



111 Bethel St. NE; Olympia, WA 98506

**OLYMPIA SCHOOL DISTRICT NO. 111
THURSTON COUNTY, WASHINGTON
RESOLUTION NO. 615: District Reopening Plan**

A RESOLUTION of the Board of Directors of Olympia School District No. 111, Thurston County, Washington, district reopening plan. BE IT RESOLVED BY THE BOARD OF DIRECTORS OF OLYMPIA SCHOOL DISTRICT NO. 111, THURSTON COUNTY, WASHINGTON, as follows:

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 Board of Directors of Olympia School District 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 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 by the Board of Directors of Olympia School District No. 111, Thurston County, Washington, at a special meeting thereof, of which due notice was given as required by law, held this 3rd day of August 2020, the following Directors being present and voting in favor of the resolution.

OLYMPIA SCHOOL DISTRICT NO. 111, THURSTON COUNTY, WASHINGTON

By: **APPROVED ON 8/10/20 - Signature on file**
Board President or Designee

Attest: **APPROVED ON 8/10/20 - Signature on file**
Superintendent

Olympia School District

School Reopening Plan for 2020-21

As with all planning and decision making in the Olympia School District, our preparation for school reopening in the fall of 2020 is driven by our Student Outcomes:

OUR STUDENTS WILL:

- Outcome 1:** Be compassionate and kind.
- Outcome 2:** Have the academic and life skills to pursue their individual career, civic and educational goals.
- Outcome 3:** Advocate for the social, physical and mental wellness of themselves and others and be hopeful about the future.
- Outcome 4:** Have the skills, knowledge and courage to identify and confront personal, systemic and societal bias.
- Outcome 5:** Discover their passions, be curious and love learning.
- Outcome 6:** Be critical thinkers who contribute to and collaborate with our local, global and natural world.

BACKGROUND

Starting in June, two Fall Contingency Planning Committees (one academic and one operational) met several times to review state guidance and determine the best plan for moving forward in the fall. The work of those committees has continued in small workgroups focusing on Instruction, Family Support/Resources, Social-Emotional Learning, Facilities and Operations, Health, and Activities and Athletics. In addition to using the Student Outcomes, the work of committees and workgroups was informed by the data from several [surveys](#) of students, families, staff and community members over the last few months.

As noted in previous communications, our planning is taking place in an environment with fast-changing information, particularly in the health arena related to COVID-19. Likewise, the guidance from state education and health officials continues to change or get adjusted based on the most recent COVID-19 information. Subsequently, this reopening plan, while intended to provide some specificity in some areas, must allow for flexibility in order to have the capacity to shift our response as conditions and guidance change.

On June 12, 2020, the Office of the Superintendent of Public Instruction (OSPI) for Washington state published the [Reopening Washington Schools 2020 District Planning Guide](#). This guide outlines expectations placed upon school districts in order to safely reopen schools for the 2020-21 academic year. Additionally, on June 24, OSPI published [Reopening Washington Schools: Questions & Answers for School Districts](#) as a follow-up to the initial guidance. The OSPI plan expects schools to meet safety guidelines and consider three scheduling options for the fall: 1) Full-time remote learning, 2) Hybrid Learning – with split or rotating schedules and 3) A phased-in opening.

EDUCATIONAL SCENARIOS DEFINED			
	1) Required Full-Time Remote Learning	2) Allowable Hybrid Learning	3) Regular In-Person Learning
Model For Learning	Available to all – currently recommended by local health authorities given the current increased spread of the virus	Available if recommended by local health authorities – not currently recommended given the current increased spread of the virus	Available if recommended by Dept. of Health – currently highly unlikely in the near future given the current increased spread of the virus
Student Attendance in School	0% in school; remote learning on days not in school	40% of the time in school; remote learning on days not in school	100% in school learning
Operational Procedures	Campuses Closed; 100% remote learning	Schools Operating at reduced capacity (at or below 50%)	Schools Operating at up to 100% capacity
Physical Distancing	Bus transportation suspended	Buses at reduced capacity, face coverings/masks in place during transit, controlled loading/unloading of riders, spaced seating for riders	Normal bus capacity with possibility of face coverings during transit
PPE and Screening expectations		Face coverings for students and staff while inside school buildings	Similar procedures to hybrid model as necessitated by health official edicts
Cohorts			
Cleaning		Daily Health Screening of Students and Staff	

EDUCATIONAL SCENARIOS DEFINED - *continue...*

	1) Required Full-Time Remote Learning	2) Allowable Hybrid Learning	3) Regular In-Person Learning
Operational Procedures - <i>continue...</i> Physical Distancing PPE and Screening expectations Cohorts Cleaning		Daily tracking of health screening data Identification/isolation of sick students/staff Cohorting of students, restrictions on congregating, staggered start/stop times Maximize spacing of seating up to six feet or more when feasible with reduced class sizes Specific and increased cleaning and sanitization protocols in schools and on buses	
Learning Options for Families	100% Remote learning - all students are provided asynchronous and synchronous instruction	Hybrid learning - students put into groups, alternating days they attend school with remote learning at home OR 100% Remote learning – families who choose, students are provided asynchronous and synchronous instruction	In-person learning - students come to school for face-to-face instruction. Students put into cohorts, when possible OR 100% Remote learning - families who choose, students are provided asynchronous and synchronous instruction

Guidance from the Washington State Department of Health on what health data would necessitate a change from one model to another is in the decision tree below:

Decision Tree for Provision of in Person Learning among Public and Private K-12 Students during COVID-19

Should your community provide in person learning and for whom?

For School Administrators, Local Health Officers, and Community Stakeholders

The risk of COVID-19 being introduced into the school depends on the level of COVID-19 spread in the community and the health and safety measures taken by schools. Consider the following educational modalities based on community transmission and other health and education risks and benefits.

COVID-19 Activity Level	Education Modality*	Extracurricular**
HIGH >75 cases/100K/14 days Other considerations: <ul style="list-style-type: none"> Trend in cases or hospitalizations Test positivity, ideally <5% Other health and education risks and benefits to children and their families 	Strongly recommend distance learning with the option for limited in-person learning in small groups, or cohorts, of students for the highest need students, such as students with disabilities, students living homeless, those farthest from educational justice, and younger learners.	Strongly recommend canceling or postponing most in person extra-curricular activities, including sports, performances, clubs, events, etc. with the option to allow extracurricular activities in small groups of 6 or fewer students.
MODERATE 25–75 cases/100K/14 days Other considerations: <ul style="list-style-type: none"> Trend in cases or hospitalizations Test positivity, ideally <5% Other health and education risks and benefits to children and their families 	Recommend careful phasing in of in-person learning, starting with elementary students. Over time, if schools can demonstrate the ability to limit transmission in the school environment, add in-person learning for middle and high school students.	Consider cautious phasing in of low then moderate risk in person extra-curricular activities. Activities that can be done online, should continue in that format.
LOW <25 cases/100K/14 days Other considerations: <ul style="list-style-type: none"> Trend in cases or hospitalizations Test positivity, ideally <5% 	Encourage full-time in person learning for all elementary students and hybrid learning for middle and high school. Over time, if physical space allows, add full-time in-person learning for middle and high school.	Consider low, moderate, or high risk in-person extra-curricular activities.

When any in-person



Can the school(s) implement recommended COVID-19 health and safety measures?

School Administrators and Staff

The risk of COVID-19 spreading in schools depends on the ability of the school to implement [DOH's K-12 health and safety measures](#), and LNI employer safety requirements

Does the school have the plans, staff, space, and supplies to do the following?

✓	Protect staff and students at higher risk for severe COVID-19 while ensuring access to learning
✓	Transport or facilitate drop-off and pick-up of students
✓	Group students (required in elementary, recommended for middle and high school)
✓	Practice physical distancing of ≥6 feet among students and staff.
✓	Promote frequent hand washing or sanitizing
✓	Promote and ensure face covering use among students and staff
✓	Increase cleaning and disinfection
✓	Improve ventilation

Are all staff trained on health and safety practices?

*Staff may work in school at any COVID-19 activity level if the school follows DOH and LNI health and safety guidance

**Where possible do extracurricular activities outdoors, wear face coverings, and maintain physical distance of 6 feet.

When all YES



Is the school and health system ready to monitor for and respond to suspected and confirmed cases of COVID-19?

Schools and Local Public Health

COVID-19 cases in the school should be expected. The risk of COVID-19 spreading in schools depends on the ability to quickly identify and respond to suspected and confirmed cases and the level of community transmission.

✓	Can <u>the school</u> ensure monitoring of symptoms and history of exposure among students and staff? (attestation acceptable)
✓	Is <u>the school</u> prepared to manage students and/or staff who get sick onsite?
✓	Does <u>the school</u> have letters drafted to inform families and staff about confirmed cases or outbreaks?
✓	Is there adequate access to testing in the community <u>health</u> system for ill students and staff?
✓	Is there capacity in your <u>local health department</u> to investigate confirmed COVID-19 cases, quarantine their close contacts and assess whether transmission is occurring in the school?
✓	Can <u>local public health</u> monitor the level of community spread to determine when a change in education modality is needed?



When all YES

Begin Learning Model and Monitor

Social-Emotional Support

The closure of our school sites has not only impacted students academically, but it has also significantly affected their mental well-being. With the recent Thurston County Public Health and Social Services Health Officer recommendation as the driver, we are starting this school year in a distance learning model. As per OSPI guidance, Olympia School District will be training staff on the implementation of a social-emotional screening tool through Panorama. In addition, the district has purchased Social-Emotional Learning (SEL) materials from Character Strong for greater implementation in our secondary schools. The Second Step SEL curriculum will continue to be used at elementary and middle schools as appropriate. Professional development will be provided in the use of these curricula as well before school starts. There will be an emphasis all year long, but especially the first few weeks of school, in all classrooms to emphasize and be responsive to the social-emotional well-being of our students. We will partner with local mental health agencies to expand support as possible and continue to seek ways to enhance our own staffing.

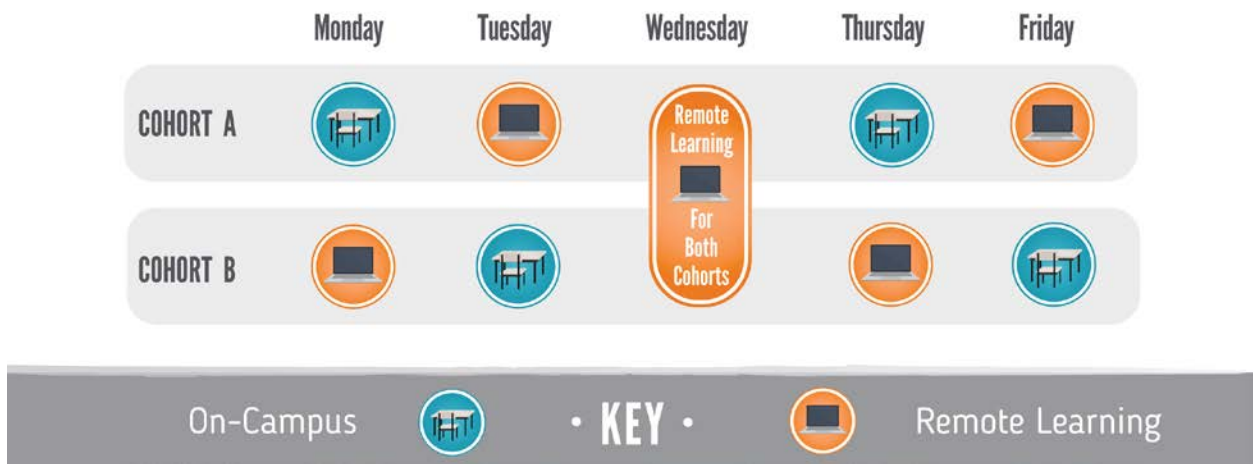
Building-wide social-emotional interventions and instruction will be in place for every student; these interventions will be proactive and preventative. Staff will use intentional relationship building activities with students and families using Character Strong strategies at some levels. All classroom teachers will facilitate developmentally appropriate conversations with students during the initial days of school around the impacts of COVID-19 which could include the use of Navigating Back to School modules developed by Society for the Prevention of Teen Suicide (SPTS) in collaboration with the Olympia School District Education Foundation (OSDEF).

When students are flagged for a mental health concern, based on more intensive needs, their concerns will be reviewed by a building student assistance team. Students with moderate needs will be matched to established resources within the building which include counselors, specialists, behavior techs, social workers, psychologists, and nurses. For students with more intensive needs the team will call in additional specialists which could include community behavioral health therapists, dependent on the nature of the concern, so that intensive, individualized interventions can be implemented. This level of intervention will utilize district and community resources.

Instructional Model

As stated in the Educational Scenarios matrix, currently, health officials strongly recommend a full-time distance learning model to start the 2020-21 school year. At the same time, our planning committees and workgroups did choose a hybrid instructional model to implement when that option is allowable. The schedule includes some face-to-face instruction on-site with remote continuous learning off-site. If we are permitted to offer a hybrid model, all families will still have the option of full-time remote learning.

Hybrid Learning Schedule



Hybrid Schedule

We have identified a two-day rotation for all students – Monday/Thursday or Tuesday/Friday. The key characteristics include:

- Split/alternating schedule on-site with continuous remote learning off-site.
- Predictable schedules for families, students and teachers, and partnership with community child care organizations.
- Priority for students within the same family/household to follow the same weekly schedule – M/Th or T/F.

In the hybrid model, elementary teachers will meet with students in an A/B rotation model which will include both synchronous and asynchronous learning. Teachers will have the opportunity to engage with students daily for class meetings and additional support.

ELEMENTARY SCHOOL					
	Monday	Tuesday	Wednesday	Thursday	Friday
COHORT A	In School	Learning Remotely	All students learning remotely. Staff Professional Learning Communities (PLCs), Planning, Office Hours	In School	Learning Remotely
COHORT B	Learning Remotely	In School		Learning Remotely	In School

In the hybrid model, middle school teachers will meet with students in an A/B rotation model which includes both synchronous and asynchronous learning, and teachers will meet with students every day (remotely on Wednesdays) for advisory and support.

MIDDLE SCHOOL					
	Monday	Tuesday	Wednesday	Thursday	Friday
COHORT A	In-school Periods 1,2,3	Learning remotely	All students learning remotely. Staff Professional Learning Communities (PLCs), Planning, Office Hours, Middle School advisory.	In-school Periods 4,5,6	Learning remotely
COHORT B	Learning remotely	In-school Periods 1,2,3		Learning remotely	In-school Periods 4,5,6

In a hybrid, high schools will have a two-day rotation for all students – Monday/Thursday or Tuesday/Friday. The key characteristics include: Split/alternating schedule on-site with continuous remote learning off-site and SEL Support embedded locally at each school in the schedule.

HIGH SCHOOL					
	Monday	Tuesday	Wednesday	Thursday	Friday
COHORT A	In-school Periods 1,2,3	Learning remotely	All students learning remotely. Staff Professional Learning Communities (PLCs), Planning, Office Hours	In-school Periods 4,5,6	Learning remotely
COHORT B	Learning remotely	In-school Periods 1,2,3		Learning remotely	In-school Periods 4,5,6

To minimize contact in the secondary (middle and high) models, only 3 periods would meet per day – periods 1,2,3 on the first day of in-person learning and periods 4,5, 6 on the second day of in-person learning in the week.

Full-Time Remote Learning

Last spring, the Olympia School District implemented a full-time distance learning model with an accompanying distance learning plan. In our preparation for full-time remote learning this fall, we are committed to providing learning experiences that are both synchronous (all students learning at the same time) and asynchronous (students not necessarily learning at the same time). We are committed to more daily live interaction. Remote instruction, like in-person, will be challenging and engaging.

We will be prepared to shift quickly from full-time remote learning to hybrid face-to-face instruction, or vice versa, depending on the current state of COVID-19 transmission rates and recommendations from health authorities. Remote schedules will be similar to hybrid schedules.

For full-time remote learning, elementary teachers will meet with students remotely, daily for a class meeting. These class meetings will be designed to provide Social Emotional Learning (SEL) as well as opportunities for students to be provided extra support. Teachers will deliver instruction through synchronous and asynchronous instruction. Below is what a possible schedule could look like - details are still being worked out.

ELEMENTARY					
*The intent is to teach new learning content on two consecutive days	Monday ELA Focus	Tuesday ELA Focus	Wednesday Science and Social Studies Focus	Thursday MATH Focus	Friday MATH Focus
AM Class Block	Class Meeting	Class Meeting	Class Meeting	Class Meeting	Class Meeting
AM Support Block	Instructional Support & Independent Work	Instructional Support & Independent Work	Instructional Support & Independent Work	Instructional Support & Independent Work	Instructional Support & Independent Work
Lunch Hour	Lunch & Drop-In Social Skills	Lunch & Drop-In Social Skills	Lunch & Drop-In Social Skills	Lunch & Drop-In Social Skills	Lunch & Drop-In Social Skills
PM Support Block	Specialists, Interventions & Independent Work	Specialists, Interventions & Independent Work	Staff Professional Learning Communities (PLCs), Planning, Office Hours	Specialists, Interventions & Independent Work	Specialists, Interventions & Independent Work
Working Family Outreach Hours & Days TBD					

For full-time remote learning, middle school teachers will meet live with students twice per week for subject content. In addition to those synchronous class experiences with staff, students will have asynchronous learning opportunities to pursue at their own pace. Teachers will meet with students every day for advisory and support to help meet SEL needs. Below is what a possible schedule could look like - details are still being worked out.

MIDDLE SCHOOL					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-8:45	Office Hours	Office Hours	<ul style="list-style-type: none"> PLC Staff Development Emails Asynchronous Lesson Creation 	Office Hours	Office Hours
8:45-9:45	1st Period	4th Period		1st Period	4th Period
9:45-10:00	Transition	Transition		Transition	Transition
10:00-11:00	2nd Period	5th Period		2nd Period	5th Period
11:00-1:00	Student Lunch	Student Lunch	Student Lunch	Student Lunch	Student Lunch
1:00-1:30	Advisory	Advisory	Advisory Check-In	Advisory	Advisory
1:30-1:45	Transition	Transition	Office Hours	Transition	Transition
1:45-2:45	3rd Period	6th Period		3rd Period	6th Period
2:45-3:15	Office Hours	Office Hours		Office Hours	Office Hours
			Staff Meetings		

*Additional request to have paras available in teams each afternoon to be available in a hotline model to help answer student questions.

*Additional request that if holidays that fall on a “class day,” in either model, it would be swapped with the Wednesday for consistency in instructional time.

For full-time remote learning, high school teachers will meet live with students twice per week for subject content, which includes both synchronous and asynchronous learning.

HIGH SCHOOL						
Reserved Time Blocks	Time	Monday	Tuesday	Wednesday	Thursday	Friday
Flexible Office Hours/ Individual Support/ Planning	Teacher discretionary accounting for student and personal need.			Advisory: Student Contact Staff Meetings Planning Meetings with PLC and Focus groups	Teacher discretionary accounting for student and personal need.	
Period 1/4	9:00-10:30	Period 1	Period 4		Period 1	Period 4
"Passing"	10:30-10:50					
Period 2/5	10:50-12:20	Period 2	Period 5		Period 2	Period 5
Lunch	12:20-1:20					
Period 3/6	1:20-2:50	Period 3	Period 6		Period 3	Period 6
Flexible Office Hours/ Individual Support/ Planning	Flex time to address students personal needs.				Flex time to address students personal needs.	

Note:

- Homeroom/Advisory is not specifically listed on any particular day. Each school will be performing a homeroom/advisory type of function, unique to their building.
- Discretionary office hours/individual support is intended for staff to determine the most appropriate time to assist and support their students, potentially/likely outside of the traditional school hours. Ex: A staff member may find it much more beneficial to their students and themselves (personally) to provide contact support in the evening, taking into account student and personal requirements.
- The reserved blocks of time per period is time that is specifically blocked out for their class and won't conflict with another class. Teachers may use that time in any number of ways: direct instruction, lesson facilitation, group work, assessment, etc. This time is not strictly full face-to-face contact.
- The Lunch hour provides students with time to walk to our meal sites.



NEIGHBORHOOD SCHOOLS

Your student will be automatically enrolled in OSD distance learning at their home school.

OLYMPIA SCHOOL DISTRICT: OPTIONAL PROGRAMS



Offers students the full range of blended learning courses with the flexibility of working anytime day, or night, anywhere there is Internet access. Enrollment information meetings will take place on August 11, 17 & 24. Attendance required if interested in enrollment. Students enrolled remain in this program through the duration of a grading period, even if the district returns to a hybrid model.

orla.osd.wednet.edu/programs/iconnect_academy



The Avanti High School philosophy provides for a creative, authentic, performance-based educational system that equips all students with intellectual skills and promotes emotional intelligence. The remote learning program, like the in-person program offers fewer classes during shorter grading periods.

avanti.osd.wednet.edu/our_school/about



The goal of the hConnect program is to support home-based instruction by providing enrichment classes and resources for students in grades K-12 that may be difficult to provide at home, working with families to support them in the education of their children. Enrollment information meetings will take place on August 11, 17 & 24. Attendance required if interested in enrollment.

orla.osd.wednet.edu/programs/h_connect

Avanti High School

Avanti is a small innovative public high school in the OSD that provides a personalized learning environment and builds lifelong connections to learning, creativity, resourcefulness, and social justice. Their remote learning program, like their in-person program, offers fewer classes during shorter grading periods.

iConnect Program

OSD has a full-time online learning program separate from any of our neighborhood schools. The iConnect Academy is based out of ORLA (Olympia Regional Learning Academy). iConnect will remain exclusively online regardless of any changes or recommendations from the Department of Health related to our ability to offer in-person schooling on our campuses.

In-Person Services and Support Prioritization

As per OSPI guidance, OSD is working on ways to provide greater support for those students and families more severely impacted by campus closures regardless of the instructional model. For a hybrid model, this could include more frequent in-person learning than two days a week. Students receiving special services, English language services, experiencing homelessness, and our youngest learners will be given first choice to attend more frequently in-person, provided safety measures can be met in a hybrid model. In a remote learning model, those same learners will be prioritized for more frequent personal contact and paraeducator support. In their recommendation for full-time remote learning, county health officials did say that districts may elect to offer in-person specialized learning opportunities to groups of no more than five students, provided the district follows all state and local health and safety requirements. Again, we will prioritize those in-person opportunities for our students receiving special services, English language services, experiencing homelessness, and our youngest learners.

- **Special Education**
 - IEPs will be reviewed at the outset of the school year. There is no exception to the requirement to provide a Free and Appropriate Public Education (FAPE) to students with disabilities during COVID-related disruption. Just as the district is providing general education services to students without disabilities, we are likewise required to provide FAPE to students with disabilities. The IEP review will look at a student's progress on IEP goals in addition to determining an individualized learning plan for each student.
 - OSPI has indicated that if there is little or no disruption based on COVID, IEPs should be written to reflect current needs in the in-person setting. Where there is significant disruption, as is currently the case in Thurston County, individual IEP teams (of which parents are a critical member) will make the determination of whether to proceed with the IEP as written, amend that IEP, or utilize a Continuous Learning Plan. **The determination of whether to utilize continuous learning plans may change with updated guidance from OSPI.**

- When in-person school operations resume, per OSPI guidance, the district will determine whether recovery services are needed for individual students based on whether or not the district was able to provide appropriate IEP services during COVID-19 altered learning delivery.
- Regular schedules of proactive and transparent school/home communication will be established and described in the IEP/Learning Plan.
- Predictable schedules of intervention/instruction and collaboration plans with general education staff will be established for all students with IEP based services.

504 Plans - 504 plans will be reviewed according to the most current OSPI guidance. 504 plans will be reviewed and adjusted as necessary to determine accommodations necessitated by distance learning. We will be involving our assistive technology specialist, vision specialist, and/or Deaf/Hard of Hearing specialist as needed, in these discussions.

- **English Learners:** Training for content teachers of EL students will be provided to integrate scaffolds and language supports in the daily assignments. Also, EL staff and interpreters will support EL families in ongoing tech training and understanding the academic expectations.
 - Elementary level: EL specialists will serve as coaches for cluster EL gen ed teachers (provide scaffolds, ongoing training, co-teaching support); paras and EL Specialists will work in breakout rooms with EL students of highest need during Zoom sessions; office hours and family training will be provided for family support. Staff will prioritize emergent, Kg, and 4th-grade students based on ELPA 21 results from 2020.
 - Middle School: Teaching staff and paras will provide systems of support with students and families--support will be provided in breakout rooms with gen ed, coaching and co-teaching with content teachers, office hours, and individualized support will be provided - prioritizing emergent and progressing students.
 - High School: Teaching staff and paras will provide systems of support with students, families, and content teachers--language scaffolds and support will be provided in content breakout rooms, EL teachers will collaborate with content teachers, and prioritized students will be provided with Sheltered English classes. Office hours, and individualized support will be provided - prioritizing emergent and progressing students.

- **McKinney-Vento**
 - This population has many barriers which interfere with access to educational opportunities, which the current COVID-19 situation has only exacerbated. In August the McKinney-Vento office will reach out to existing McKinney-Vento eligible families/students to confirm eligibility status for the 2020-21 school year, and determine what individual needs the family/student may have, including access to ChromeBooks, Wi-Fi, and school supplies. The McKinney-Vento office will connect with buildings, school counselors, and relevant departments to help direct identified needs. The housing survey, used to determine McKinney-Vento status, will be available online, in all registration materials, and paper copies placed in key locations such as shelters and laundromats. The McKinney-Vento office will work with schools to identify students who may be McKinney-Vento eligible, but who have not self-identified as such through the Housing Survey. The flexibility from the Health Department allows for limited on-site services for specialized and/or marginalized populations. When that option is available, McKinney-Vento students will be prioritized based on the student's inability to access distance learning or school resources.
- **Younger Learners** - Younger learners often have more difficulty independently accessing distance learning opportunities than older siblings. A variety of techniques will be implemented to address this need. Increased use of parent coaching and consultation to develop functional routines in the home will be an important tool for our teachers to utilize with families. Increased asynchronous learning opportunities will be made available for families to more flexibly fit into their schedules. Lastly, younger learners, along with other groups experiencing more significant barriers to accessing distance learning, should be prioritized for in-person instruction as it becomes available.

Learning Standards

Like last spring, we are in the process of engaging with teachers and administrators to identify the most critical learning standards for each grade level, program and content for 2020-21. That work will help teachers narrow their instruction and assignments which is especially important for our students and families in a less structured, remote learning environment.

Academic Screening

Academic screening/assessment will be used to determine the learning needs of individual students. MAP will be one assessment used to determine students' current levels to help design supports, interventions and enhancements as appropriate.

Grading

We are consistently looking for ways to more authentically assess the learning of our students. That inspection inevitably leads to a re-examination of our grading practices. With better instructional preparation, more consistency across all classrooms and a commitment to teaching to a narrower band of critical standards, there is an expectation that there will be a return to discrete grading practices based on individual student performance. At the same time, along with instruction and curriculum, we will continue to examine our grading practices to ensure equity in whatever instructional model is in place.

In a full-time remote or hybrid learning model:

Elementary teachers will use the standards-based grading system that has been used previously.

High schools and middle schools will use an adjusted grade scale in which only grades “A” through “C” are an option. Any student who is significantly below standard will receive an “incomplete” or some similar equivalent. Students who receive an incomplete will be contacted along with their families to assess needs and create a plan of enhanced support to be implemented. College in the High School courses will continue to use the same grade scale that is accepted by the college.

Incompletes in Spring of 2020

Students who received an Incomplete for a high school credit class in the Spring Semester, 2020 were consulted by a counselor and administrator to determine the plan to recover the credit. The initial opportunity was to enroll in summer school at no cost, pick up the course where they left off and finish the course. If summer school was not an option, the school will support the student to complete the course when school is back in session. A first choice for students is to complete the course through EdGenuity (online course) during the fall semester, 2020. The sections of the course that the student has already completed will be waived and the student will pick up where they left off. Competency-based credit is also an option when feasible.

Summer Learning and Services Opportunities

OSD developed summer learning and services opportunities for students who needed additional support this summer to be ready for success this fall.

Elementary School

Elementary students that were below grade level in reading were offered small group instruction through Distance Learning. In addition to differentiated instructional lessons through Zoom, students also used Imagine Learning for practice of fundamental skills. All elementary students that were not reading at grade level were offered summer school services.

Middle School

Summer school opportunities were offered to middle school students for enhancement and for any student who needed to complete WA State History. All classes were online through EdGenuity. Teacher support was given to each student, and there was no cost to students.

High School

Summer school opportunities were offered to high school students as is done every summer. In particular, any student who received an Incomplete during the Spring Semester was given an opportunity to pick up a course where they left off, and complete it at no cost for credit. Courses included recovery and initial credit. High school students including continuing Seniors (5th and 6th year), were offered Credit Retrieval, Initial Credit, Grade Replacement, EL Support, Blended Learning, Face to Face/Online/Student Paced, Flexible Attendance. Community partnerships were implemented to support the students.

Summer learning opportunities were prioritized for those students furthest from educational justice. Elementary students were prioritized based on reading development. Those students that were not at grade level at the end of the year were eligible to receive services. In Middle and High School, counselors and administration identified students, with an emphasis on those receiving Special Education and English Language services to receive summer school support. Students were offered credit at no cost both at the middle and high school.

Technology, Hardware and Connectivity

Thanks to the generosity of the Olympia community in previous capital levies, our district has invested substantially in accessible technology for our students and educators which prepares us better for fall reopening.

Our current technology levy has provided enough Chromebooks for all students K-12. Prior to the pandemic, the district already had a 1:1 Chromebook model in place for all students 6-12. We have begun a process of distributing Chromebooks to students K-5, which will continue over the summer.

We have distributed approximately 280 cellular hotspots and are working on adjusting our building wireless to cover more of our parking areas which should provide more public access to Wi-Fi. The OSD will continue to implement the plan put into place during the closure last spring. All Chromebook distribution/swap/repair will occur at the Technology Department, in the district office building where there are safety protocols in place for parents and students to interact with technology staff for these purposes.

Before families come to pick up a Chromebook and/or cellular hotspot, the Technology Help Desk places a phone call to the family to determine the individual scope and need.

For families that have limited or no access to broadband (in the home) or cellular coverage (at their home), we will encourage and help facilitate access to low cost broadband options for families that qualify, through various company offerings in our area. We are engaged in

conversations with our schools' foundation and other partners to help in this cost. In addition, as mentioned, the district Wi-Fi signal is available near our schools.

Attendance

Students will log into Schoology daily and complete a check-in where they will answer quick poll questions related to how they are doing academically, emotionally and physically. At secondary, this will be done for each of the classes that students have every day. The information will automatically be uploaded to Skyward at 11 p.m. each night, followed by attendance calls the next day. Teachers will consistently review the check-in information to ensure that students are receiving the support they need, even if they are not scheduled for contact that day. This will also provide information for teachers around attendance trends. SEL concerns will be shared with building administrators or student assistance teams to craft a plan of support.

Professional Development

We will have a strong professional development program created for our teachers and educational staff around the following topics which our certified teachers prioritized in a recent survey:

- Racial Equity Training
- Learning Management System Training (Schoology K-12)
- *Getting Smart* - Best instructional strategies in full-time remote learning or a blended/hybrid model
- How to best use remote learning tools – Schoology, Zoom, Screencastify, Flipgrid, Nearpod, Google Suite for Education, Kami, Skyward Message Center, Remind and School Messenger
- Social-Emotional needs of students, families and staff with an emphasis on remote or hybrid learning environments - that will include screening. *Character Strong* and *Second Step* curriculum will drive the training at Elementary and Secondary respectively. As stated above, SEL concerns will be shared with building administrators or student assistance teams to craft individual plans of support for students.
- Essential standards, assessments and grading practices for the grade level, program area, or content area
- PLC Work
- Accessibility training to ensure access to all students and families
- Operational Guidance around physical distancing, PPE, etc. from health experts related to COVID-19 should our schools be open for in-person learning. Employees hired after the start of the school year will receive this training prior to their first day with students.

Like with students in a remote environment, this professional development will be offered both synchronously and asynchronously, with an emphasis on the latter. Modules will be offered beginning in August with an expectation that all staff will have foundational training completed prior to the first day of school. All of the training will be provided before school starts and there will be follow-ups through the year as well.

Family and Community Support

Supports that will be in place for families regardless of full-time remote or hybrid model include:

- Engage students, families and community representatives as partners in our decision making. All have been involved in planning for reopening schools this fall, including those that participated in multiple surveys; on academic and operational fall contingency planning committees; on eight workgroups to address topics including Family Resources and Supports, and during five community Town Halls. Planning workgroups have included representation by key community groups including the OSD Education Foundation, parent group (PTA/PTO/Community Council) leaders, CIELO, and child care partners.
- Use asset mapping as one identifier for how community-based organizations can partner with the district to address student and family needs. Match assets with needs. This will be especially critical to address needs in areas such as child care. The district has already been meeting and/or in discussion with partners including the South Sound YMCA, Boys and Girls Club of Thurston County, City of Olympia, and Child Care Action Council. Both the YMCA and BGCTC served on a Family Resources and Supports workgroup. Offering virtual workshops and/or trainings, both live and recorded, for families in areas such as social-emotional wellness, technology supports and engaging families in a distance learning environment have all been discussed in the Family Resources and Supports workgroup.
- Communicate regularly and often, layering outreach to families and students who may miss communication in one format. District communication tools include email, text, calls, in-person meetings as health and safety protocols allow; website; OSD app; social media; e-newsletters; infographics; published posters/flyers; and videos. We will also educate families via local media and nonprofit organizations (e.g. OSD Education Foundation, child care partners, CIELO) that serve OSD students and families.
- Provide translation/interpretation support for EL families, including intentional outreach and new communication strategies.
- Ensure families have a single/primary contact point at each school.
- Engage parent/community leaders, including meeting collectively throughout the school year, as family liaisons to support outreach.

Calendar

The Olympia School District has 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](#). The calendar can be accessed [here](#).

School Operations

Should OSD be allowed to operate in-person schooling based on direction from Thurston County Public Health and Social Services (TCPHSS) officials, the district will incorporate all required safety practices around facility use including cleaning protocols, face coverings, handwashing stations, physical distancing, etc. Prior to entering school, information will go out to staff and families regarding these requirements and any exceptions due to individual circumstances.

- **Six-foot distancing** - We are altering our indoor classroom and common spaces and reconfiguring our processes to ensure six feet of physical distance between all persons in our school facilities as a planning framework. Desks and furniture have been or will be removed or rearranged to accommodate the six-foot physical distancing requirement. Students will be limited in how many are allowed in a restroom at one time. As necessary we will utilize community-based spaces to ensure the six-foot distance between persons, and at the same time we know that there will be limited times when students or staff may need to be within six feet. All staff and students will follow the guidelines of the Centers for Disease Control and Prevention (CDC) and TCPHSS for situations where persons will be within 6 feet of each other. Face coverings must be worn. Contact time must be limited to the least amount of time necessary to complete the task or lesson.
- **Face coverings** - Personal protective equipment will be provided to teachers and staff as identified by their particular need. We also have an adequate supply of face coverings on our premises to accommodate students who arrive at school without a face covering. PPE has been purchased and will continue to be purchased including: Face masks – disposable, reusable cloth, and clear if needed; gloves; face shields; and gowns. Additional Thurston County “Face Mask” signage has been added to all common areas of our schools, Knox 111 Administrative Center, Transportation and Student Support Center. Additional face coverings and gloves are provided at the entrance of each site and available to all.
- **Handwashing** - Frequent handwashing will be required. Sanitizer will be required when handwashing is not readily available. Additional Thurston County “Handwashing”

signage has been added to all restrooms. Additional sanitizing stations are implemented at the entrance of each site with face coverings and gloves available to all.

- **Cleaning** - We have developed a cleaning regimen in our facilities and buses consistent with the Infection Control Handbook 2010 and the Washington State Department of Health (DOH) updates for COVID-19. Following guidance from TCPHSS, DOH and CDC, Head Custodians will continue daily cleaning and disinfecting of high-touch points in restrooms, common areas, kitchens and classrooms. Head Custodians will supply additional trash cans if needed for increased handwashing and paper towel usage. Head custodians will supply all staff (teaching and administrative) with appropriate cleaning supplies including the Alpha HP disinfectant in spray bottles and with the appropriate amount of towels. All staff can assist, as appropriate, in wiping down desks and shared items in their work spaces throughout the day. Likewise, as appropriate, administrative personnel can clean and disinfect their workstations and shared common equipment on a more frequent basis.

Swing shift custodians will clean and disinfect high-touch points and surfaces daily. In addition, swing custodial staff will disinfect classrooms, restrooms and all areas daily with the appropriate protex equipment.

Disinfection cleaning will be the priority for custodians. Each week a team of custodians will be scheduled on a rotational basis at each school that has additional square footage (e.g., classroom mini-building or remodel) to help assist in deep cleaning carpets, vacuuming or mopping floors, disinfecting, and any other areas needing attention as determined by the Head Custodian. If there is an active COVID-19 case identified at a site, the response will include that the site will be disinfected with a Clorox 360 machine and/or an electrostatic cleaner (This equipment is always staged at Olympia or Capital high schools for easy distribution across the district).

- **Facilities Use** - The district typically rents out space in our school facilities to community groups. In the 2020-21 school year the district will significantly curtail facilities use, which will reduce work tasks for custodial staff to disinfect after an outside community group (The district is working closely with community partners to allow child care use of buildings for before- and after-school child care).
- **Transportation** - We have developed plans to maximize physical distancing on our buses as much as possible on a given bus route. At the same time, we are encouraging walking, biking or driving students to school as an alternative to taking the bus to reduce congestion. State guidance allows busing to be an exception to the six-foot rule, as long as districts exercise proper cleaning, maximum ventilation when reasonable, face coverings on students and adults, and proper PPE for drivers and paraeducators. We will ensure the first three rows of seats are open and available to provide distancing from the driver. Whenever possible students will be assigned one per seat (with the exception of family or household members) prior to adding additional students in the same seat. Also, when unloading the bus, to the extent possible, the bus will be

unloaded from front to back to reduce students crossing paths. School buses will be sanitized daily between routes and at the end of use at the conclusion of each day. The buses will be fogged (by the driver) with Alpha HP, which is an Environmental Protection Agency (EPA) and TCPHSS recommended disinfectant. It will be allowed to set for the allowable dwell time per its recommended use. Other than these additional disinfection procedures, buses will be cleaned regularly. If there is an active COVID-19 case identified on a bus, the bus will be disinfected with the Clorox 360 machine and or the electrostatic cleaner staged at Olympia or Capital high schools.

- **Food Service** – Food service staff were part of the operational planning group. In a full distance learning model this fall, the district will work to ensure that students across the district have access to breakfast and lunch, similar to meal distribution in spring 2020. In the spring and summer, the district was able to offer grab-and-go breakfast and lunch daily at no cost to families, regardless of family income, due to federal USDA waivers that govern meal prices and free/reduced-price eligibility for the school breakfast and lunch program. The district is seeking these waivers for the fall and planning for distribution sites across the district, and also exploring options for meal distribution if the waivers are not granted.

Should in-person learning be permissible, food service staff in conjunction with school administrators will offer grab-and-go lunch and breakfast options for all students. Lunch and breakfast will be eaten in a classroom setting, or possibly outside; if the cafeteria is used, the seating will be designed to congregate family groups, but generally not in a cafeteria or large gathering indoor space. Point of sale systems will be used to minimize monetary transactions. Salad bars or community food offerings will no longer be an option. The district is also developing a plan to provide meals to students who are at home for their remote learning day in a hybrid model. One consideration is to have students take a meal home for the next day when they are not in school.

Health Requirements

OSPI has mandated that school districts use the DOH and Labor and Industries (L&I) guidance to ensure reopening plans are aligned to health and safety requirements.

The Olympia School District is in consistent communication with TCPHSS. We work directly with our local public health officials who are:

- Dr. Dimyana Abdelmalek, Health Officer, Thurston County Public Health
- Sammy Berg, Senior Environmental Health Specialist, Thurston County Public Health

Olympia School District's district-level point of contact with health officials related to reopening is:

- Cate Fairhead, Director of Health Services
Olympia School District
111 Bethel Street NE, Olympia, WA 98506
(360) 522-2108

As previously mentioned, a survey was sent to all OSD staff asking them to review the CDC definition of high-risk employees to give them an opportunity to identify themselves as high-risk so accommodations could be discussed and considered.

Health Advisory Committee

A committee consisting of district administrative staff, nurses, and community physicians has been assembled to consider the latest medical research and guidance and create protocols for health screening for in-person learning. Because we are starting remotely, this is not needed for the overwhelming majority of students. However, given the ability to teach and serve groups of 5 students or less, per Thurston County Public Health and Social Services Department guidance, established protocols can be applied to small groups to help inform how the protocol will be applied at a larger level when more in-person learning is allowable.

Health Screening

OSPI's reopening guidance instructs school districts to have some system in place that checks for signs of illness for staff and students and to use CDC guidance for considering options. CDC does not currently recommend universal symptom screenings (screening all students grades K-12) to be conducted by schools. They do, however, say that parents or caregivers should be strongly encouraged to monitor their children for signs of infectious illness every day and that students who are sick should not attend school in-person.

As a result, OSD will complete, implement and communicate procedures for wellness screenings in the following way before the start of school.

- Our plan is to rely on attestations for staff and students. The attestation protocol will ask for specific questions to be answered in the affirmative or negative. Schools will track receipt of the completion of the screening protocol for staff and parents/guardians on behalf of students.
- A screening protocol will be completed at the school building for students who do not provide an attestation that a screening was conducted by a parent, guardian, or caregiver at home before school. Staff will keep a distance of at least six feet of space or have a physical barrier between them and the student during assessment.

- Implementation of a Health Check (or similar) screening/attestation app is being explored.
- A survey was sent to all staff asking them to review the CDC definition of high-risk employees to give them an opportunity to identify themselves as high-risk so accommodations could be discussed and implemented as needed. Any accommodations will be consistent with L&I requirements and the Governor's proclamations regarding high-risk employees.

COVID-19 Cases – Procedures for addressing suspected or confirmed COVID-19 cases in a school setting or district facility are still being developed in conjunction with local health authorities. The school nurse will report suspected or known cases of COVID-19 to TCPHSS.

If a student or staff becomes ill at school, the student will be quarantined in a room large enough to allow at least two students/staff to sit or lie down six feet apart. A plan for staffing this room will be developed at the building level. The room will preferably allow for outdoor air exchange and provide for exit without exposure to other parts of the building.

Contact tracing and any other procedures to identify additional COVID-19 cases are to be conducted and led by the local health authority, DOH, or a designee at the direction of the public health authority.