

Woodland Public Schools - Fall Opening Plan for Fall 2020-2021

Introduction

The fall reopening plan is the culmination of the work of school and district level teams that have met over the course of the last spring and summer to evaluate the risks associated with reopening schools and the steps necessary to mitigate the risks, thus seeking to protect the safety and health of our students, our staff, and our community. Our aim in this plan is to return to face-to-face learning as soon as safely possible. Regionally, school districts are working closely with public health officials to guide our planning and recommendations.

The course of the pandemic in our nation, state, and the region has evolved over the last several weeks and, as a result, there have been adjustments to our planning that have been based on adjusted and revised guidance from multiple jurisdictional agencies, including the Federal Centers for Disease Control (CDC), the Washington State Department of Health (DOH), the Washington State Department of Labor and Industries (L&I), and the Office of the Superintendent of Public Instruction (OSPI). Guidance continues to change as more information regarding COVID-19 and its transmission within schools and communities is learned.

The guidance from these agencies was largely compiled in the [OSPI Reopening Washington Schools 2020 District Planning Guide](#). This planning guide is supportive of a safe and healthy school environment and includes both general recommendations as well as specific directives from DOH and L&I. Examples of these directives include mandates on social distancing, face coverings, and daily health attestations for students and staff.

Our goal is to serve the educational and associated support needs of all students effectively and return them to school as soon as we can reasonably assure the safety and health of students, staff, and the community.

Thank you in advance for your patience and understanding as we work to develop a plan that meets the specific needs, attributes, and other unique characteristics of our district.

On August 12, 2020, the Woodland Public Schools Board of Directors passed [Resolution 20-10](#). This resolution adopts this reopening plan for the 2020-2021 school year. This resolution directs the superintendent to monitor the circumstances related to reopening schools and revise and update the reopening plan as needed.

Predicate for Risk-Based Four-Stage Reopening Plan

In May 2020, The Centers for Disease Control and Prevention published on [their website](#) considerations for ways in which schools can help protect students, teachers, administrators, and staff and slow the spread of COVID-19. This website states:

“The more people a student or staff member interacts with, and the longer that interaction, the higher the risk of COVID-19 spread. The risk of COVID-19 spread increases in school settings as follows:

- *Lowest Risk: students and teachers engage in virtual-only classes, activities, and events.*
- *More Risk: small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days, and groups do not mix. Students remain at least 6 feet apart and do not share objects (e.g., hybrid virtual and in-person class structures or staggered/rotated scheduling to accommodate smaller class sizes).*
- *Highest Risk: full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.”*

On August 5th, 2020, the State of Washington Department of Health released a document titled [“Decision Tree for Provision of In Person Learning among K-12 Students at Public and Private Schools during the COVID-19 Pandemic.”](#) The expressed purpose of which is “to assist local health officers and school administrators in making decisions around resuming in-person instruction for public and private K-12 schools during the COVID-19 pandemic.”

Considering these two documents and other guidance, we have developed this four-stage reopening plan along with metrics that can collaborate with regional public health officials and support a reasoned approach to safely reopening schools where we can best support the learning and achievement of all students.

On Friday evening July 31st Dr. Steven Krager, MD, MPH, the Cowlitz County Deputy Health Officer¹ transmitted a letter to Cowlitz School District Superintendents which state, in part:

“We all want our children to go back to school, as the benefits for students and families are obvious. However, with the current disease burden in Cowlitz County, we recommend at this time that school districts in the county start the school year with distance learning and continually re-evaluate conditions. Our concern is that with high

¹ Clark and Cowlitz Counties share health officers. Prior to COVID-19 Dr. Alan Melnick, MD, MPH, CPH served as the sole health officer for both counties. Recently Dr. Krager was hired and serves as the de facto lead public health officer for Cowlitz County.

community transmission, the risk of outbreaks in schools is elevated, which could lead to schools closing again quickly. We have some indications that rates of new infections have started to flatten in Cowlitz County and if this trend continues, we are optimistic that conditions for having in-person school will be safer soon.”

It is, therefore, the administrative recommendation to the board that the school year starts with distance learning and that we continue to reevaluate conditions.

Woodland Public Schools 4 Stage Reopening Plan

<p>Stage 1 School Reopening</p>	<p>Full Distance Learning with face-to-face supports for some students with SDI or others at high risk in groups of no larger than 4 students (5 including staff).</p> <p>Requirements for Moving to Stage 2</p> <ul style="list-style-type: none"> ● Three-weeks of case counts below between 25-75 per 100,000 residents in Cowlitz and Clark Counties in the prior 14 days² ● Overall positive trends in additional metrics, including: <ul style="list-style-type: none"> ○ Overall case count ○ Hospitalizations ○ Test positivity rate ● The School Board will determine movement to Stage 2 based on available data and recommendations from the Clark & Cowlitz County Health Departments
<p>Stage 2 School Reopening</p>	<p>K-4 in Hybrid Model (Grades K-3 every day, with a portion of the day dedicated to at-home learning. Grade 4 either every day or alternating day, depending on classroom capacity, with a portion of the day dedicated to at-home learning) with additional face-to-face supports for at-risk learners.</p> <p>Grades 5-12 Distance Learning with face-to-face support options in groups up to 5 students.</p> <p>Requirements for Moving to Stage 3</p> <ul style="list-style-type: none"> ● Multiple weeks of case counts below 25 per 100,000 residents in Cowlitz and Clark Counties ● Overall positive trends in additional metrics, including: <ul style="list-style-type: none"> ○ Overall case count ○ Hospitalizations ○ Test positivity rate ● Movement of both Clark and Cowlitz Counties into unmodified Phase 3 of Reopening ● The School Board will determine movement to 3A or, 3B, based on available data and recommendations from the Clark and Cowlitz County Health Departments
<p>Stage 3 School Reopening</p> <p>(3A and 3B are options that can be considered for implementation based on circumstances at the time of transition)</p>	<p>3A K-3 In-person (Every Day, Reduced schedule) / 4-12 Hybrid (Alternating Day)</p> <p>3B K-4 in person (Every Day, Reduced Schedule) / 5-12 Hybrid (Alternating Day)</p> <p>Requirements for moving to Stage 4 of Reopening</p> <ul style="list-style-type: none"> ● Multiple weeks of case counts below 10 per 100,000 residents in Cowlitz and Clark Counties ● Overall positive trends in additional metrics, including: <ul style="list-style-type: none"> ○ Overall case count ○ Hospitalizations ○ Test positivity rate ● Movement of both Clark and Cowlitz Counties into unmodified Phase 4 of Reopening ● The School Board will determine movement based on the ability of our schools to safely serve students under CDC/DOH/L&I/OSPI guidelines and recommendations from the Clark and Cowlitz County Health Departments
<p>Stage 4 School Reopening</p>	<p>Full and Complete Reopening of Schools</p> <p>Modifications to full Reopening of Schools will be based on recommendations from the Clark/Cowlitz County Health Department, Governors, Office, OSPI, and available Local Data.</p>

² The data we will use if collected and reported by Cowlitz County Health. For purposes of accuracy the 14-day lookback period lags by six days. Example: August 10 rate would be determined based on reported positive tests between July 20 and August 3. If the rate remains stable for 14 or more days consideration will be given to moving to the next stage.

STAGE 1: Full Distance Learning

In the spring of 2020, we were thrust into offering a distance learning program with very little preparation, inadequate ability to support students, their families, and staff with the tools and technology support they needed to ensure the success of all students. Schools were closed state-wide by Washington State Governor Jay Inslee with the issuance of [Proclamation 20-09](#), which expanded to schools state-wide [Proclamation 20-08](#) and explicitly prohibited in-person educational, recreational, and other K-12 school programs using their school facilities. This strict prohibition exacerbated the challenges we faced in offering high-quality distance learning.

Distance learning will look very different from the program we were able to offer in the spring of 2020.

	Spring 2020	2020-2021 School Year
Materials and Technology	Woodland HS 1:1 Chromebooks. For all other students, we tried to provide Chromebooks. Families had the option of printed learning packets.	Woodland HS and Woodland MS will have 1:1 Chromebooks available. If we can acquire them, Chromebooks will be distributed to all students P-12.
Connectivity	Many of our students and some staff lacked connectivity to be able to support learning. Some accommodations for this included: <ul style="list-style-type: none"> • Distribution of a limited number of Verizon Hotspots. • Addition of parking lot WiFi zones to allow access from cars. 	Recognizing that the lack of high-speed internet access is a major impediment to students ability to access high-quality distance education and that this disproportionately impacts students whose families are experiencing poverty, the state is investing CARES act resources to provide students who receive free and reduced internet access for one year. In addition, the district is working to acquire additional hotspots to support learners in rural areas of the school district who cannot otherwise access high-speed internet.
Expectations of Educators	In alignment with the Governor’s “Stay Home-Stay Healthy” order, Educators worked from home. Though the vast majority of school staff worked very hard, there was a public perception that teachers were “on vacation” and not investing in delivering high-quality educational experiences for students. Because of the variance in the quality of	Both certificated and classified staff will be required to work from school. ³ Educators will work in a designated space and adhere to PPE and physical distancing requirements. This will allow teachers to receive support with technology, coaching, and curricular support and work collaboratively with administrators, teachers,

³ In alignment with Inslee [Proclamation 20-46.1](#) High Risk Employees, as [defined by the CDC](#) can request accommodations that may, if reasonable, include working from home.

STAGE 1: Full Distance Learning

	connectivity and impacts of individual family support needs, the quality and capacity for instructional delivery varied significantly.	paraprofessionals, and specialized educators.
Instructional Time	<p>OSPI provided guidance to school districts in the spring of 2020 that suggested the following “Maximum student commitment each day.”</p> <p>Recommended guideline</p> <ul style="list-style-type: none"> ● 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) <p>The agency waived the annual instructional hours requirement (an average of 1027 instructional hours per grade level).</p>	<p>WAC 180-16-200 Total instructional hour requirement is not anticipated to be waived for 2020-2021. This equates to about 5:45 hours per day for each of the 180 days of the school year. Teachers will be asked to plan instruction and instructional activities for students that will meet this requirement. A portion of the school day will be spent in synchronous online instruction with classes, groups, and individuals. Synchronous whole group instruction will be recorded, so it is available for students who are unable to participate synchronously. Students will also have time within the school day to work independently or in small groups (using Google Meet) to complete related instructional activities.</p>
Curricular Content	New content was largely limited given the limitations on time, materials, connectivity, and accountability.	New content will be delivered to all students that will be focused on critical standards.
Teacher Preparation	<p>Preparation for quality remote teaching was very limited in the spring of 2020. Woodland High School staff were the most well prepared because of the training they had received on Google Classroom in the prior two years as the school was implementing its 1:1 initiative.</p> <p>All school districts certificated, and some classified staff were asked, as a part of their professional responsibilities to complete online Google Classroom training. In addition, Technology Director Rippl provided synchronous training online.</p> <p>There was very limited training on how to effectively develop and deliver high-quality and engaging lessons in an online environment.</p>	<p>It is expected that all staff, with the exception of the teachers new to our school district in 2020-2021, have a basic understanding of the district selected learning management system (Google Classroom).</p> <p>With school board approval the administration will request a 5 day waiver of the 180 day school year requirement. This waiver will allow the district to use three bargained days prior to when students begin the school year (September 1-3) to ensure teachers are well prepared for remote instruction. Teachers will receive additional training on the development and delivery of high quality remote instruction. They will have planned time to collaborate</p>

STAGE 1: Full Distance Learning

		<p>together and develop quality instructional units.</p> <p>The District will reserve two days for use on October 8 & 9 to evaluate, retrain, and recalibrate instruction to ensure its impact and effectiveness.</p> <p>In addition, there will be ongoing coaching support for staff through the school year.</p>
Family Engagement	<p>In the spring, the transition to remote learning was very quick, with a one-day turnaround. The teachers reached out to students and families in an attempt to engage students with varied results. Some students disengaged partially or entirely.</p> <p>The OSPI mandates on grading from the state created a disincentive for students, particularly students at the high school level, to continue to actively engage in learning.</p>	<p>Three days (September 1-3) will be utilized by teachers to personally and meaningfully engage each student in the district and their families. The purpose of these contacts will be to 1) Provide materials, texts, and Chromebooks to each student, 2) Identify any existing or anticipated barriers to student success 3) Determine what additional supports may be needed to fully support students academically and socially/emotionally. It is expected that IEP teams will meet prior to or during this time to identify supports for students with Individualized Education Programs and identify needed supports, including in-person instruction, if appropriate.</p>
On-Site Support	<p>Governor Inslee's Proclamations 20-09 and 20-08 explicitly prohibited in-person educational, recreational, and other K-12 school programs using their school facilities. As a result, we were unable to offer direct face-to-face supports to learners, including the most at-risk, within the schools.</p>	<p>A limited number of "At-Risk" students will be served on-site by certificated faculty and classified staff. Students served will be individually determined by IEP teams and building teams. Decisions will be data-based. Group sizes, health screening procedures, PPE requirements, and physical distancing requirements will be strictly enforced.</p>
Extracurricular Activities	<p>No face-to-face extracurricular activities or athletics allowed. Clubs and other groups can meet virtually.</p>	<p>No face-to-face extracurricular activities or athletics allowed. Clubs and other groups can meet virtually.</p>

STAGE 2: Elementary Hybrid/ MS & HS Remote

In Stage 2 of school reopening, the education of students in grades 5-12 will remain the same as it is in Stage 1. The elementary grades will return to regular face-to-face instruction at school. The exact configuration of that instruction (A/B or all students) and the grade levels involved will be determined based on enrollment and the ability to serve all students while meeting the physical distancing requirements of DOH at the time of the transition decision.

The Department of Health Requirements:

On June 11, 2020, the OSPI published [Reopening Washington Schools 2020 District Planning Guide](#), which included, beginning on page 16, the Health and Safety Requirements of the Washington State Department of Health. On August 4, 2020, the [Department of Health updated these requirements](#).

The documents are built around nine (9) key principles for reducing potential exposures:

The mainstays of reducing exposure to the coronavirus and other respiratory pathogens are:

- **Keep ill persons out of school** — educating students, families, and staff to stay home when sick, and using screening
- **Cohorts** — conducting all activities in small groups that remain together over time with minimal mixing of groups
- **Physical distancing** — minimizing close contact (less than six feet) with other people
- **Hand hygiene** — frequent washing with soap and water or using alcohol-based hand gel
- **Protective equipment** — use of face coverings or shields, and barriers
- **Environmental cleaning and disinfection** — especially of high-touch surfaces
- **Improve indoor ventilation**
- **Isolation of sick people and excluding exposed people**
- With the above considerations, outdoor activities are safer than indoor activities

In alignment with these principles, the documents discuss requirements regarding many functions of school operations:

- People at High Risk
- Drop-Off and Pick-Up
- Health Screening at Entry
- Grouping Students
- Physical Distancing
- Meals
- Hygiene Practices
- Cloth Face Coverings
- Bus Transportation

- Response if Someone Develops Signs of COVID-19
- Cleaning and Disinfecting Procedures

STAGE 2: Elementary Hybrid/ MS & HS Remote

The way in which elementary schools and secondary schools operate varies significantly, largely based on the way instruction is delivered to students and the way the curriculum is differentiated for learners of different performance levels. As a result of these differences, we can strictly comply with the DOH requirements at the elementary level much more easily than we are able to with older grade levels.

The most difficult requirements to comply with involve the grouping of students, physical distancing, and meals. We have developed a plan that addresses all areas of the DOH requirements at the elementary level. This plan will significantly reduce the risk of wide-spread transmission between students and staff.

Elementary Hybrid Education Model

	Traditional Elementary Structure	2020-2021 Hybrid ⁴ Structure
Daily Health Screening	Students are not pre-screened. If we suspect illness, the school nurse or other staff assess and screen the student's symptoms to determine if they should be sent home.	Parents of all students and each member of the staff will be required, prior to attending each day to "attest" to their health status per the requirements of the DOH. This will be done electronically. If a student arrives at school without an attestation, the classroom teachers will be responsible for checking for symptoms and fever.
School Day	Our elementary day is typically 6 hours, 30 minutes of at school attendance.	The elementary school day will be split between school attendance (5:45) and at home learning (1:00).
Curriculum	<p>Content is in all of the core subjects of Mathematics, ELA, Science, Social Studies.</p> <p>In addition, nine (9) content area specialists provide standards-based lessons in visual arts, physical education, music, and social/emotional learning.</p> <p>These content area specialists also provide an opportunity for contract required scheduled classroom</p>	<p>At school, the content will be provided in the core subjects of Mathematics, ELA, Science, and Social Studies. Mathematics and ELA will be the priority.</p> <p>Three (3) content area specialists will provide asynchronously-delivered standards-based lessons in visual arts, physical education, and music for at home learning.</p>

⁴ In addition to the "at home" portion of the instructional day it may be necessary, depending on numbers in classes to also shift to an alternating day (A/B) schedule where classes are split into two cohorts.

STAGE 2: Elementary Hybrid/ MS & HS Remote

	preparation time for classroom teachers.	The at-school portion of the student learning day will be shortened to provide teachers with contracted required preparation periods.
Class Sizes	<p>The CBA with WEA sets elementary class-size maximums of:</p> <p>K-1 = 22 2-3 = 24 4 = 28</p> <p>It is typical to have class sizes near these levels.</p>	5 teachers (4 FTE) have been shifted from content area specialist assignments into regular classroom assignments. This shift will allow for the reduction of class sizes so that no grade is anticipated, based on current numbers, to be over 21 students.
Classroom Physical Distancing	Teachers traditionally have had a great deal of flexibility in the way they set up their classrooms. It has been typical to group students around shared tables, or partners, triads or quads. Grouping of students was intentional and focused on maximizing engagement and learning. Most of the classroom furniture is designed for this type of grouping.	Evidence suggests that viral transmission is increased by sustained contact between individuals ⁵ . As a result, all classrooms must be able to accommodate individuals in the classroom in such a manner that they can accommodate consistent six-foot physical distancing from other teachers and students. The district has acquired enough single student desks to allow distancing in classrooms. Classroom floors have been marked with desk locations to ensure the distances are maintained. Teachers will face new challenges in how they engage students in collaborative work.
Cohorting of Students ⁶	Students have not been cohorted. There is traditionally significant interaction between students outside of their regular classrooms in specialized classrooms (Special Ed,	Students will, to the greatest extent possible, be served within their classroom cohort. When grade levels are served in specialized classrooms, the support will be

⁵ The current DOH document states “Maintaining six feet of distance is most important when students or staff will be engaged in something for more than a few minutes, like during class reading or quiet time, or eating lunch. There may be brief moments, such as passing by others in the hallway or during play at recess when students are less than six feet apart from each other.”

⁶ DOH Fall Guidance requires a shift to remote learning for a single cohort of children that has two confirmed cases in a 14 day period. If we do not cohort and the DOH determines transmission is occurring at school then the entire school could be required to shift to remote learning.

STAGE 2: Elementary Hybrid/ MS & HS Remote

	ELL, LAP, etc.) and at lunch and recess.	targeted by the classroom cohort to avoid potential viral spread outside of that cohort. Transitions within the school will be coordinated and regulated to support student health and safety. Playgrounds will be zoned, and students will be asked to play with others in their classroom cohort.
Meals	Congregate meal service is the norm. We have large rectangular tables that seat between 16 and 20 students at each table. In each of the three elementary schools, we have room for congregate feeding based on a fairly compressed time schedule.	With physical distancing, the large rectangular tables can seat three students. With additional seating needed the schools have developed plans to: <ol style="list-style-type: none"> 1) Expand the student eating areas into gymnasiums and other areas. 2) Increase the number of lunch periods to reduce the number of students at any one time and allow for table surfaces to be sanitized between groups.
Pupil Transportation	School buses are designed to fit large numbers of students, three to a seat with seats spaced about thirty inches between rows.	We will actively encourage parents to drive or walk their children to school. The DOH allows us to not follow the physical distancing requirements while transporting students with the requirement that students and the driver wear face coverings and the strong recommendation that windows remain open and that seating occur to maximize the spacing of students. KWRL has worked out a series of protocols to ensure that these expectations are addressed.
Drop Off/Pick Up	These activities are designed for safety and efficiency. Each school's unique layout drives the way this is organized in each school.	Each school, because of the uniqueness of layouts, are developing plans to manage the arrival and dismissal of students and the parent and school bus drop off

STAGE 2: Elementary Hybrid/ MS & HS Remote

		and pick up with the goal of maximizing student health safety.
Hygiene	Students are given the opportunity to wash hands at sinks and waterless hand sanitizer is provided optionally to students.	It is difficult, given the number of sinks available for handwashing, to promote proper handwashing as frequently as is necessary to protect students. We have acquired enough alcohol-based (60%+) hand gel to allow frequent student hand sanitization. Students will be taught and encouraged to avoid touching their eyes, nose, and mouth.
Cleaning	Classroom cleaning has traditionally occurred on a nightly basis by our custodial staff and has been focused more on the appearance than deep sanitation.	The custodial staff have been trained and will be focused on the deep sanitization of classroom spaces daily. We will monitor the workload of custodial staff and may adjust other non-sanitary cleanings to ensure high touch surfaces will be regularly cleaned.
Volunteers	Classroom volunteers and “Reading Buddies” are critical elements of our program.	Volunteers will be very limited and rarely used.
Extracurricular Activities and Assemblies	Extracurricular activities or assemblies allowed.	No face-to-face extracurricular activities or athletics allowed. Clubs and other groups can meet virtually.

STAGE 3: Grades K-4 In Person/ 5-12 in Hybrid (A/B) Schedule

In Stage 3 of school reopening, the education of students in grades PreK-4 will remain the same as it is in Stage 2. Grades 5-12 will return to regular face-to-face instruction at school on an alternating day (A/B) schedule. Students will have 2 or 3 days of face-to-face instruction each week and on alternate days engage in asynchronous learning that compliments and extends the in-class learning. Some work and consideration is being given to offering synchronous instruction simultaneously to students in class and students at home.

Given the structure of the way secondary schools are operated, difficult choices must be made between severely limiting course diversity and opportunities for differentiated learning (e.g., advanced math, honors, AP, College in HS, CTE, etc.) and putting students in strict cohorts. We have chosen to divide our Middle School into 8 cohorts (5A/5B, 6A/6B, 7A/7B, 8A/8B) (with limited crossover) and the High School into 2 cohorts (A/B).

Because of the limited ability to establish small cohorts at the secondary level the DOH and Cowlitz Health advice transitioning to face-to-face instruction with these students when the risk level is determined to be “low” using the DOH proposed metric (<25 cases per 100,000 residents in a rolling two week period, plus other indicators).

Many mitigation elements identified for our K-4 school in Stage 2 Reopening will apply to grades 5-12, including screening, meals, hygiene, transportation, and drop off/pick up. Other elements will be modified as follow:

Physical Distancing	Each classroom at WMS and WHS has been measured to determine the maximum number of students that are able to be accommodated with six-foot distancing. Each cohort will be limited by the available space within the classroom (typically 20-22 students). Desks will be arranged, as they are at the elementary level to ensure distancing is maintained.
Schedule	The school day will be the same length as in previous years, and the schedule of class periods will be similar. The High School will lengthen their first period to account for an increased time associated with health screening (the MS already has an extended first period). Classes will be shortened for a few minutes to allow surface cleaning between classes.
Cleaning	Daily cleaning will be similar to that described at the elementary level. In addition, the cleaning of classrooms will occur between class periods. The procedure for classroom cleaning is still being established.
Extracurricular activities and athletics	Offer low and moderate risk in-person extracurricular activities. No large group assemblies.

STAGE 4: Full and Complete Reopening of Schools

This stage of reopening needs little explanation. In this model, schools will return to functioning much as they did prior to the pandemic. We will be able to return to this model when the rate of infection is very low, an effective immunization is developed and broadly adopted, or there is “herd immunity.”

Washington Schools 2020 Reopening Plan Template

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

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

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

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



Washington Office of Superintendent of
PUBLIC INSTRUCTION

**2020 SCHOOL REOPENING PLAN:
Woodland Public School District #404**



Planned school reopening date: September 8, 2020
Planned last day of the 2020–21 school year date: June 15, 2021

OSPI Washington Schools 2020 Reopening Plan Template

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. Alan Melnick, MD, MPH, CPH Director of Public Health for Clark and Cowlitz Counties
- Dr. Steven Krager, MD, MPH, the Cowlitz County Deputy Health Officer

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:

Michael Green, Superintendent of Schools
800 2nd Street
Woodland, WA 98674

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.

OSPI Washington Schools 2020 Reopening Plan Template

Our plan is to rely on attestations, but to screen staff who do not provide an attestation that a screen was done at home before school and students who do not provide an attestation that a screening was conducted by a parent, guardian, or caregiver before school.

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

Yes

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

Yes No

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

Yes No

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

OSPI Washington Schools 2020 Reopening Plan Template

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

Yes No

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

Yes

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

Yes

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

Yes

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

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

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

Yes

OSPI Washington Schools 2020 Reopening Plan Template

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 18016-200.

Yes No. *The district has applied for a waiver of five school days for the purpose of professional development in remote and hybrid learning. Three days will occur before the school year. Two additional professional development days will be scheduled on October 8-9.*

a. We have created a flexible calendar with additional days that may be needed to address short-term school closure in the event that our facilities are not accessible as directed by a public health authority or the Governor, and for which we were not able to make an immediate transition to Continuous Learning 2.0.

Yes No

b. Please upload a copy of your school calendar.

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

i. For elementary, please describe:

During Reopening stage 1; remote instruction, classroom teachers will plan and implement instructional activities, including synchronous remote instruction which will be aligned to standards. Classroom teachers will be responsible for planning 5 hours of core instruction in the subjects of Mathematics, English Language Arts, Science, and Social Studies. Content area specialists will plan and implement one hour per day of asynchronous instructional activities in the areas of visual arts, physical education, and music.

During Reopening stage 2-3: hybrid face-to-face instruction, students will attend school 5 hours per day where they will receive classroom instruction in the subjects of Mathematics, English Language Arts, Science, and Social Studies. Content area specialists will plan and implement 1 hour per day of asynchronous instructional activities in the areas of visual arts, physical education, and music.

ii. For middle school, please describe:

During Reopening stages 1 & 2; remote instruction, subject area teachers will be plan and implement instructional activities, including synchronous remote instruction which will be aligned to standards. Fully enrolled students will

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expect to participate in 6:20 of planned and scheduled instruction and instructional activities each day

During Reopening stage 3: the student population will be divided into two cohorts that attend on alternating days. On days that students attend school they will attend each of 7 periods and receive face-to-face classroom instruction for 6:20 minutes each day. On days when students are participating in at-home learning they will have 6:20 minutes of instructional activity, including asynchronous video instruction each day.

iii. For high school, please describe:

During Reopening stages 1 & 2; remote instruction, subject area teachers will be plan and implement instructional activities, including synchronous remote instruction which will be aligned to standards. Fully enrolled students will expect to participate in 6:20 of planned and scheduled instruction and instructional activities each day

During Reopening stage 3: the student population will be divided into two cohorts that attend on alternating days. On days that students attend school they will attend each of 6 periods and receive face-to-face classroom instruction for 6:20 minutes each day. On days when students are participating in at-home learning they will have 6:20 minutes of instructional activity, including asynchronous video instruction each day.

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

Yes

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

Yes

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

Yes No

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

Yes No

a. If yes: We have reviewed our grading practices, learned from decision-making this spring, and established the following grading system:

• For elementary, please describe:

In grades K-4 we plan to continue to utilize standards-based grading. Only standards taught and assessed are scored.

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- For middle school, please describe:
Middle School Students will be graded based on performance toward clearly identified performance targets and standards. Special consideration in grading will be made to address difficult to remediate inequities, particularly for students served in a remote or hybrid learning model.
- For high school, please describe:
High School Students will be graded based on performance toward clearly identified performance targets and standards. Special consideration in grading will be made to address difficult to remediate inequities, particularly for students served in a remote or hybrid learning model.

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Part III – Additional Expectations

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

Yes No

If yes: Please briefly describe that plan:

At the end of the 2019-2020 school year teachers created completion plans for each student who was not passing a specific course on a class by class basis. A licensed staff member has been identified to organize and collate those plans and to work with those students individually. That staff member will complete the following tasks:

1. Organize and collate the incomplete plans as developed last spring.
2. Identify holes in the various plans which are incomplete or unclear and work with the teachers involved to finish out and clarify the plans as needed.
3. Meet with students individually via phone or Google Meets to create a set of class-specific action steps.
4. Work with the teachers and counselors as needed to facilitate student progress through the identified action steps.
5. Contact students and families via phone and email and phone on a regular basis in order to provide progress checks.
6. Leverage additional staff assistance as required.

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

Yes No

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

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

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

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

Yes No

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

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

Yes

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- a. Please briefly describe your engagement strategy and the organizations or individuals who took part in your planning effort: Planning is still under development. The initial development occurred with a collaborative team of administrators, teachers, and support staff, refinement will occur with a broader group of teachers and staff. We plan to utilize the first three days of the school calendar (for which we will seek a waiver from the 180 day school year) to individually conference with each student and their family to distribute technology, train on the use of our Learning Management System (Google Classroom) identify barriers to success, needed learning supports, technology needs, social emotional supports. Ongoing engagement will occur in regular contacts from teachers, principals, school counselors, technologists, etc.
- 22) Our district has invested in additional accessible technology, hardware, or connectivity for students and educators as we have prepared for fall reopening.
- Yes No
- a. Please identify the percentage of students that you believe have adequate technology and connectivity to learn remotely during the 2020–21 school year.
- 0% – 30% 31% – 40% 41% – 50% 51% – 60%
 61% – 70% 71% – 80% 81% – 90% 91% – 100%
- b. Please briefly describe your strategy to accommodate students during the 2020–21 school year who do not have adequate technology or connectivity to effectively learn remotely:
- During the student & family intake process (September 1-3) we will individually meet with each student and identify specific barriers to access. Each student will be provided a Chromebook. Connectivity solutions will be differentiated based on specific student needs and will include a menu of option: Free or Reduced cost ISP access, mobile hotspot, or location based WiFi access in schools and school parking lots.
- 23) Our district has provided professional learning for our educators to prepare them for effective instruction during the 2020–21 school year.
- Yes No
- a. If yes: Please briefly describe the professional learning provided or facilitated by the district: All teaching staff have completed training in google classroom so they are familiar with the district LMS. Teachers will receive 4 days of training in the development and delivery of high-quality remote instruction prior to the beginning of the 20-21 school year. In addition teachers will have two days of time to develop high-quality, standards-aligned instructional units prior to the commencement of school
- b. If no: Please briefly describe the professional learning the district will provide or facilitate prepare staff for effective instruction during the 2020–21 school year.
- 24) Our district has selected a primary learning management system for consistent use with students across the district during the 2020–21 school year.
- Yes No

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

- | | | |
|--|--|------------------------------------|
| <input checked="" type="checkbox"/> Google Classroom | <input type="checkbox"/> Microsoft Teams | <input type="checkbox"/> Schoology |
| <input type="checkbox"/> Canvas | <input type="checkbox"/> Seesaw | <input type="checkbox"/> Moodle |
| <input type="checkbox"/> Other (write-in): _____ | | |

References and Links

[OSPI Reopening Washington Schools 2020 District Planning Guide.](#)

[Revised DOH Guidance](#)

[Washington State Department of Health Decision Tree for Provision of In-Person Learning among K-12 Students at Public and Private Schools During the COVID-19 Pandemic](#)

[Washington State COVID-19 Risk Assessment Dashboard](#)

[Centers for Disease Control: Operating Schools](#)

[Kaiser Family Foundation: What Do We Know About Children and Coronavirus Transmission?](#)



Cowlitz County Health & Human Services Departments

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Board of County Commissioners

Arne Mortensen	District 1
Dennis Weber	District 2
Joe Gardner	District 3

July 31st, 2020

Cowlitz County School Superintendents,

The state of Washington, Cowlitz County and its surrounding region have seen an increase in COVID-19 activity in the last several weeks. As the school year approaches, we understand the need for school districts to quickly make decisions regarding safety of in-person instruction for their students and staff.

A report released July 13, 2020 from the Institute of Disease Modeling noted that under certain circumstances in-person instruction even with safeguards in place risks significantly worsening the rate of COVID-19 transmission in the community. This could have substantial impacts on the health of a community as a whole and make holding in-person school less safe. The report predicts that if disease transmission is at a low enough level, and if social mobility is reduced, schools can hold in-person classes with safety measures in place (masking, distancing, cohorting classes and symptom screening among others). The [CDC's guidance on re-opening schools](#) also notes that "the best available evidence from countries that have opened schools indicates that COVID-19 poses low risks to school-aged children, **at least in areas with low community transmission**" (emphasis added).

We all want our children to go back to school, as the benefits for students and families are obvious. However, with the current disease burden in Cowlitz County we recommend *at this time* that school districts in the county start the school year with distance learning and continually re-evaluate conditions. Our concern is that with high community transmission, the risk of outbreaks in schools is elevated, which could lead to schools closing again quickly. We have some indications that rates of new infections have started to flatten in Cowlitz County, if this trend continues, we are optimistic that conditions for having in-person school will be safer soon.

Some school districts with groups of small numbers of students and facilities with an excess of physical space to incorporate physical distancing may be able to offer limited in person instruction or a hybrid model, if the administration feels comfortable that their safety measures can be strictly adhered to. If this is considered, we would strongly recommend prioritizing K-5 grades and at-risk groups for in-person learning with older grades practicing distance learning.

References and Links

Regards,

A handwritten signature in black ink that reads "Steven Krager". The signature is written in a cursive style with a large initial 'S'.

Steve Krager, MD, MPH

Cowlitz County Deputy Health Officer
Steven.krager@clark.wa.gov