



# Edmonds SCHOOL DISTRICT

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## 2020-21 REOPENING PLAN

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Planned school reopening date: September 9, 2020

Planned last day of the 2020–21 school year date: June 24, 2021

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The Edmonds School District submitted the district’s Reopening Plan to the Office of Superintendent of Public Instruction (OSPI) on Wednesday, Aug. 26, 2020. This is two weeks before the start school in the fully remote learning model of Continuous Learning 2.0, on Wednesday, Sept. 9, 2020. The district’s Board of Directors unanimously approved the plan during the Aug. 25, 2020, school board meeting.

This is a working document and the district will continue to add more details to it in the coming weeks.

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### 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):
    - Mara Marano-Bianco
    - Cindy Goergen
  
- 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:
    - Rob Baumgartner
    - Greg Schwab
  
- 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 drop-off 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.
  - 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

- 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.

X Yes

- 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

- 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.

X Yes

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

X 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.

X Yes

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

X Yes

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

X 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.

X 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

X  No

- b. Please upload a copy of your school calendar. (draft PDF ready for upload)

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: We have developed a weekly schedule consistent with the number of minutes students are typically engaged in learning in the regular setting. Our fully remote schedule has students engaging for approximately 6 hours each day (consisting of a combination of synchronous or live learning directed by teachers (whole & small group & individual), asynchronous or independent learning directed by teachers, as well as intervention support).

Our hybrid AA / BB model for instruction includes 2 days of in-person learning which will follow the typical student day and 3 days of remote/at-home learning which will largely consist of asynchronous or independent learning of approximately 6 hours per day. Students will be grouped into cohorts with approximately half of our students attending at one time.

- ii. For middle & high school, please describe: We have developed a weekly schedule consistent with the number of minutes students are typically engaged in learning in the regular setting. Our fully remote schedule has students engaging for approximately 6 hours each day (consisting of an AM of mostly of synchronous or live learning directed by teachers (whole & small group & individual), which is preceded and followed by asynchronous or independent learning time that is directed by teachers; our schedule also includes office hours as well as intervention support).

Our hybrid AA / BB model for instruction includes 2 days of in-person learning which will follow the typical student day and 3 days of remote/at-home learning which will largely consist of asynchronous or independent learning of approximately 6 hours per day. Students will be grouped into cohorts with approximately half of our students attending at one time.

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** We are still in the process of finalizing a plan to take daily attendance. We intend to have this completed and ready for review soon.

- 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** Again, still being finalized. In our full remote model, we have synchronous learning scheduled for 4 of 5 days. We will be able to utilize existing attendance tools to track attendance for synchronous learning. This will allow us to utilize automated systems for informing parents if students are in attendance or not.

We are exploring technology options that will allow us to track whether or not students have logged in to the learning management system or other software. OSPI's guidance has informed us that we can also use students' completed work, assigned for independent or asynchronous time as a measure of student attendance. We are exploring ways to do this.

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 We are finalizing this currently.

- 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: \_\_\_\_\_Standards-based grading (integer system 1–4) using power standards, possible modification to grading for subjects other than reading, writing, and math
  - For middle school, please describe: \_\_\_\_\_Traditional grading system (A–D) with the exception of an Incomplete instead of an F for credit-bearing courses
  - For high school, please describe: \_\_\_\_\_Traditional grading system (A–D) with the exception of an Incomplete instead of an F for credit-bearing courses

### Part III – Additional Expectations

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

Yes

- a. If yes: Please briefly describe that plan: We are following the recommendations from OSPI and are providing students with multiple pathways to convert Incompletes into passing grades, including:
- Backfilling credit by taking and passing the next course in the sequence
  - Working with the teacher who assigned the Incomplete to finish coursework needed to earn a passing grade
  - Completing coursework in Summer School
  - Independent Study developed in consultation with the teacher
  - Taking and completing online courses through our eLearning Academy
  - Earning competency-based credits through assessments or High School and Beyond Plan Pathways

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

Yes

- a. If yes: What percentage of your students did you provide services to? Approximately 10–11% of students participated in some form of direct service this summer.
- b. If yes: Please briefly describe the learning and service opportunities you provided, including any programs or targeted supports:

- Elementary Online Summer School--reading and math focus to prepare students for next year
  - Middle School Online Summer School -- reading and math focus to prepare student for next year
  - High School Online Summer School -- credit recovery program for students to earn needed credits
  - Extended School Year --services for some students in special education including some occupational and physical therapy supports, these services were provided in coordination with IEP team decisions.
  - English Learner Support -- summer learning opportunity for newcomers
- c. If yes: Please briefly describe your process for prioritizing your students furthest from educational justice: Our summer programming was without cost to students. Our summer school options were made widely available to all students; teachers worked with students and families to direct them to these options. Our EL support program was small, but in place to support students newly arrived to the country and little to no formal education in the United States.

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

Yes

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

Yes

- a. Please briefly describe your engagement strategy and the organizations or individuals who took part in your planning effort: \_\_\_\_\_

Planning for reopening began in late spring. We have created multiple opportunities to gather input from our families, including non-English speaking constituents. These have largely taken the form of input and feedback surveys. We have used these data to inform our reopening planning. As our community's representatives, our Board of Directors has actively provided guidance and input as well. Additionally, we have created a series of webinar community forums to provide information and collect concerns and questions. Several are intended for our broad community, but we have also had several community forums for particular groups within our community including our Spanish-speaking community, our students, and our families of students receiving special education services. We will continue to utilize input and feedback from our families and community members to inform our planning and make needed changes as we move forward in the 20-21 school year.

22) Our district has invested in additional accessible **technology, hardware, or connectivity** for students and educators as we have prepared for fall reopening.

Yes

a. Please identify the percentage of students that you believe have adequate technology and connectivity to learn remotely during the 2020–21 school year.

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

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

We are employing a variety of strategies to support students and families engagement in remote learning when adequate connectivity is a concern (we are a 1:1 device district and all students will be provided a computing device that will support learning):

- Supporting families participation in Xfinity’s Internet Essentials program. This includes making the resource known to families and assisting them with sign up when needed.
- Providing wifi hotspots to students without connectivity and paying for the subscription
- Planning for opening school sites, when we determine it is safe to do so, for some of our students to spend part of the school day in a site accessing high speed internet and other resources.

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

Yes

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

Our professional learning plan for educators is focused on supporting a successful launch to the school year within a remote learning environment.

There are three aspects of this work:

- Supporting students’ sense of belonging in a remote learning environment--how to support social-emotional needs and ensure all staff and students are ready to teach and learn.

- Effective use of instructional technology including a learning management system.
- Effective instruction in a remote learning environment and ensuring equitable access to high quality teaching and learning for all students.

b. If no: Please briefly describe the professional learning the district will provide or facilitate to 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

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
- Other (write-in): \_\_\_\_\_