS STEM CTE Teacher
 Rebecca Francik, Stevens MS Librarian
 Morgan Fuquay, McLoughlin ERR Teacher, Parent
 Chelsie Gerber, Stevens MS Teacher
 Mary Gutierrez, Chiawana HS Counselor
 Mandee Haase, Parent
 Loretta Hanson, Chiawana HS CTE Teacher
 Eric Hayes, NHHS Social Studies Teacher
 Tyler Hockaday, Pasco HS Teacher
 Don Hogue, Chiawana HS Teacher
 Juliette Hungate, Middle School Resource Room
 Vicky Hyde, Chiawana HS ELA Teacher, Parent
 Janice Jackson, Ochoa MS 7th History Teacher
 Cheyenne Janshen, Teacher, Parent
 Maria Keaney, McLoughlin MS Instructional Coach
 Hilary Kreutz, Parent
 Sonia Lambert, Chiawana HS, Special Education Department
 Lorri Ledgerwood, Parent
 Shannon Lockard, Reynolds MS Principal
 Monica Martinez, Exec. Assistant-Secondary Education
 Raquel Martinez, Stevens MS Principal
 Julie McKeown, McLoughlin Teacher
 Marissa Mejia, Reynolds MS
 Tamar Mendoza, Reynolds
 Kris Merkel, Reynolds MS, Choir Teacher
 Tracy Mills, McLoughlin MS Teacher, Parent
 Marcie Perez, Pasco HS Social Studies Teacher
 Kelly Ramacher, Reynolds MS 7th History Teacher, Parent

Jackie Ramirez, Ochoa MS Principals
 Heidi Redfield, Parent
 Darla Rhodes, Parent
 Jennifer Rickman, Pasco HS Math Teacher
 Amy Rodriguez, McLoughlin MS Instructional Coach
 Shanda Riehle, Chiawana HS CTE Teacher
 Noemi Sanchez, Parent
 Becky Schlegel, Booth CPE - Secondary District Mentor
 Heather Shulman, Ochoa MS Asst. Principal
 Andi Smith, Pasco HS
 Michelle Smith, NHHS Lead Teacher, Coach
 Sara Smith, Chiawana HS Teacher
 Janiece Stroup, Parent
 Tara Swanson, Parent
 Brian Torrence, Pasco HS Math Teacher
 Kim Van Eaton, Science/STEM TOSA, Parent
 John Wallwork, Chiawana HS Principal
 Amanda Wilson, Ochoa MS 6th Grade Teacher
 Nichol Wokojanec, Parent
 Sarah Woods, Reynolds MS, 8th Science Teacher
 Cassi Wynne, Parent

Instruction – Science Lab Guidelines

Facilitator(s): Megan Nelson

Participants:

Karri Britain, McLoughlin MS Science
 Jennifer Chavez, Parent
 Lori Combs, Parent
 Tami Edwards, Chiawana HS Science
 Linda Ehnes, Chiawana HS Science
 Tamra Elfarout, McLoughlin 7th grade Science
 Dauson Larrabee, Pasco HS Chemistry
 Joey Mejia, Pasco HS Biology/Chemistry
 Marissa Mejia, Reynolds MS Teacher
 Megan Nelson, STEM Director
 Devin Olson, New Horizons HS Science
 Megan Raihl, Stevens MS 7th grade Science
 Tony Rubacalva, Chiawana HS Asst. Principal
 Diana Scott, Reynolds MS 6th grade Science
 Tara Swanson, Parent
 Kim VanEaton, STEM TOSA
 Molly West, Pasco HS Science Teacher, Dept. Chair
 Sarah Woods, Reynolds MS 8th grade science

Instruction – Secondary CTE Guidelines

Facilitator(s): Deb Thurston

Participants:

Barbara Scully, Teacher (High School)
 Linda Klavano, Teacher (Middle School)
 Meghan Rhodes, Parent; Teacher (High School); Community Member
 Kathey Hatfield, Teacher (High School)
 Scott Schadler, Teacher (High School)
 Carol Kauer, Teacher (High School)
 John Weatherby, Teacher (High School)
 Brenda K Leighty, Teacher (High School)
 Katie Engel, New Horizons HS Community Engagement Manager

Ryan Mattson, Parent; Teacher (Middle School)
 Kimberly Askren, Teacher (Middle School)
 Jessie Ihly, Teacher (High School); PSD Staff Member
 Cameron Mill, Parent; Staff Member
 Janiece Stroup, Parent
 Nichol Wokojanca, Parent
 Juliette Hungate, Teacher (Middle School)
 Carol Travis, Teacher (High School)
 AJ Lambert, Teacher (High School)
 Brent Rust, Teacher (High School)
 Justin Brault, Teacher (High School)
 Loretta Hanson, Teacher (High School)
 Renee Johnson, Teacher (High School)
 Leslie Bell, Teacher (High School)
 Andrew Callaway, Teacher (High School)
 Kim Schneider, Teacher (High School)
 Shanda Riehle, Teacher (High School)
 Paula Curtright, Teacher (High School)
 Laura Mendoza-Torres, Parent; Teacher (High School)
 Susan Jensen, Teacher (Middle School)
 Jenny Henn, Teacher (High School)
 Maria Bice, Teacher (Middle School)
 Debra Thurston, Director of CTE
 Tiffany Nelson, Secretary to the Director of CTE
 Sheri McGraw, Staff Member
 Aubrey Pitzer, Safety & Risk Coordinator
 Becky Schlegel, CPE
 Tony Buel, Desktop Administrator
 Laura Jones, TOSA for CTE
 Kentin Alford, Teacher (High School)
 Amandalyn Rubio, Pasco HS Community Engagement Manager
 Michelle Whitney, Superintendent

Instruction – Secondary P.E.

Facilitator(s): Shellie Hatch

Participants:

Travis Elliott, Teacher
 Joe Emerson, Teacher
 Enid Flynn, Assessment
 Miguel Garza, Teacher
 Shellie Hatch, Director
 Gregg Huisinigh, Pasco HS Athletic Director
 Cheyenne Janshen, Teacher, Parent
 Karen Johnson, Secretary
 Brooke Lamberson, Teacher
 Patrick Lee, Teacher
 Jovonn Lentz, Teacher
 Julie McKeown, Teacher
 Jason Ruud, Teacher, Parent
 Becky Schlegel, CPE
 Julie Stadelman, Teacher
 Tyler Thompson, Stevens MS Asst. Principal
 Jennifer Vandecar, Teacher
 Matt Whitehead, Teacher

Instruction – Secondary Band & Choir Guidelines

Facilitator(s): Shellie Hatch, KC Flynn

Participants:

James Bennett, Teacher
 Amy Frederickson, Parent
 Cheyenne Janshen, Teacher, Parent
 Darla Rhodes, Parent;

Peter Blake, Teacher
 Kimberly Brown, Parent
 Kevin Clayton, Teacher
 K.C. Flynn, TOSA
 Brad Fritz, Parent
 Kari Giorgi, Teacher
 JoLyn Glenn, Teacher
 Heidi Hanes, Teacher
 Heather Kubalek, Parent
 Matt Larson, Teacher
 Allan Madsen, Teacher
 Don May, Teacher
 Kurtis McFadden, Teacher
 Kristina Merkel, Teacher
 Jessica Morgan, Parent
 John Nelson, Teacher
 Betsy Peterson, Parent
 Jetta Peterson, Student
 Keith Peterson, Parent
 Aubrey Pitzer, District Safety Coordinator
 Kathy Sands, Teacher
 Amber Smith, Parent
 Brent Steinert, Teacher
 Sarah Thornton, Asst. Superintendent

Instruction – iPAL Program

Facilitator(s): Deb Thurston

Participants:

Tana Beeghly, Staff Member
 Jaki Gosch, Teacher (Elementary); Teacher (Middle School)
 Jill McLaughlin, Parent; Teacher (Elementary)
 Cheryl Walter, Parent
 Janiece Stroup, Parent
 Julie Wheeler, Teacher (Elementary)
 Nichol Wokojanca, Parent
 Pam Anderson, Parent
 Stacie Nichols, Staff Member, Parent
 RoeAnn Davis, Teacher (High School)
 Maria Keaney, Teacher (Middle School)
 Jennifer Flajole, Staff Member, Parent
 Autumn Lawr, Teacher (Elementary)
 Kristi Beckley, Teacher, Parent
 Melyssa Stephens, Teacher (Elementary), Parent
 Dawn Bastin Hernandez, Teacher
 Carol Brucker, Teacher
 Heidi Redfield, Parent
 Michelle Whitney, Superintendent
 KC Bennion, Chiawana HS Asst. Principal
 Tiffany Nelson, CTE Secretary

Instruction – Core 4

Facilitator(s): Carla Lobos, Mark Garrett, Brenda Akins

Participants:

Valerie Adams, Teacher (Elementary)
 Sergio Alvarez, Parent
 Valerie Aragon, Curie STEM ES Principal
 Ramon Ayala, Frost ES Asst. Principal
 Juli Barquist, Teacher (Elementary)
 Whitney Billman, Teacher (Middle School)
 Justin Brault, Teacher (High School)
 Gerry Brazington, Teacher (Elementary)
 Cory Brincken, Teacher (High School)
 Karri Britain, Teacher (Middle School)
 Laura Buchanan, Parent

Azure Buckenberger, Parent
 Degen Bushman, Teacher (Middle School)
 Meaghan Callahan, Teacher (High School)
 Ana Chavez, Parent
 Ashley Chubb, Teacher (Elementary)
 Lesley Coker, Teacher (Middle School)
 Shelly crump, Teacher (High School)
 Andrew C. Eads, Community Member
 Andrew Eads, Community Member
 Linda Ehnes, Teacher (High School)
 Tamra Elfarout, Teacher (Middle School)
 Valerie Espinoza, Teacher (Elementary)
 Isabel Figueroa, Parent
 Ashley Fischer, Teacher (Middle School)
 Enid Flynn, Staff Member
 Vikki Fogelson, McLoughlin MS Principal
 Rebecca Francik, Teacher (Middle School)
 Morgan Fuquay, Teacher (Middle School)
 Ariel Garcia, Teacher (Elementary)
 Leah Gillette-Fox, Teacher (Middle School)
 Susan R Grace, Teacher (Elementary)
 Amber Hanes, Teacher (Elementary)
 Stefanie Harrison, Teacher (High School)
 Eric M. Hayes, Teacher (High School)
 Laura Hendrickson, Teacher (Elementary)
 Adriana Hernandez, Parent
 Don Hogue, Teacher (High School)
 Mary Howard, Staff Member
 Juliette Hungate, Teacher (Middle School)
 Amber Hunt, Teacher (Middle School)
 Ruvine Jimenez, Parent
 Sarah Kessie, Teacher (Elementary)
 AJ Lambert, Teacher (High School)
 Elizabeth LeCompte, Staff Member
 Maria Lee, Teacher (Elementary)
 Julia Low, Parent
 Sharla Marquez, Teacher (Elementary)
 Neddy Martinez, Teacher (Elementary)
 Tyronne McEuen, Teacher (High School)
 Nicolas Mejia, Teacher (Elementary)
 Sabrina Melendrez, Parent
 Tamar Mendoza, Teacher (Middle School)
 Alicea Mendoza, Teacher (Elementary)
 Yvonne Moore, Teacher (High School)
 Jaime Morales, McClintock ES Principal
 LeAnn Nunamaker, Director Curriculum & PD
 María Núñez, Teacher (High School)
 Therese Oyola, Parent
 Danielle Perales, Teacher (Middle School)
 Marcie Perez, Teacher (High School)
 Christy Pettey, Parent
 Irene R. Ray, Teacher (Elementary)
 Darla Rhodes, Parent
 Debbie Richardson, Teacher (Elementary)
 Amy Rodriguez, Teacher (Middle School)
 Brent Rust, Teacher (High School)
 Marnee Salter, Parent
 Maria Sandoval, Robinson ES Principal
 Sami Savage, Teacher (Elementary)
 Heather Shulman, Ochoa MS Asst. Principal
 Maribel Smith, Teacher (Middle School)
 Michelle Smith, Teacher (High School)
 Tara Swanson, Parent
 Carol Travis, Teacher (High School)
 David Vail, Teacher (Elementary)
 Kim Van Eaton, Staff Member
 Jennifer Vandecar, Teacher (Elementary)
 John Wallwork, Chiawana HS Principal
 Amanda Wilson, Teacher (Middle School)
 Kati Wilson, Teacher (Elementary)

Sarah Winakur, Teacher (Elementary)
Cassi Wynne, Parent
Amber, Parent
Brooke, Teacher (Middle School)

SPED – K-12 Self-Contained Programs

Facilitator(s): Christy Jones, Tracy Wilson,
Nita Kamphuis

Participants:

Charlyne Allen, Special Ed Teacher
Kaylee Bartlett, Special Ed Teacher
Paula Bazinet, ASL Teacher & Deaf
Interpreter
Pam Bobiles, Special Ed Teacher
Stacey Bright, Deaf Interpreter
Sue Bumpaous, PSE Vice President
Tina Casias, Special Ed Teacher
Elizabeth Copsey, Special Ed Teacher
Sheryl Cyr, Parent
Kristi Docken, Director/Special Services
Greg Domingos, Asst Principal
Twyla Dominguez, Special Ed Teacher
Jeni Duvall, Ed Specialist
April Field, Special Ed Teacher
Jolene Fix, Para
Robina Hamman, Teacher of the Deaf
Amber Havers, Teacher of the Deaf
Dawn Heinecke, School Psychologist
Becky Hitchman, Markham ES & New
Horizons HS Asst. Principal
Morgan Kelso, Special Ed Teacher
Phil Koestner, Asst Principal CHS
Sonia Lambert, Special Ed Teacher
Catherine Laws, Special Ed Teacher
Lorri Ledgerwood, Grandparent
Shannon Lockard, Reynolds MS Principal
Julie McEnderfer, Teacher of the Visually
Impaired
Jill McLaughlin, Special Ed Teacher
Kandace Meinecke, Ed Specialist
SaBina Mello, Special Ed Teacher
Jacqueline Ramirez, Ochoa MS Principal
Niki Ratliff, SLP
Dr. Susana Reyes, Asst. Superintendent
Debbie Richardson, Special Ed Teacher
LaRee Rogers, Paraeducator
Karen Rudd, Special Ed Teacher
Lou Rae Schmidt, Special Ed Teacher
Audeena Smith, Special Ed Teacher
Jamera Thompson, Parent
Sarah Thornton, Asst. Superintendent
Lisa Upton, Ed Specialist
Mary Valencia, Parent
Kayla Warner, Para/Parent
Michelle Whitney, Superintendent
Rebecca Williamson, Special Ed Teacher
Brenda Wilson, Special Ed Teacher
Caprice Zhu, Special Ed Teacher

SPED – K-12 Inclusion

Facilitator(s): Christy Jones, Tracy Wilson,
Nita Kamphuis

Participants:

Terisa Alo, Special Ed Teacher
Paula Bazinet, ASL Teacher/Interpreter
Kristi Beckley, Special Ed Teacher
Pam Bobiles, Special Ed Teacher
Courtney Dallas, Gen Ed Teacher

Kristi Docken, Director/Special Services
Kari Duncan, Special Ed Teacher
Jeni Duvall, Ed Specialist
Mary Ann Elizondo, Special Ed Teacher
Jolene Fix, Paraeducator
Heather Fleming, Parent
Marzieh Flores, Special Ed Teacher
Vikki Fogelson, Principal/MAC
Andrew Glodo, Special Ed Teacher
Stefanie Harrison, Special Ed Teacher
Dawn Heinecke, School Psychologist
Becky Hitchman, Markham & New Horizons
HS Asst. Principal
Juliette Hungate, Special Ed Teacher
Janie Jonker, Special Ed Teacher
Morgan Kelso, Special Ed Teacher
Phil Koestner, Asst Principal/CHS
Sonia Lambert, Special Ed Teacher
Angela Mask, Special Ed Teacher
Charlene Maib, Special Ed Teacher
Michele Matz, Special Ed teacher
Jennifer Melendez, Principal/Franklin
SaBina Mello, Special Ed Teacher
Kandace Meinecke, Ed Specialist
Stacie Nichols, Parent
Mary Ann Parra, Special Ed Teacher
Marta Plazola, SLP
Courtney Pillatos, School Psychologist
Jacqueline Ramirez, Principal/Ochoa
Dr. Susana Reyes, Asst. Superintendent
Debbie Richardson, Special Ed Teacher
Karen Rudd, Special Ed Teacher
Lou Rae Schmidt, Special Ed Teacher
Michelle Whitney, Superintendent
Linda Williams, Gen Ed Teacher
Kathy Wright, Special Ed Teacher

Special Programs – English Language Learners

Facilitator(s): Carla Lobos, Alma Duran, Lisa
Connolly, Neddy Martinez

Participants:

Chrissy Beraza, Ochoa MS Asst. Principal
Imelda Collop, Parent
Lisa Connolly, District Coach
Delia Garza, McLoughlin MS Teacher
Susan Grace, Emerson Elementary
Carolynn Jones, Ochoa & Reynolds
MS Facilitator
Phil Koestner, Chiawana HS Asst. Principal
Edith Lau, Curie STEM Teacher
Veronica Machado, Pasco HS Asst. Principal
Raquel Martinez, Stevens MS Principal
Joey Mejia, Pasco HS Teacher
María Núñez, Pasco HS Teacher
Wendy Paup-Lefferts, McLoughlin MS
Teacher
Jackie Ramirez, Ochoa MS Principal
Joshua O'Reilly, Chiawana HS Teacher
Monica Rutter, McClintock ES Teacher
Irene Ray, Robinson ES Teacher
Adriana Sanchez, Columbia River ES
Maria Sandoval, Robinson ES Principal
Heather Shulman, Ochoa MS Asst. Principal
Gabriela Whitemarsh, Pasco HS Teacher

Special Programs – Two-Way Dual Language

Facilitator(s): Alma Duran, Raul Sital, Lisa
Connolly, Neddy Martinez, Osziel Garza

Participants:

Ginni Carter, Staff Member
Armando Castellon, Capt. Gray ES
Principal
Brian Collins, Parent
Imelda Collop, Parent
Jessie Martin, Staff Member
Jaime Morales, McClintock STEM
ES Principal
Catherine Pattey, Parent
Susan Peck-Oviedo, Staff Member
Niki Ratliff, Staff Member, Parent
Monica Rutter, Staff Member, Parent
Adriana Sanchez, Staff Member
Emilio Santiago, Staff Member, Parent
Victor Silva, Whittier ES Principal
Kaysha Smith, Staff Member
Melyssa Stephens, Staff Member, Parent
Gracie Valle-Chimal, Staff Member, Parent
Gabriela Whitemarsh, Pasco HS Teacher,
Parent

Special Programs – Reading Recovery / LLI

Facilitator(s): Carla Lobos, Alma Duran,
Marisa Morales

Participants:

Allen, Diane (RR/LLI, Franklin Elementary)
Baalman, Lori (RR/LLI, Whittier Elementary)
Chada, Tiffany (LLI/Behavior Intervention,
Longfellow)
Dawson, Joy (LLI/Facilitator, Chess
Elementary)
Gardner, Mindy (Bilingual Kindergarten
Teacher, Three Rivers Elementary)
Gleave, Shira (RR/LLI, Captain Gray
Elementary)
Graff, Dana (RR/LLI, Mark Twain
Elementary)
Gutiérrez, María (DLL/Bilingual First Grade
Teacher, Whittier Elementary)
Hanshaw, Renea (RR/LLI, Emerson
Elementary)
Harris, Shelley (RR/visual Arts Teacher,
Longfellow Elementary)
Hirano, Laura (DLL/Bilingual Interventionist,
Whittier Elementary)
Huisingh, Sharon (RR/LLI, Three Rivers
Elementary)
López, Daisy (DLL/Bilingual Interventionist,
Chess Elementary)
Jill McColloch (RR/LLI, Chess Elementary)
Meiners, Angela (RR/LLI, Franklin
Elementary)
Miller, Marcy (LLI, Curie Elementary)
Perry, JoAnn (LLI/Literacy Coach, Whittier
Elementary)
Rodríguez, Bertha (DLL/Bilingual
Interventionist, Robert Frost Elementary)
Shulman, Heather
Smith, Codi (RR/LLI,
Columbia River Elementary)
Silva, Victor (Principal, Whittier Elementary)

Torres-Muse, Blanca (DLL/Bilingual Interventionist, Virgie Robinson Elementary)
Washburn, Summer (RR/LLI, Whittier Elementary)
Whitney, Michelle (PSD Superintendent)
Wright, Pamela (RR/LLI, Mark Twain Elementary)

Elementary Activities

Facilitator(s): Raul Sital

Participants:

Sabrina Aguirre 21st Century After School Program at Curie
Ramon Ayala VP at Frost
Katie Dorsey Parent
Trisha Glanzer Teacher
Angela Hernandez Parent
Kim Holdiman Staff
Erin Kniveton Parent
Hilary Kreutz Parent
Cynthia Larson Staff
Edith Lau Teacher
Daisy Lopez Teacher
Dimple Patel Parent
Susan Peck-Oviedo Teacher
Felicity Peery 21st Century Site Coordinator
Frost & Gray
Christy Perez Specialist
Aubrey Pitzer Staff/Parent
Thalia Quintero 21st Century Site Coordinator Curie & Twain
Jocelyn Reyes Chavez 21st Century program Director
Mamee Salter Parent
Charlotte Stingley Principal on Special Assignment Migrant Program Lead
Julie Trevino Teacher/Parent
David Vail Staff/Parent
Samantha White Parent
Michelle Whitney Superintendent
Sarah Winakur Teacher

Secondary Clubs & Activities

Facilitator(s): Dr. Jenny Rodriguez

Participants:

Pam Anderson, Parent
Bobbi Buttars, Chiawana HS
Leadership Teacher, ASB Advisor
Andrew Callaway, Pasco
HS Teacher, DECA Advisor, Sports
announcer
John Cazier, Chiawana Athletic Director
Bruce Davison, McLoughlin MS Asst.
Principal
Tyler Hockaday, Pasco HS Teacher, Ski
Club Advisor
Juliette Hungate, Reynolds MS Teacher
Vicky Hyde, Chiawana HS
Teacher, Yearbook and Speech and
Debate Advisor
Cheyenne Janshen, Franklin
Teacher, Parent
Renee Johnson, Chiawana HS
Teacher, FFA Advisor
Heather Kubalek, Parent
AJ Lambert, Pasco HS
Teacher, FFA Advisor

Edith Lau, Curie STEM Teacher, District
Chess Coordinator
Monica Martinez, Exec. Assistant-Secondary
Education
Marcie Perez, Pasco HS Teacher, Key Club
Co-Advisor
Aubrey Pitzer, PSD Safety/Risk Manager
Jocelyn Reyes Chávez, 21st Century
Program Director
Amy Rodriguez, McLoughlin MS Instructional
Coach, Natural Helpers Advisor
Brent Rust, Pasco HS Teacher,
Yearbook Advisor
Kim Schneider, Pasco HS CTE Teacher,
DECA Advisor
Steve
Story, PSD Executive Director Operations
Janiece Stroup, Parent
Carol Travis, NHHS CTE Teacher, ASB
and FFA Advisor

Athletics

Facilitator(s): Dr. Jenny Rodriguez

Participants:

Heather Bair, Pasco & Chiawana HS Coach
Dan Barcomb, Parent
Wendy Beus, Parent
Scott Bond, Chiawana HS Teacher / Coach
John Cazier, Chiawana HS Athletic Director
Lesley Coker, Stevens MS Teacher
Bruce Davison, McLoughlin MS Assistant
Principal
Jessica De La Mora, PSD Transportation
Robyn Dunnagan, Exec. Asst. Operations
Joe Emerson, Pasco HS Coach
Julie Estes, Elementary Teacher / PHS
Coach
Vikki Fogelson, McLoughlin MS Principal
Dale Fuller, Coach
Eli Garza, PSD Auditorium Manager /
Facilities
Daniel Gottschalk, PSD Transportation
David Gussenhoven, Chiawana HS Teacher
/ Coach / Parent
Tyler Hockaday, Pasco HS Teacher / Coach
Mandee Haase, Parent
Ericka Hoag, Parent
Peter Hoag, Parent
Don Hogue, Chiawana HS Teacher / Coach
Gregg Huisingh, Pasco HS Athletic Director
Juliette Hungate, MS Teacher
Jessie Ihly, Pasco HS Athletic Trainer
Cheyenne Janshen, Teacher / Parent
Carolynn Jones, Ochoa MS Athletic Director /
Ochoa & Reynolds MS Facilitator
Brian Kreutz, Parent
Hilary Kreutz, Parent
Heather Kubalek, Parent
Cynthia Larson, Emerson & McGee
Instructional Coach / Facilitator
Scott Larson, Pasco HS Coach
Shannon Lockard, Reynolds MS Principal
Raquel Martinez, Stevens MS Principal
Julie McKeown, McLoughlin Teacher /
Coach
Karina Merino-Monroy, Parent
Cameron Mills, Pasco HS Para / Coach
Tracy Mills, McLoughlin Teacher / Parent
Karina Monroy, Parent

Danielle Perales, Ochoa MS Teacher /
Pasco HS Coach
Aubrey Pitzer, PSD Safety/Risk Manager /
Parent
Kelly Ramacher, Reynolds MS Teacher
Jackie Ramirez, Ochoa MS Principal
Jocelyn Reyes Chávez, 21st Century
Program Director
Brooke Robbert, Chiawana HS Teacher /
Coach
Brent Rust, Pasco HS Teacher
Yearbook/Photo
Jason Ruud, Teacher / Coach / Parent
Jana Sall, Franklin ES Teacher / Parent
Steve Story, Executive Director Operations
Janiece Stroup, Parent
Tara, Parent
Brian Thomas, Chiawana HS Counselor /
Coach
Patricia Thomas, PSD Transportation
John Tucker, Pasco HS Volleyball Coach
Matt Whitehead, Stevens MS Athletic
Director / PE/Health Teacher
Nichol Wokojance, McLoughlin MS / Parent

**RESOLUTION
OF THE
BOARD OF DIRECTORS OF PASCO SCHOOL DISTRICT NO. 1
REGARDING THE 2020-2021 REOPENING PLAN**

RESOLUTION No. ____

WHEREAS, Chapter 28A.320 RCW authorizes local school boards to govern their respective districts, including the promotion of effective, efficient, and safe district operations, and RCW 28A.330.100 authorizes local school boards with additional powers, and RCW 28A.150.230 assigns local school boards the responsibility for ensuring quality in the content and extent of its educational program;

WHEREAS, on February 29, 2020, Washington Governor Jay Inslee declared a state of emergency in all counties of our state under Chapters 38.08, 38.52, and 43.06 RCW, and directed the implementation of the plans and procedures of the state's Comprehensive Emergency Management Plan in response to the novel coronavirus (COVID-19) and on March 13, 2020, Governor Inslee ordered the closure of all public and private K-12 schools in Washington State until April 24, 2020, to contain the spread of COVID-19, and on April 6, 2020, directed that school buildings remain closed from providing traditional, in-person instruction throughout the remainder of the 2019-2020 school year;

WHEREAS, RCW 28A.150.290 authorizes the State Superintendent of Public Instruction to make rules and regulations as necessary to carry out the proper administration of its statutory duties in unforeseen conditions and on June 11, 2020, the Office of the Superintendent of Public Instruction issued official guidance for reopening Washington schools for the 2020-2021 school year, which included sections on health and safety from the Department of Health and the Department of Labor and Industries, specifying employee and student safety requirements for reopening schools during the COVID-19 pandemic and requiring school boards to adopt and submit reopening plans for the 2020-2021 school year;

NOW, THEREFORE BE IT RESOLVED, that the Pasco School District Board of Directors has reviewed and hereby adopts its reopening plan for the 2020-2021 school year, which addresses the mandatory health requirements, statutory education requirements, and additional expectations, as identified by the Office of Superintendent of Public Instruction's June 11, 2020 official guidance for reopening Washington schools.

BE IT FURTHER RESOLVED that the Board of Directors directs that the plan be posted on the District's website two weeks prior to the reopening of school. The Board recognizes that the circumstances related to reopening schools safely are mutable, and the reopening plan requires monitoring and possible revision. Therefore, the District Superintendent will monitor the reopening plan throughout the 2020-2021 year, and the District will revise and update the reopening plan as needed.

BE IT FURTHER RESOLVED that execution of this Resolution is conclusive evidence of the Board's approval of this action and of the authority granted herein. The Board warrants that it has, and at the time of this action had, full power and lawful authority to adopt this instrument. This resolution pertains exclusively to the 2020-2021 school year and sunsets no later than that time.

Adopted and approved this 11th day of August, 2020.

By: _____
Board President or Designee

Member

Member

Member

Member

Attest: _____
Superintendent

2020-2021 Reopening Plan Requirements Template

Pasco School District No. 1
Report to the Board of Directors
July 28, 2020



OSPI Reopening Plan Template

In consultation with the State Board of Education, OSPI has released its Washington Schools Reopening Plan 2020 Template.

This is a common template, derived from OSPI's published guidance for school reopening. The plan is due to OSPI at least two weeks prior to a district's first day of school.

Board approval of the plan is required and the plan must be posted on the district's website.



Reopening Plan Components

Mandatory Health Requirements

Statutory Education Requirements

Additional Expectations



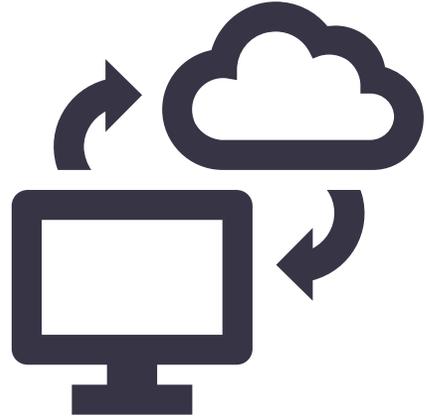
Part 1: Mandatory Health Requirements

- Designated local health officer and district point-of-contact
- Identify and accommodate high-risk employees
- Drop-off and pick-up plans
- Daily health screening plan
- Six feet of physical distance
- Meals to students
- Frequent hand washing
- Face coverings
- Physical distancing on buses
- Cleaning regimen
- Reporting suspected or known cases of COVID-19



Part 2: Statutory Education Requirements

- 180 days and required instructional hours, subject to requirements of WAC 180-16-200
- Weekly schedule maximizing student cohorts
- Daily attendance
- Learning standards
- Grading policies



Part 3: Additional Expectations

- Students with “incompletes” in spring 2020
- Summer 2020 learning supports
- Universal screener to determine student needs
- Family and community engagement
- Technology, hardware, and connectivity
- Professional learning
- Learning management system



Approval by the Board of Directors

District staff will seek board approval of the plan through a resolution on August 11, 2020. The plan is due to OSPI no later than August 18, 2020.

[Draft Reopening Plan Resolution](#)

PASCO SCHOOL DISTRICT NO. 1
Agenda Item Summary

AGENDA ITEM NO. : 09B	BOARD MEETING DATE: July 28, 2020
TOPIC: 2020-21 Budget Presentation #2	
CABINET ADMINISTRATOR: Kevin Hebdon	
PRESENTER: Kevin Hebdon	
<input checked="" type="checkbox"/> REPORT <input type="checkbox"/> 1ST READING <input type="checkbox"/> DISCUSSION <input type="checkbox"/> 2ND READING <input type="checkbox"/> ACTION REQUIRED	
OBJECTIVE: Provide board members with the proposed 2020-21 school year budget for all funds along with the four-year forecast.	
BACKGROUND: In compliance with RCW 28A.505, the Pasco School Board must hold a public hearing and adopt the annual budgets before the beginning of the fiscal year, September 1, 2020. The accompanying PowerPoint presentation will be the second in a series of meetings facilitating board and public comment on and adoption of the 2020-21 school year budget. This series of presentations will ensure compliance with the above-mentioned requirement with an anticipated adoption date of August 11, 2020.	
POSSIBLE ALTERNATIVES: N/A	
PROJECTED COSTS: N/A	BUDGET CODE: N/A
SUGGESTED MOTION: There is no suggested motion. This is a report.	
NEXT STEPS: Publish notice of public hearing on July 28 th and August 4 th with Budget Presentation 3 at the August 11 th School Board Meeting where the staff recommends action for final adoption.	

2020-21 Budget Presentation #2

July 28, 2020

Kevin Hebdon – Executive Director of Fiscal Services

Roles of a Budget

- Legal Compliance
 - Sets legal spending limit for each fund
 - Sets forth expected resources used for that spending
- Internal Control
 - Framework for continuous monitoring for each program
- Financial Plan
 - Reflects district priorities
 - Consistent, principled guide to operations

Budgeted Funds

- **General Fund**
Normal and recurring operations, for all resources not required to be recorded in one of the other funds
- **Capital Projects Fund**
Long-lived, capital improvements
- **Debt Service Fund**
Redemption of outstanding bonds
- **Associated Student Body Fund**
Students' interests: for cultural, athletic, recreational and social uses
- **Transportation Vehicle Fund**
Purchase and major repair of pupil transportation equipment

2020-21 Budgets – All Funds

Today's Information

	General Fund	Capital Projects Fund	Debt Service Fund	ASB Fund	Transportation Vehicle Fund
5% Reserves	13,104,643				
Assigned Reserves	8,355,748				
Carryover	613,085				
Beginning Fund Balance	22,073,476	30,514,856	5,960,940	1,297,068	1,474,548
Add: Revenues	274,354,581	19,151,722	17,947,504	5,323,664	980,676
Add: Transfers In			327,795		
Total Resources Available	296,428,057	49,666,578	24,236,239	6,620,732	2,455,224
Less: Expenditures	(274,354,581)	(28,175,120)	(17,982,976)	(5,315,955)	(1,134,000)
Add: Transfers In					(327,795)
Ending Fund Balance	22,073,476	21,491,458	6,253,263	1,304,777	993,429

General Fund Considerations

- Forecasting
 - 0% enrollment growth
 - Mid-level salary placement for new hires
- On-going expenditures should be funded by on-going revenues
- Fund balance management
 - 5% of revenue reserved per Board direction
 - Remainder is assigned to address future costs

General Fund Considerations (cont.)

- District office reductions of 7 FTE through attrition
- Open two new schools with minimal FTE increases
- State allocated 1.6% Implicit Price Deflator (IPD) for salaries
- School Employee Benefits Board (SEBB)
 - Revenue of \$1,000 per state generated FTE
 - Expense of \$1,000 per eligible employee
 - 19-20 had a blended rate ending at \$1,056
- K-3 Class Size
 - 17.92 down from 18.15 in 2019-20 SY

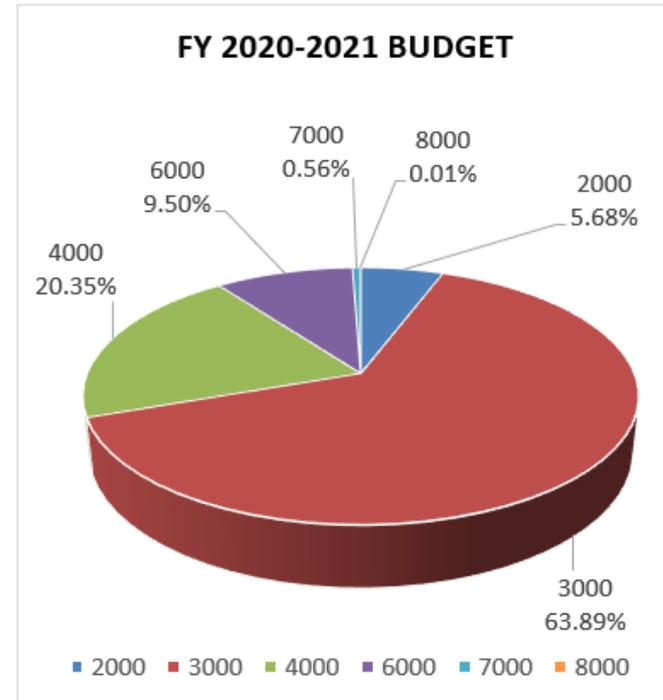
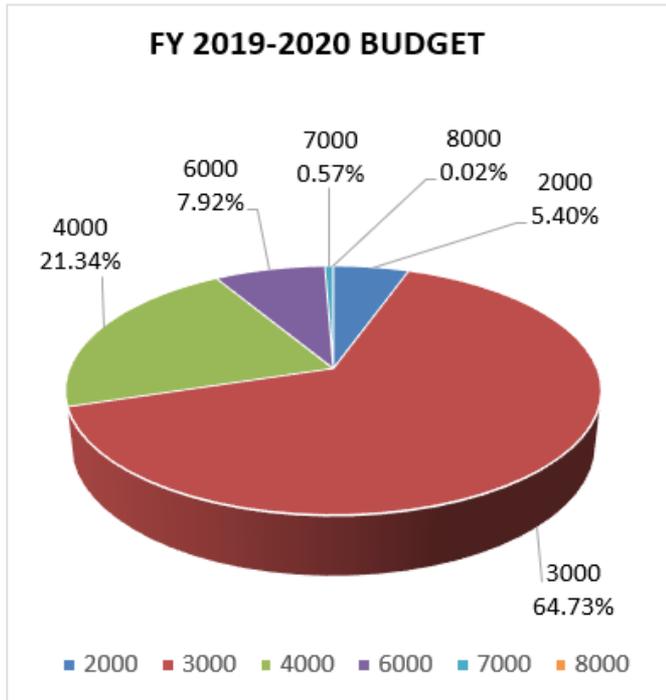
General Fund History

2020-21 Forecasted Revenue	\$274.3 M
2020-21 Forecasted Expense	\$274.3 M
2019-20 Budget Revenue	\$262.1 M
2019-20 Budget Expense	\$265.2 M
2018-19 Budget Revenue	\$256.9 M
2018-19 Budget Expense	\$256.9 M
2017-18 Budget Revenue	\$227.7 M
2017-18 Budget Expense	\$229.7 M

2020-21 General Fund Revenue +/-

• State apportionment increase	\$4,900,000
– .0% estimated enrollment increase	
– Increase salary allocation for state funded FTEs	
– Retirement increase for state funded FTEs	
– Health care benefits increase for state funded FTEs	
– K-3 class size funding @ 17.92	
– Material, supplies and operating costs increase	
• Levy	\$1,344,000
• Levy equalization	\$ 581,000
• Learning Assistance (LAP)	\$ 155,000
• Transitional Bilingual	\$ 268,000
• Special Education	\$ 700,000
• Special Education Infants & Toddlers	(\$1,115,000)
• Migrant/Title I/Title II Grant Carryover	\$1,900,000
• CARES Act	\$3,150,000

General Fund Revenue by Source



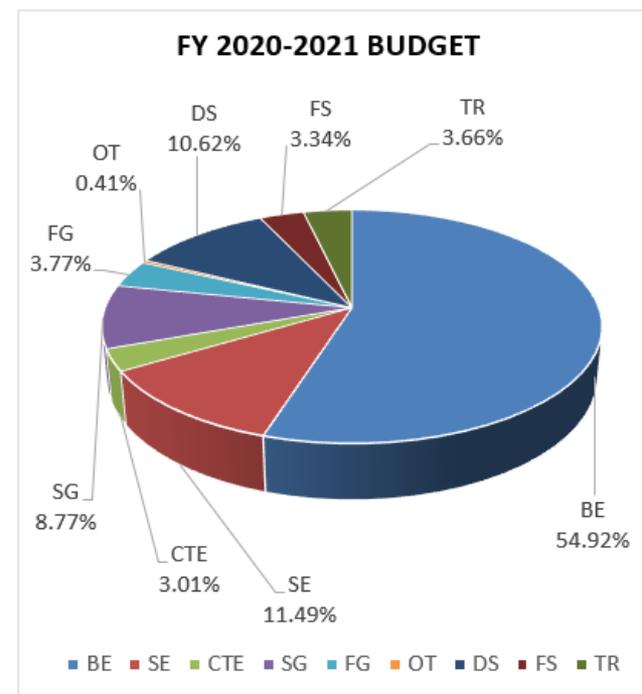
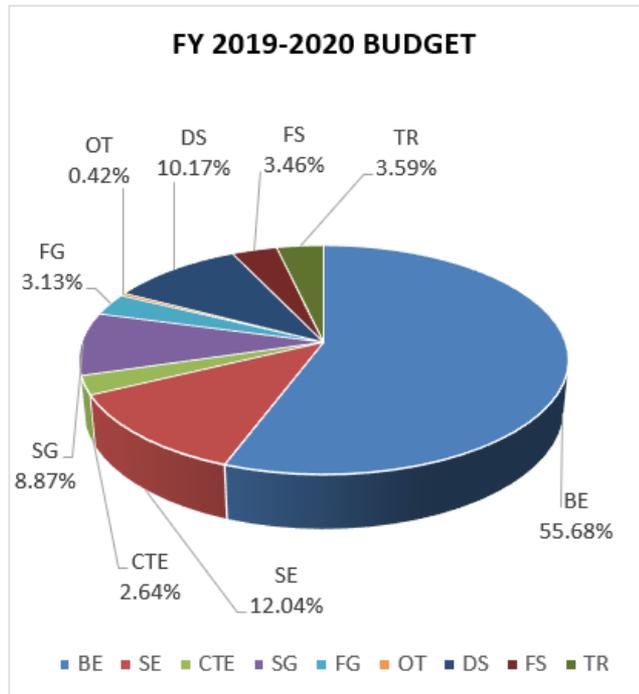
LOCAL \$	2000	\$ 14,164,045
APPORTIONMENT	3000	169,657,052
STATE GRANTS	4000	55,942,170
FEDERAL GRANTS	6000	20,764,959
OTHER SCHOOL DIST	7000	1,499,648
OTHER SOURCES	8000	65,000
		<u>\$ 262,092,874</u>

LOCAL \$	2000	\$ 15,593,696
APPORTIONMENT	3000	175,275,408
STATE GRANTS	4000	55,834,769
FEDERAL GRANTS	6000	26,076,360
OTHER SCHOOL DIST	7000	1,534,348
OTHER SOURCES	8000	40,000
		<u>\$ 274,354,581</u>

2020-21 General Fund Expenditures +/-

• BEA Certificated, classified salaries and benefits	\$7,320,000
– Salary increases	
– Retirement rate increase	
– New teaching positions	
– Salary progression (steps)	
– Health care	
• Learning Assistance (LAP)	\$ 200,000
• Transitional Bilingual	\$ 400,000
• Migrant	\$ 921,000
• Special Education	\$ 600,000
• Special Education Infants & Toddlers	(\$ 989,000)
• Title I, Title II	\$ 961,000
• BEA MSOCs	(\$ 331,000)

General Fund Expenditures by Program



BASIC EDUCATION	BE	\$ 147,644,491
SPECIAL EDUCATION	SE	31,924,181
CTE PROGRAM	CTE	7,010,042
STATE GRANTS	SG	23,523,213
FEDERAL GRANTS	FG	8,288,676
OTHER INSTRUCTIONAL	OT	1,111,442
DISTRICT WIDE SUPPORT	DS	26,976,554
NUTRITION SERVICES	FS	9,164,108
PUPIL TRANSPORTATION	TR	9,507,408
		\$ 265,150,115

BASIC EDUCATION	BE	\$ 150,670,431
SPECIAL EDUCATION	SE	31,535,140
CTE PROGRAM	CTE	8,266,478
STATE GRANTS	SG	24,047,427
FEDERAL GRANTS	FG	10,351,219
OTHER INSTRUCTIONAL	OT	1,128,846
DISTRICT WIDE SUPPORT	DS	29,143,551
NUTRITION SERVICES	FS	9,173,048
PUPIL TRANSPORTATION	TR	10,038,441
		\$ 274,354,581

General Fund Change in Fund Balance

Estimated Ending Fund Balance 8/31/20	\$ 22,073,476
LESS: Prior Year Carryover Planned Use	\$ -
Estimated Beginning Fund Balance 9/1/20	\$ 22,073,476
ADD: On-going revenues 20-21	\$ 274,354,581
LESS: On-going expenditures 20-21	\$ (274,354,581)
ADD: Prior Year Carryover Planned Use	\$ -
Estimated Ending Fund Balance 8/31/20	\$ 22,073,476

Fund Balance Allocations

Unassigned 5% Reserve per Board	\$ 13,717,729
Assigned - Instructional Materials Adoption	\$ 1,700,000
Assigned - Computer Replacement	\$ 1,750,000
Assigned - Bus Replacement	\$ 800,000
Assigned - Athletics/Visual Performing Arts	\$ 1,000,000
Assigned - Student Housing	\$ 1,554,527
Assigned - Future Legislative Action	\$ 1,250,000
Assigned - Delta HS Fund Balance	\$ 301,220
Total Allocations	\$ 22,073,476

MSOC Reporting Requirements

For 2020-21 as part of their budget process, districts must disclose:

- The amount of general education and lab science material, supplies and operating costs (MSOCs) to be received by the district from state apportionment
- The amount the district proposes to spend on these MSOCs and the difference between the two amounts
- If the MSOC apportionment exceeds expenditures, the district must report any proposed use of the difference and how this use will improve student achievement

2020-21 Budget for General Education and Lab Science

MSOC Expenditures	\$23,207,156
MSOC Apportionment	<u>\$23,089,055</u>
MSOC Expenditures over Apportionment	\$ 181,101

2020-21 Capital Projects Fund Proposed Budget

Beginning Fund Balance		\$30,514,856
Revenues:		
State Construction Assistance	17,100,000	
Impact Fees	1,900,000	
Sale of Property	-0-	
Interest/Other	<u>151,722</u>	
Total Revenues		19,151,722
Total Expenditures		(28,175,120)
Ending Fund Balance		\$21,491,458

2020-21 Capital Projects Fund Proposed Expenditures

2017 Bond Projects

Three Rivers Elementary	\$ 18,418
Columbia River Elementary	2,836,000
Stevens Middle School Replacement	13,792,314
Ray Reynolds Middle School	4,952,138
Land Purchase	-0-
Roof Replacement Projects	800,000
Transportation Bus Maintenance Projects	1,226,250

Other Projects

High School #3 (Architect)	2,750,000
Portables	<u>1,800,000</u>
Total Expenditures	\$28,175,120

2020-21 Debt Service Fund Proposed Budget

Beginning Fund Balance		\$5,960,940
Revenues:		
Property Tax Collections	\$17,915,680	
Transfer from Transportation Vehicle Fund	327,795	
Interest	<u>31,824</u>	
Total Revenues		18,275,299
Expenditures:		
Principal Payments	\$(8,564,678)	
Interest Payments	<u>(9,418,298)</u>	
Total Expenditures		(17,982,976)
Ending Fund Balance		\$6,253,263

2020-21 ASB Fund Proposed Budget

Beginning Fund Balance		\$1,297,068
Revenues:		
ASB Collections	\$5,315,955	
Interest	<u>7,709</u>	
Total Revenues		5,323,664
Expenditures:		
General Student Body	(800,798)	
Athletics	(2,164,079)	
Classes	(89,329)	
Clubs	(2,161,514)	
Private Money	<u>(100,235)</u>	
Total Expenditures		(5,315,955)
Ending Fund Balance		\$1,304,777

2020-21 Transportation Vehicle Fund Proposed Budget

Beginning Fund Balance		\$1,474,548
Revenues:		
State Depreciation	\$975,000	
Interest	<u>5,676</u>	
Total Revenues		980,676
Expenditures:		
Replacement Buses (5)	(\$810,000)	
Contingency Buses (2)	(324,000)	
Transfer to Debt Service Fund for purchase of 15 buses in FY 18-19	<u>(327,795)</u>	
Total Expenditures		(1,461,795)
Ending Fund Balance		\$993,429

Four-Year Forecast

- Required by Legislators starting in 18-19
- Ongoing revenues cover ongoing expenditures = balanced budget
- Conservative approach on enrollment (mostly flat)
- MSOCs mostly flat
- Staffing levels are flat as no new schools anticipated
- State, Fed, and Special Programs funding levels are relatively flat
- Using OSPI's Revenue Forecast Model
- Eye on COVID-19 lingering impacts
- The Long-Term Facilities Management Plan will be followed when building the Capital Fund budgets
- More work to be done to advocate for fully funding basic education

Additional Considerations

- CARES Act Funding – One-time funding source for COVID related costs/revenue loss (19-20 & 20-21)
- 2019-20 Carryover – Funding for activities scheduled in 19-20 that couldn't happen due to C-19 and are limited as to their use (Categorical/Special Programs)
- Special Legislative Session in the fall – What will that look like? TBD
- State Revenue Forecasts – OSPI is sharing there could be double digit percent reductions at the state level. How does that trickle down to districts? TBD
- Potential decreases in enrollment
- Possibility of a 2020-21 Budget Extension

Four-year Forecast & Enrollment Projection

Four-Year Forecast & Enrollment Projection				
School Year	2020-21	2021-22	2022-2023	2023-24
Enrollment (FTE)	18,411	18,503	18,595	18,688
General Fund				
Beginning Fund Balance	\$ 22,073,476	\$ 22,073,476	\$ 22,073,476	\$ 22,298,640
Total Resources	274,354,581	274,557,760	278,915,684	284,396,820
Total Expenditures	274,354,581	274,557,760	278,690,520	284,119,869
Contribution To/(From) Fund Balance	-	-	225,164	276,951
Ending Fund Balance	22,073,476	22,073,476	22,298,640	22,575,591
Capital Fund				
Beginning Fund Balance	30,514,856	\$ 21,491,458	\$ 107,607,058	\$ 56,578,570
Total Resources	19,151,722	111,375,600	3,516,512	49,678,516
Total Expenditures	28,175,120	25,260,000	54,545,000	70,520,000
Contribution To/(From) Fund Balance	(9,023,398)	86,115,600	(51,028,488)	(20,841,484)
Ending Fund Balance	21,491,458	107,607,058	56,578,570	35,737,086

School Year	2020-21	2021-22	2022-23	2023-24
Debt Service Fund				
Beginning Fund Balance	5,960,940	\$ 6,253,263	\$ 6,619,099	\$ 7,021,314
Total Resources	17,947,504	18,488,635	19,082,014	19,674,789
Total Expenditures	17,982,976	18,450,594	19,007,594	19,539,344
Transfers In/(Out)	327,795	327,795	327,795	327,795
Contribution To/(From) Fund Balance	292,323	365,836	402,215	463,240
Ending Fund Balance	6,253,263	6,619,099	7,021,314	7,484,554
ASB Fund				
Beginning Fund Balance	1,297,068	\$ 1,304,777	\$ 1,312,530	\$ 1,324,241
Total Resources	5,323,664	5,350,288	5,380,959	5,411,857
Total Expenditures	5,315,955	5,342,535	5,369,248	5,396,094
Contribution To/(From) Fund Balance	7,709	7,753	11,711	15,763
Ending Fund Balance	1,304,777	1,312,530	1,324,241	1,340,004
Transportation Vehicle Fund				
Beginning Fund Balance	1,474,548	\$ 993,429	\$ 692,380	\$ 410,946
Total Resources	980,676	1,028,746	1,078,361	1,126,659
Total Expenditures	1,134,000	1,002,000	1,032,000	1,062,000
Transfers In/(Out)	(327,795)	(327,795)	(327,795)	(327,795)
Contribution To/(From) Fund Balance	(481,119)	(301,049)	(281,434)	(263,136)
Ending Fund Balance	993,429	692,380	410,946	147,810

2020-21 Budget Next Steps

- | | |
|--------------|---------------------------------------|
| Jul 28/Aug 4 | Public notice of hearing and adoption |
| August 11 | Budget hearing and adoption |

Discussion



Board Meeting: July 28, 2020

Item No. : 11

Future Agenda Items

08/11/2020			
Study/Retreat	Reports/Discussion/Updates	Action Item	Consent Agenda
		2020-2021 Budget Plan Public Hearing	
		OSPI's Reopening Plan Template and Resolution	