

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:

Impact | Puget Sound Elementary

Planned school reopening date: August 24, 2020

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

Part I – MANDATORY Health Requirements

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

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

- 1) Our district has identified our primary **local health officer(s)**.
 - Yes
 - a. Please list the name(s) of your primary local health officer(s):
 - b. Primary: Jeffrey Duchin, Health Officer, Public Health – Seattle & King County, 206-296-4774, Jeff.Duchin@kingcounty.gov

- 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:
 - b. Primary: Jen Wickens, CEO, Impact Public Schools, 206-712-7640, jwickens@impactps.org
 - c. Secondary: Kristen McCaw, CFO/COO, Impact Public Schools, 206-712-7640, kmccaw@impactps.org

- 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.

- 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.
- X 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.
 - X 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
 - X 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.
 - X 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.
 - X 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.
- X Yes
- 8) We have established clear expectations and procedures to ensure **frequent hand washing** in all of our facilities for students and staff.
- X 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.
- X Yes
 - a. We have an adequate supply of face coverings on our premises to accommodate students who arrive at school without a face covering.
 - X 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

Part II – Statutory Education Requirements

13) We have established a school calendar to accommodate **180 instructional days and the required instructional hours** assuming all of the guided learning planned by and under the direction of the certificated teacher counts (in-person face-to-face, distance learning on screen with a teacher, independent learning assigned and evaluated by a teacher, and any other directed learning) subject to the State Board of Education requirements outlined in [WAC 180-16-200](#).

Yes

No

- 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:

For students who have elected to participate in remote instruction (called Impact at Home) or if the building is closed and all students are participating in remote instruction, students will be assigned to either an AM group (9:00-11:30am) or a PM Group (12:30-3:00pm) for learning with the teacher. During the time that they are not with the teacher, students will complete independent learning on their own. We are starting the school year with the building closed and all students participating in remote instruction (Impact at Home).

Impact at Home teachers will teach two sessions: A morning session from 9:00-11:30 and an afternoon session from 12:30 to 3:00. To support Impact at home teachers on delivering excellent instruction, Impact will have the following practices in place:

- Teachers will have 2 hours of daily preparation time during student recess and during the hour between the AM and PM session. Teachers will use this time to study data and plan for small group instruction.
- Teachers will receive weekly observation and coaching from a school leader.
- Teachers will participate in a weekly grade level team planning meeting to collaborate and share best practices.
- Teachers will attend professional development every Friday from 1:00pm-3:30pm to learn new skills and share best practices.
- Teachers will receive 20+ days of professional development.

When it is safe to be in the building, Impact in the Building will use the normal Impact schedule: M-TH 8:00am-3:30pm and Friday 8:00am-1:00pm. Impact is committed to offering the most robust in the building model possible when it is safe to do so.

If Impact in the Building ratios require the use of a hybrid model, Impact in the Building would have two groups of students: Group A would attend school on a normal schedule on Mondays and Tuesdays. Group B would attend school on a normal schedule on Thursdays and Fridays. The building would be closed on Wednesdays for deep cleaning. All scholars would have virtual school with the teacher on Wednesdays from 9am-12pm. If we are in a hybrid model, Impact will use best practices to double down on in-person learning on the two days scholars are in school using both classroom teachers. The scholars who are not in school on those days will complete asynchronous learning independently at home.

ii. For middle school, please describe: N/A

iii. For high school, please describe: N/A

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:

During this time, Impact will continue to measure student progress and communicate that progress home through regular report cards. While we will have to make some adjustments to what we are measuring, we believe this data remains critical in helping families understand how their scholar is progressing. This report card will include:

- The scholar's Lexia level and information about which levels are expected for each grade level.
- The scholar's progress with multiple high priority math standards through Dreambox.
- The scholar's attendance.
- The scholar's participation and engagement in social emotional learning work.
- Personalized teacher comments.

- For middle school, please describe: _____

- For high school, please describe: _____

Part III – Additional Expectations

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

Yes

No - no students received incompletes in the spring of 2020

a. If yes: Please briefly describe that plan: _____

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? 100% of returning and incoming rising Kindergarten - 3rd graders were offered a summer learning packet. Returning students retained their Chromebook and access to instructional software from the spring.

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

Philosophy: At Impact, we believe scholars should have exposure to rigorous and engaging year-round learning opportunities. We also believe that summer should be full of relaxation, restoration, and JOY! We know that summer looks different for every Impact scholar, and want to balance a high quality summer learning program with flexibility, based on each family's schedule, needs, and priorities.

Overview: Impact suggests -350 mins. of core content learning per week, -60 mins. per day. Scholars and families will have a variety of resources to support summer learning, including:

Summer learning packets: These packets included flexible weekly checklists, math problems, journal entry writing, fluency flashcards, and schedule templates.

c. If yes: Please briefly describe your process for prioritizing your students furthest from educational justice: Because most of our students have historically been underserved (our students are 81% BIPOC and 66% qualify for free and reduced price meals), we offered summer learning packets to 100% of rising Kindergarten - 3rd graders.

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

- a. Please briefly describe your engagement strategy and the organizations or individuals who took part in your planning effort: Our engagement strategy included surveys, town halls in multiple languages, and feedback from school leadership, faculty, and families.
- School Leader Feedback, Round 1 - June 3
 - Letter from CEO to Families w/ Survey & Town Hall Dates - June 5
 - All Org Faculty Feedback, Round 1 - June 5 (Town Hall)
 - Family Feedback, Round 1 - Week of June 5 (Survey)
 - Family Feedback, Round 2 - June 10 & 11 (Town Halls in Multiple Languages)
 - All Org Faculty Feedback, Round 2 - June 12 (Town Hall)
 - School Leader Feedback, Round 3 - June 17
 - Detailed Plan Shared w/ Teachers - June 19 (PD)
 - Survey for Faculty Feedback- June 19th (PD)
 - Detailed Plan Shared w/ Families - June 19 (Letter from CEO)
 - Optional Fall Info Session - Wednesday, June 24th (English) at 4pm or Tuesday, July 14 (3pm - Amharic, 3:30pm - Spanish, 4pm - Somali, 4:30pm - English)
 - Faculty Town Hall - July 22
 - Family Town Hall - July 22
 - Impact at Home Information Sessions - July 29 (English, Amharic, Somali, and Spanish)

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: To ensure a successful remote learning experience, Impact will provide at home tools to support scholar learning including a school issued Chromebook and support obtaining internet access, if needed.

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:

Teachers will receive weekly observation and coaching from a school leader. Teachers will participate in a weekly grade level team planning meeting to collaborate and share best practices. Teachers will attend professional development every Friday from 1:00pm-3:30pm to learn new skills and share best practices. Teachers will receive 20+ days of professional development.

- 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

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

Google Classroom

Microsoft Teams

Schoology

Canvas

Seesaw

Moodle

X Other (write-in): We have built a custom web site that is pictorial and elementary-friendly and gives students direct access to the tools and resources they need throughout the day. It is accompanied by a customized radio station that enables students to receive guidance as they transition from one activity to the next.