

Washington Schools 2020 Reopening Plan Template

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

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

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

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

2020 SCHOOL REOPENING PLAN: Stanwood-Camano School District

Planned school reopening date: September 3, 2020

Planned last day of the 2020–21 school year date: June 15, 2021

Part I - MANDATORY Health Requirements

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

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

1) Our district has identified our primary local health officer(s).

Yes

a. Please list the name(s) of your primary local health officer(s):

Dr. Christopher Spitters, Health Officer, Snohomish 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:

1. Maurene Stanton, Executive Director Human Resources/Public Relations
Email: mstanton@stanwood.wednet.edu
Cell phone number: (360) 965-8276
2. Jean Shumate, Superintendent
Email: jshumnate@stanwood.wednet.edu
Cell phone number: (425) 508-2607

3) We have reviewed the U.S. Centers for Disease Control and Prevention (CDC) definition of high-risk employees and we have clearly communicated with staff their opportunity to identify themselves as high-risk.

Yes

a. We are engaging self-identified high-risk employees to address accommodations consistent with L&I requirements and the Governor's proclamation about high-risk employees.

Yes

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

Yes

5) We have a daily health screening plan in place for students and staff.

Yes

a. Please identify which health screening protocol best fits your school district planning.

Our plan will rely primarily on a screening process conducted at school or on buses.

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 ensures six feet of physical distance between all persons as a planning framework.

Yes

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

Yes

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

Yes

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

Yes

b. We will provide adequate face coverings and other PPE requirements

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.**

Yes

b. [2020-21 Stanwood-Camano School District Student Calendar](#)

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

i. For elementary, please describe:

Continuous Learning 2.0

Elementary students will be engaged in instruction or assignments under the direction of their teacher from 9:00-3:30 each day. Students will focus on English Language Arts (ELA) and mathematics during their school day. They will engage in live or asynchronous instructional meets for reading (ELA) in the morning block of time and will focus on mathematics in the afternoon on Monday, Tuesday, Thursday and Friday. Students will also receive instruction from specialists in library skills, music, technology and physical education/health throughout the week. Science and social studies will be integrated into the literacy block of instructional time as appropriate.

Character Strong will also be integrated into daily lessons in order to support students' social emotional learning. On Wednesdays, students will have the opportunity to check in with their teachers during student office hours and continue on with their weekly assignments.

Collaborative time for teachers will occur during daily planning time, on Wednesday mornings for either 30 or 60 minutes on an alternative schedule and after school hours as necessary for instructional improvement.

Hybrid Model

This model will involve two separate groups of student cohorts that will be under direction of a teacher from 9:00-3:30. These cohorts will be designated as the A group and the B group. The A group will attend on Monday and Tuesday in-person. The B group will attend on Thursday and Friday in-person.

Students in the face-to-face model will engage in ELA in the morning block and in mathematics in the afternoon block. Students will receive instruction by specialists as in the continuous learning model. They will also receive social emotional learning support through Character Strong. Students in the distance learning group (B) group will be engaged in assignments under the direction of the teacher on Monday and Tuesday but will not be face-to-face. The B group will attend face-to-face on Thursday and Friday. On Wednesdays students will continue on assigned work and will be able to schedule student office hours with their teachers as in the Continuous Learning Model.

Teachers will collaborate as per the Continuous Learning description.

ii. For middle school, please describe:

Continuous Learning 2.0

Students will be engaged in instruction or assignments under the direction of their teacher from 7:40-2:10 each day. Students will have a 6 period schedule at the middle school level. Students will attend periods 1, 3, & 5 on Mondays and Thursdays as well as periods 2, 4, & 6 on Tuesdays and Fridays. During these class times, teachers may be instructing students and/or be showing a pre-recorded video along with classroom discussions & activities.

On Wednesdays, students will have the opportunity to check in with their teachers during student office hours set up by individual teachers. We will also be having class meetings every Wednesday for each grade-level to come together and interact with trivia, games, and recognitions. There will also be virtual clubs to become involved in, and we will be sharing these opportunities at the grade-level meetings. Character Strong will be used to support social emotional learning and will be supported through advisory and integrated into classroom lessons.

In creating our schedules, we have kept students in cohort groups as much as possible throughout their day. This will allow us to move from continuous learning to our hybrid model without schedule changes.

Collaborative activities for teachers will occur during planning times throughout the daily schedule and on Wednesday mornings for either 60 minutes or 30 minutes on an alternating schedule every other week. There will also be collaboration time after instructional hours on an as needed basis.

Hybrid Model

This model will involve two separate groups of student cohorts that will be under direction of a teacher from 7:40-2:10. These cohorts will be designated as the A group and the B group. The A group will attend periods 1-6 in-person on Monday and Tuesday. The B group will attend periods 1-6 on Thursday and Friday in-person. When students are at home in the distance learning they will be completing work directed by their teachers. On Wednesdays, students will have the opportunity to schedule student meets with their teachers and continue assigned work. Students will also have advisory periods in order to support their social emotional health using the Character Strong Program. Teachers will collaborate as per the Continuous Learning description.

iii. For high school, please describe:

Continuous Learning 2.0

Students will be engaged in instruction or assignments under the direction of their teachers from 7:40-2:10 each day. Students will have a 6 period schedule at the high school level. Students will attend periods 1, 3, & 5 on Mondays and Thursdays as well as periods 2, 4, & 6 on Tuesdays and Fridays. During these class times, teachers may be instructing students and/or be showing a pre-recorded video along with classroom discussions and activities.

On Wednesdays, students will have the opportunity to check in with their teachers during student office hours set up by individual teachers and continue on with weekly assignments under direction of their teachers. Students will also engage in Advisory time during the month in order to address social emotional needs through Character Strong.

In creating our schedule, we have kept students in cohort groups as much as possible throughout their day. This will allow us to move from continuous learning to our hybrid model without schedule changes.

Collaborative activities for teachers will occur during planning times throughout the daily schedule and on Wednesday mornings for either 60 minutes or 30 minutes on an alternating schedule every other week. There will also be collaboration time after instructional hours on an as needed basis.

Hybrid Model

This model will involve two separate groups of student cohorts that will be under direction of a teacher from 7:40-2:10. These cohorts will be designated as the A group and the B group. The A group will attend periods 1-6 in-person on Monday and Tuesday. The B group will attend periods 1-6 on Thursday and Friday in-person. When students are at home in the distance learning they will be completing work directed by their teachers. On Wednesdays, students will have the opportunity to schedule student meets with their teachers and continue assigned work. Students will also have advisory periods in order to support their social emotional health using the Character Strong Program. Teachers will collaborate as per the Continuous Learning description.

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:

• For elementary, please describe:

Elementary schools follow standards based grading. Grade reports may be adjusted to focus on standards we are able to address given the circumstances. This will focus heavily on enduring understandings.

• **For middle school, please describe:**

Middle school will follow a typical grading scale. Adjustments are being made to allow additional grace for due dates. Additionally, any assignments related to synchronous activities will all have alternative asynchronous opportunity for students to earn full credit.

• **For high school, please describe:**

High school will follow a typical grading scale. Adjustments are being made to allow additional grace for due dates. Additionally, any assignments related to synchronous activities will all have alternative asynchronous opportunity for students to earn full credit.

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:

We offered a summer school program for students to make up incomplete grades.

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

Yes

a. If yes: What percentage of your students did you provide services to?

3%

b. If yes: Please briefly describe the learning and service opportunities you provided, including any programs or targeted supports:

We are providing a high school credit retrieval program. We are also providing a summer reading intervention program for Title I and LAP students.

c. If yes: Please briefly describe your process for prioritizing your students furthest from educational justice:

We prioritized our students who need support for Credit Retrieval at our high school and alternative high school and our young children who are Title I and LAP students. In both cases these students have struggles with poverty and lack of parent ability to support them.

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

Yes

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:

Our engagement process has included a 36 member Reopening Committee with several sub-committees to address safe reopening. There are 147 parents and district staff on this committee with an additional 11 subcommittees. We have connected with our Food Bank, the YMCA and Daycares in order to support reopening.

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.

- 0 – 30%
- 31 – 40%
- 41 – 50%
- 51 – 60%
- 61 – 70%
- 71 – 80%
- 81 – 90%
- 91 – 100%

b. Please briefly describe your strategy to accommodate students during the 2020–21 school year who do not have adequate technology or connectivity to effectively learn remotely:

The initial portion of our plan involves getting accurate data about who does not have connectivity. This data is being collected through our school offices with calls made directly to our families. We will continue to provide Chromebooks and hotspots, however, we understand that in some areas of our district those

items do not address lack of connectivity. We will be providing a means for students without connectivity to come into the nearest school in order to download class lessons and receive adult support. This is scheduled to happen at least once per week. Additionally, we will be downloading lessons for unconnected students on flash drives and sending those out to families with a return envelope postage paid.

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:

The professional learning will include social emotional learning and implementation of Character Strong. There will be professional learning for staff related to the student learning platforms (Google Classroom and Seesaw) and other google teaching tools. Additionally, Jeff Utecht will be supporting our teachers in Shifting Schools 1.0 and 2.0 and will work with educators in our district on September 1,2020.

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:

We are using Google Classroom and Seesaw