

# Reopening Pasco Schools: Presentation of Draft Springboard Plans

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Board Study Session  
Pasco School District No. 1  
July 28, 2020



# TONIGHT'S STUDY SESSION

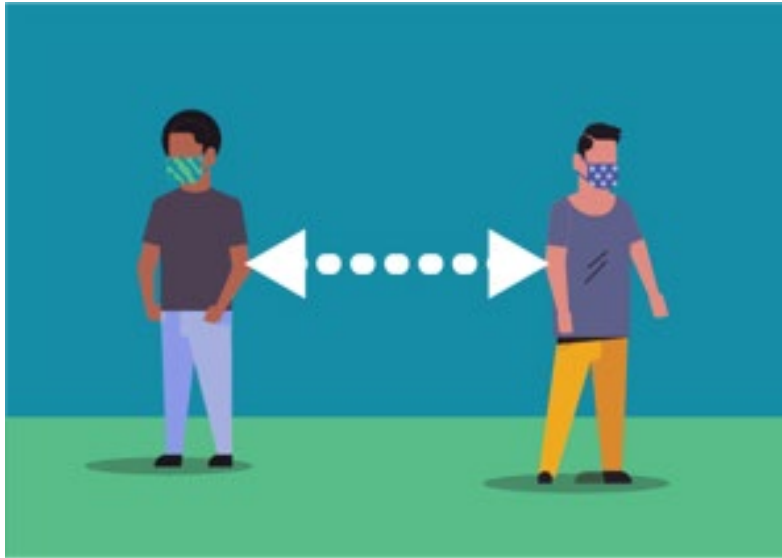
## PURPOSE

- Update the Board on our planning efforts for restarting instruction and reopening schools for the 2020-2021 school year in alignment with the Office of the Superintendent Public Instruction and Washington Department of Health requirements.
- Share our plans along a continuum of most restrictive to least restrictive which is informed by the public health mandates.

## NON-PURPOSE

- Determine where on the continuum of most to least restrictive we will land when opening schools on September 1<sup>st</sup>.
- We are looking to local and state health experts for clear guidance about the right timing to start face to face instruction based on our local health conditions.
- We are hoping for updated information from Washington Department of Health this week.
- We will be requesting a special board meeting next week to identify where on the continuum we will open.

# 5 Key Health Requirements

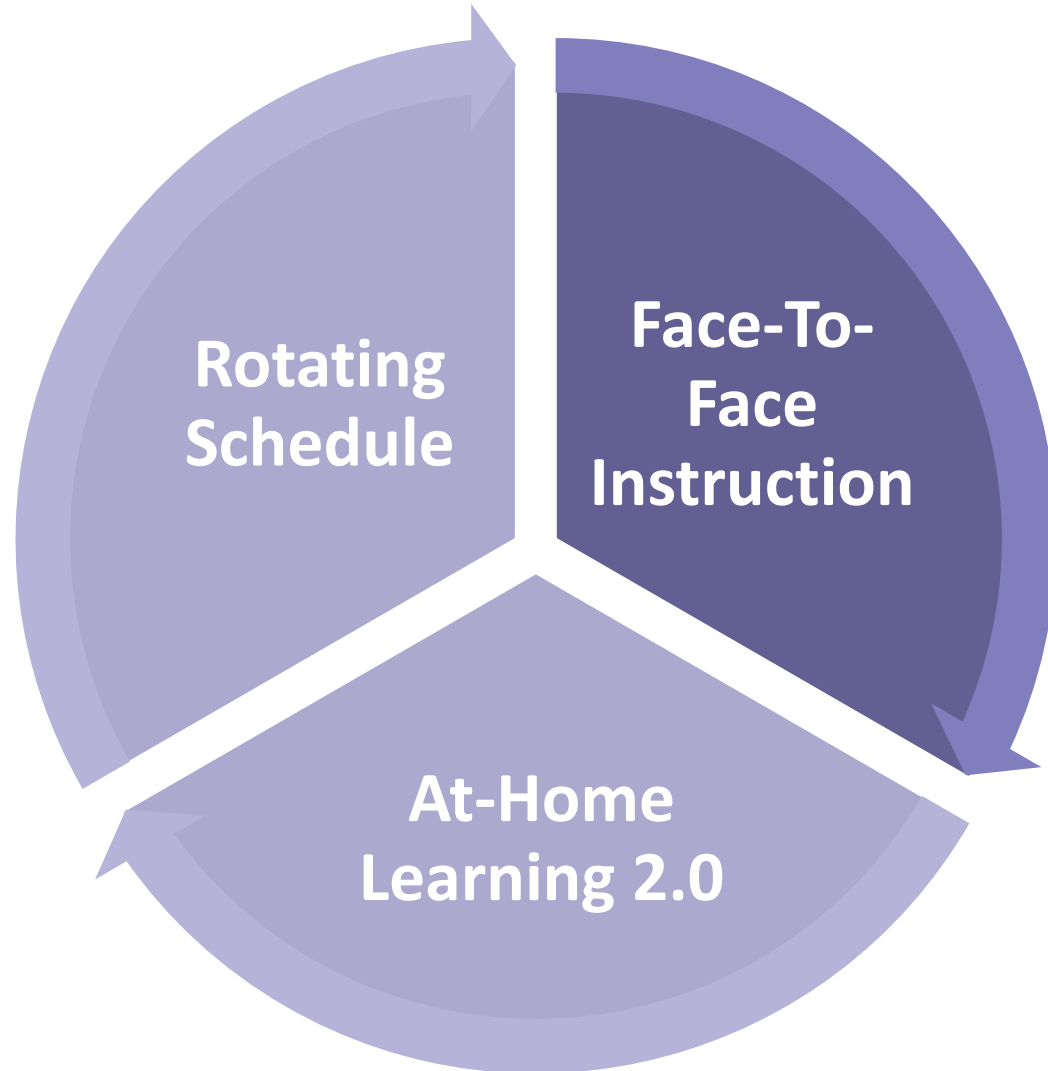
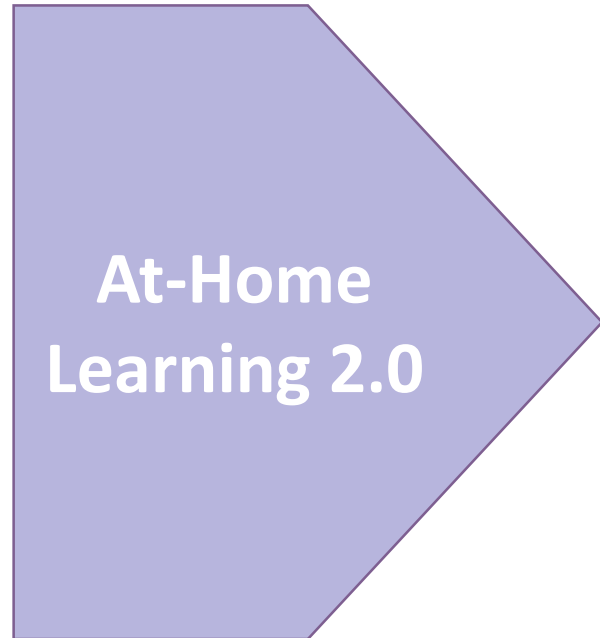


- Face coverings
- Social distancing
- Universal screening for COVID-19 symptoms daily
- Regimented cleaning protocols
- Hand hygiene

**Most Restrictive**



**Least Restrictive**



# BUILDING A RESILIENT SCHOOL DISTRICT: COMPASSION, COLLABORATION, COMMON SENSE AND COMMUNICATION

## **SPRING SURVEYS**

- 2 surveys
- Survey for Families: almost 1,000 responses
- Survey for Staff: just over 400 response
- Focused on gathering insight from families and staff about home At Home Learning 1.0

## **SUMMER SURVEYS**

- 2 surveys
- Survey #1: almost 3,000 responses
- Survey #2: just under 2,500 responses
- Focused on gathering insight from families to develop springboard plans for reopening

## **MOST RECENT SURVEY**

- 1 survey
- Launched on Friday
- Staff
- Focused on checking in and connecting to gauge concerns and need for accommodations for employees who are high risk

# BUILDING A RESILIENT SCHOOL DISTRICT: COMPASSION, COLLABORATION, COMMON SENSE AND COMMUNICATION

## **COLLABORATOR MEETINGS**

- 5 meetings
- 250+ participants
- Focused on surfacing needs of students, staff and families

## **BUILDING LEVEL STAFF MEETINGS**

- 29 meetings
- 1,100+ participants
- Focused on feedback on initial springboard plans

# BUILDING A RESILIENT SCHOOL DISTRICT: COMPASSION, COLLABORATION, COMMON SENSE AND COMMUNICATION

## **TOWN HALL MEETINGS**

- 3 meetings
- Almost 300 participants
- Focused on information sharing, fielding questions and collecting considerations

## **FOCUS GROUPS**

- 24 meetings
- 1,000 participants (not individuals)
- Focused on gathering input and feedback on springboard proposals

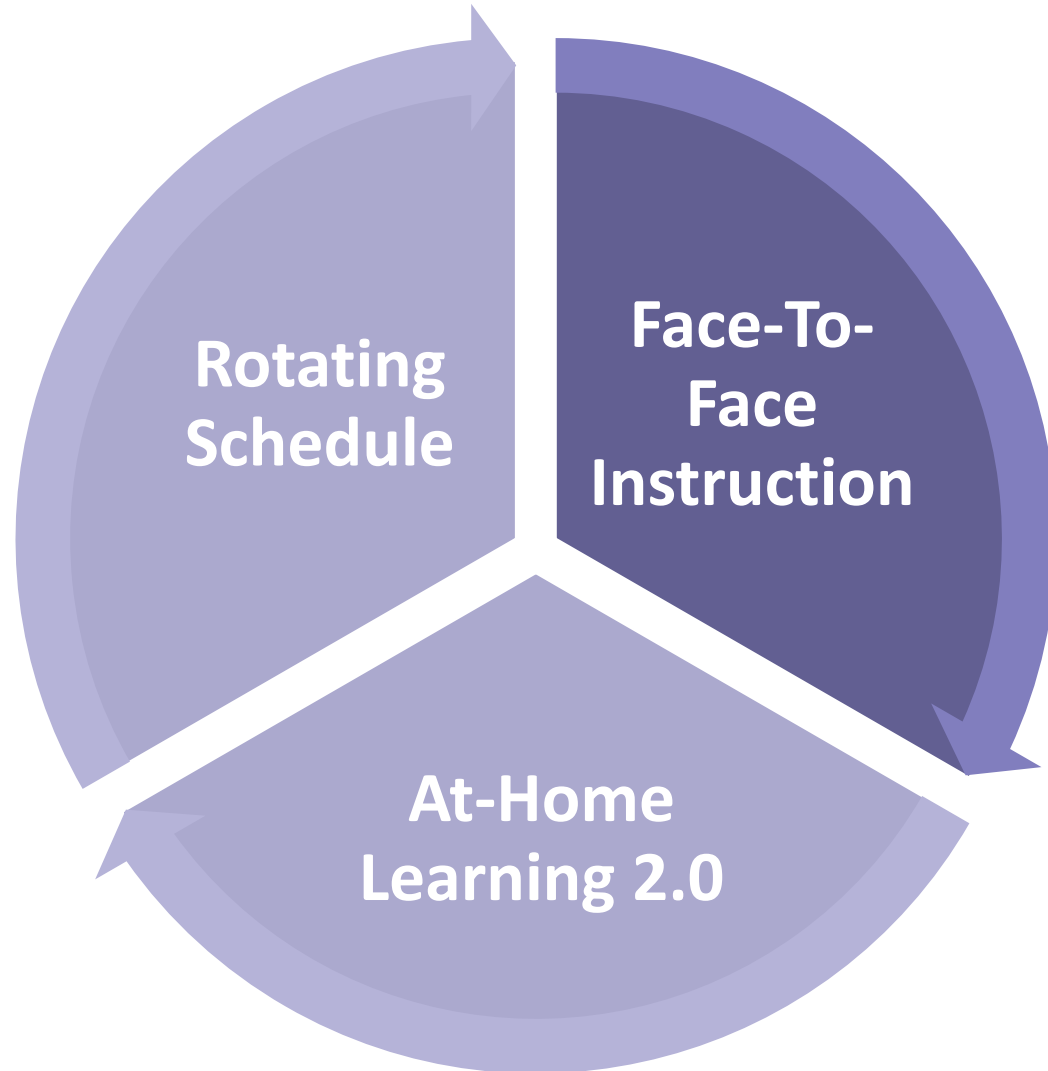
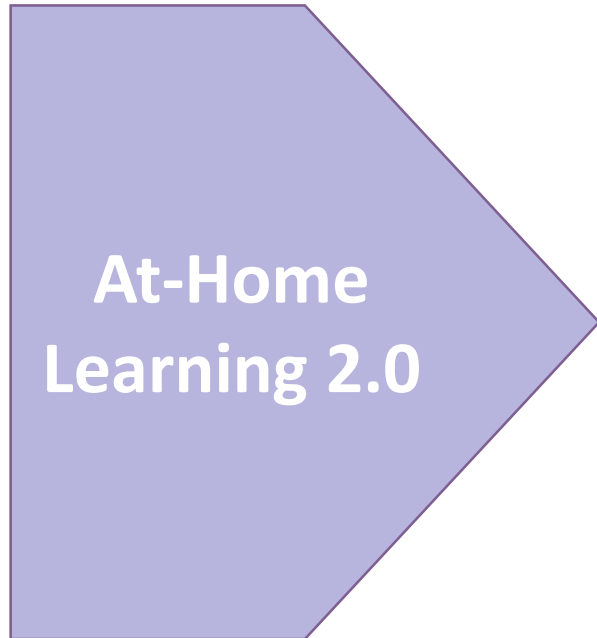
## **FOCUS GROUPS 2.0**

- July 31st
- Focused on further refining our springboard plans

**Most Restrictive**



**Least Restrictive**





# PUBLIC HEALTH

## Most Restrictive At-Home Learning 2.0

## Mid-Restrictive Rotational Schedule including both Face-to-Face Instruction At-Home Learning 2.0

## Least Restrictive Face-to-Face Instruction

Daily health screening for COVID-like symptoms, including temperature check, required for all staff and students who will be on-site. Attestation by parent/staff must be submitted and verified by district if the screening occurs at home. Process will be online with daily reminders pushed out to families and staff. Education, information, and support for families.

All students, staff, volunteers, and guests must wear cloth face coverings while on-site and on buses. Students may wear clear face shields. Staff may wear face shields in certain circumstances. Face coverings not required when working alone or for certain exempt categories. The district will provide face coverings for staff, and will have disposable face coverings available or students without them. Additional task-specific PPE will also be provided.

Separate areas designated at each site for screening. Isolation areas designated for students/staff who become ill on-site. To the extent possible, visitors will remain in the entry vestibule and will not enter the school or office building. Building-specific procedures will be developed for take-up and drop-off based on the physical layout of the school site. Cones, distance markers, one-way traffic flow, and signage will be used.

Designated health officer at each site. The local point of contact for the school district is the Safety/Risk Manager. Notifications, procedures, and reporting will also occur in collaboration with school nurses/health personnel.

The district will comply with the state-required distances in effect (currently 6 feet). Cones, distance markers, and signage will be used to guide physical distancing. Classrooms and meeting areas will be set up to implement the physical distancing requirement.

If a student or staff member tests positive for COVID-19, PSD will partner with the Benton-Franklin Health District (BFHD) to identify anyone who the person had close contact with. Close contacts will be notified individually.

Accommodations will be made on a case-by-case basis for staff who are high-risk. These may include telework and leave options.

# TRANSPORTATION

## Most Restrictive At-Home Learning 2.0

- Open vents to create air circulation
- Open windows on buses to the extent possible
- Physical distancing for staff and PPE protocols in place
- Support meal delivery service similar to spring
- Explore expansion of meal delivery service

## Mid-Restrictive Rotational Schedule including both Face-to-Face Instruction and At-Home Learning 2.0

- Frequent cleaning and disinfecting of buses
- Physical distancing requirements for staff
- PPE provided to staff
- Student face coverings required
- Open vents to create air circulation
- Open windows on buses to the extent possible
- Physical distancing to the extent possible on the bus for students
- Encourage walking, biking, or family transport
- Consider adjust walking radius
- Review and, if possible, rework bus routes to reduce number of students
- Review routes for student with special needs and make needed adjustments

## Least Restrictive Face-to-Face Instruction

- Normal operations with continued attention to guidelines per OSPI and health department
- Buses may be at normal capacity



# NUTRITION SERVICES

## Most Restrictive At-Home Learning 2.0

- Free/reduced/paid system in place
- Meal service on-site "grab-and-go"
- Explore interior pick-up of meals
- Meals delivered to neighborhood sites similar to the spring
- Physical distancing and PPE protocols in place


## Mid-Restrictive Rotational Schedule including both Face-to-Face Instruction and At-Home Learning 2.0

- Free/reduced/paid system in place
- Physical distancing and PPE protocols in place
- Meals will be assembled by Nutrition Services (no salad bars)
- Provide meals for students on-site via a variety of delivery methods (i.e. classrooms, students pick-up meal, etc.)
- Meal service on-site "grab and go" for students on weekdays when not on-site
- Explore interior pick-up
- Meals delivered to neighborhood sites similar to the spring

## Least Restrictive Face-to-Face Instruction

- Free/reduced/paid system in place
- Provide meals for students on-site via a variety of delivery methods (i.e. classrooms, students pick-up meal, etc.)
- Implement any continuing physical distancing and PPE requirements

# FACILITIES

<p style="text-align: center;"><b>Most Restrictive At-Home Learning 2.0</b></p>	<p style="text-align: center;"><b>Mid-Restrictive Rotational Schedule including both Face-to-Face Instruction and At-Home Learning 2.0</b></p> 	<p style="text-align: center;"><b>Least Restrictive Face-to-Face Instruction</b></p>
<ul style="list-style-type: none"> <li>• Facilities and fields closed</li> <li>• Access to facilities logged and managed by admin</li> <li>• Prepare facilities for access</li> <li>• Signage and physical distancing markings</li> <li>• Provide Personal Protective Equipment (PPE)</li> <li>• Install hygiene barriers at personal interaction points</li> <li>• Ensure optimal ventilation</li> <li>• Frequent cleaning and disinfecting of high touch surfaces</li> <li>• Daily cleaning frequently used spaces</li> <li>• Daily vacuuming of spaces with carpets or rugs</li> <li>• Provide sufficient hand washing supplies and hand sanitizer</li> <li>• Provide hand sanitizer in all common areas where hand washing stations are not available</li> </ul>	<ul style="list-style-type: none"> <li>• Arrange classrooms to meet the 6 ft physical distancing requirement</li> <li>• Signage and physical distancing markings</li> <li>• Markers placed for student and staff walk patterns</li> <li>• Provide Personal Protective Equipment (PPE)</li> <li>• Install hygiene barriers at personal interaction points</li> <li>• Ensure optimal ventilation</li> <li>• Frequent cleaning and disinfecting of high touch surfaces</li> <li>• Daily cleaning of classrooms and frequently used spaces</li> <li>• Daily vacuuming of spaces with carpets or rugs</li> <li>• Provide sufficient hand washing supplies and hand sanitizer</li> <li>• Provide hand sanitizer in all common areas where hand washing stations are not available</li> <li>• Playground equipment will require normal routine cleaning               <ul style="list-style-type: none"> <li>• Current recommendation is to not spray disinfectant on outdoor playgrounds, as it is not an efficient use of supplies and is not proven to reduce risk of COVID-19 to the public.</li> </ul> </li> <li>• Utilize the district facility use request process for community use of facilities (i.e. gyms, conference rooms, etc.) and field spaces when state and local guidelines allow for gatherings and group activities.</li> </ul>	<ul style="list-style-type: none"> <li>• All facilities and fields open</li> <li>• Rentals open; may restrict capacity based on Health Department recommendations</li> </ul>

# TECHNOLOGY

## Most Restrictive At-Home Learning 2.0

- Students take home device
- More reliable Internet access needed, greater reliance on district solution

## Mid-Restrictive Rotational Schedule including both Face-to-Face Instruction and At-Home Learning 2.0

- Secondary students take home device, elementary students have option to take home device

## Least Restrictive Face-to-Face Instruction

- Secondary students take home device, elementary students have option to take home device
- Less reliable Internet acceptable, less reliance on district solution

- 1-to-1 devices for all students grades K-12
- All instructional staff issued a mobile device
- Internet Access - District assists in connecting families to commercially available solutions, district will fill in the gap
- Technical Help Desk open to students and guardians
- On-premise file storage largely moved online for anywhere access
- Voice Communication – staff use ‘soft-phone’
- Transition to cloud-based device management

# CORE 4

## INSTRUCTIONAL TECHNOLOGY

**Most Restrictive  
At-Home Learning 2.0**

**Mid-Restrictive  
Rotational Schedule including both Face-to-Face  
Instruction and At-Home Learning 2.0**

**Least Restrictive  
Face-to-Face Instruction**

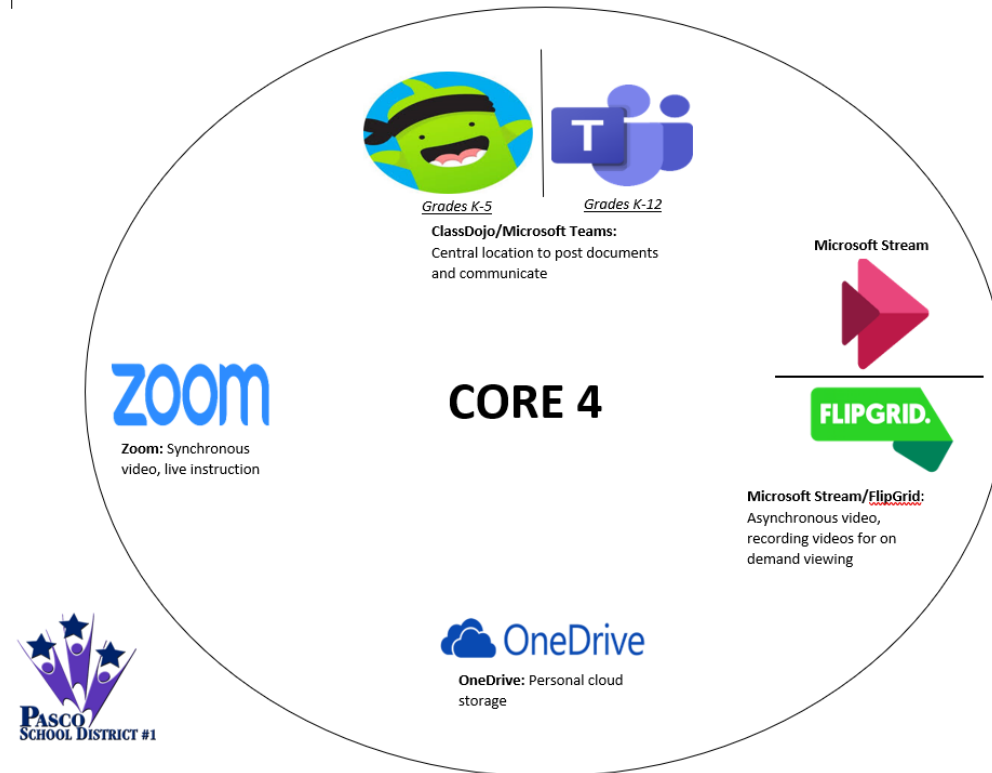


- Greater use of synchronous video for real-time instruction

- Blend of synchronous and asynchronous video

- Less synchronous video

- Homebase – continuous use of platform for hosting and File Use of homebase (digital collaborative workspace)
- Cloud-based file storage for anywhere, anytime access



# SOCIAL-EMOTIONAL LEARNING

<b>Most Restrictive</b> <b>At-Home Learning 2.0</b>	<b>Mid-Restrictive</b> <b>Rotational Schedule including both Face-to-Face</b> <b>Instruction and At-Home Learning 2.0</b>	<b>Least Restrictive</b> <b>Face-to-Face Instruction</b>
Students will access SEL supports and resources through the Core 4 tools.	Students will access SEL supports and resources through a hybrid of the Core 4 tools and face-to-face instruction.	Students will access SEL supports and resources through face-to-face instruction.



## PRIORITIES ACROSS ALL SCENARIOS

<b>Foundation for SEL</b>	<b>Student Social, Emotional, and Behavioral Supports</b>	<b>Staff Capacity and Well-being</b>
<p>In all parts of the system, we will prioritize building relationships and making personal connections with students and staff.</p> <p>District-wide focus will include:</p> <ul style="list-style-type: none"> <li>Establishing a leadership team that oversees SEL programming and policies</li> <li>Identifying existing foundational supports within our district and community resources.</li> <li>Continuing to expand existing community partnerships.</li> <li>Using data to make informed decisions around meeting the need of all students and staff.</li> <li>Establishing a universal screening process (TBD).</li> </ul>	<p>District-wide focus will include:</p> <ul style="list-style-type: none"> <li>Providing culturally relevant SEL curriculum and resources.</li> <li>Gathering feedback from families to gain understanding regarding the immediate needs of their student(s).</li> <li>Prioritizing resources and supports based on family feedback.</li> <li>Providing resources for parents that support the social, emotional, and behavioral development of their student(s).</li> <li>Reviewing crisis response plan and procedure with a mental health and wellness lens.</li> </ul> <p>Multi-tiered supports for students will include:</p> <ul style="list-style-type: none"> <li>Tier I: Weekly SEL lesson/activities; teaching and reinforcement of behavior expectations, including safety behaviors</li> <li>Tier II: Support groups, social skills groups, other evidence-based Tier-II interventions</li> <li>Tier III: Targeted and/or intensive services delivered by identified staff or via community partners</li> </ul>	<p>District-wide focus will include:</p> <ul style="list-style-type: none"> <li>Offering professional development on the following topics:               <ul style="list-style-type: none"> <li>SEL framework</li> <li>Trauma informed practices</li> <li>MTSS with a focus on Tier II/III</li> </ul> </li> <li>Gathering feedback from staff regarding immediate needs.</li> <li>Prioritizing resources based on feedback.</li> <li>Giving employees access to information regarding the Employee Assistance Program and other district wellness offerings.</li> </ul>

# INSTRUCTION

## Most Restrictive At-Home Learning 2.0

## Mid-Restrictive Rotational Schedule including both Face-to-Face Instruction and At-Home Learning 2.0

## Least Restrictive Face-to-Face Instruction



- Leading with SEL needs

- Continuous Learning 2.0 (At-Home Instruction)
  - High utilization of Core 4 tools
  - District adopted online curriculum and materials, including online curricular platforms
  - Supplemental online resources
  - Daily “office hours” for support
- Attendance taken by teachers during virtual sessions (once per day for assigned core classes)

- Face-to-Face Instruction
  - Support for and utilization of use of Core 4 tools
- Continuous Learning (At-Home instruction)
  - Utilization of Core 4 tools for at-home instruction
  - District adopted curriculum and materials
  - Supplemental online resources
  - Daily “office hours” for support
- Attendance taken for all face-to-face sessions; attendance taken for students in continuous learning through electronic means

- Face-to-Face Instruction
  - Continued utilization of Core 4 tools
- Regular attendance taken

- Universal Screener – Academic & Social-Emotional Needs, *TBD*
- All learning tied to priority standards
- Elementary Grading: Standards-based
- Secondary Grading:
  - Standards-based encouraged
  - Standards-based and/or traditional grading and grade scales to determine final course grades
  - Students who earned Incompletes in spring 2020 provided opportunities to complete courses for credit through standard and proficiency based options or successful completion of subsequent courses
- Progress monitoring
- Assessments per District Assessment Plan and state/federal testing, as required

### FOR ALL SCENARIOS:

- Professional Development focused on virtual and blended learning needs (*see PD slide*)
- Additional detailed instructional guidance is provided in the following sections of the PSD 2020 Reopening Plan: Elementary Specialists, Science Lab Guidelines, Secondary CTE, Secondary P.E., Secondary Band & Choir Guidelines, Special Programs – English Language Learners, Special Programs – Dual Language, Special Programs – Reading Recovery / LLI (Individual and Small Group Instruction)





# Professional Development Plan

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- Core 4 skill building
- Parent support
- Digital/Blended Learning
  - Applying Core 4
  - Jeff Utecht
- Core instruction online platforms
- Supplemental instruction online platforms
- Instructional strategies addressing the needs of special populations
- Social Emotional / MTSS
- Essential Standards
  - Professional Learning Communities (PLC)

# iPAL

## Most Restrictive At-Home Learning 2.0

- iPAL is prepared to offer a fully online, virtual learning experience for iPAL K-12 students/families. Students will virtually take quizzes, tests, fulfill weekly check-ins and meet virtually for review of the monthly student learning plans.

## Mid-Restrictive Rotational Schedule including both Face-to-Face Instruction and At-Home Learning 2.0

- Written and posted protocols for routines and safety for students while on site
  - Student assigned seats/times
  - Student desks/work-stations are 6' apart
  - All iPAL Classrooms will be supplied with hand sanitizer/gloves
  - Identify assessments that can be given remotely or face-to-face to meet students' social-emotional and academic needs
  - Wearing of masks at all time while on site, according to DOH
- ENTERING CLASSROOM:**
- Student Check-in at door and/or electronically from home prior
  - Handwashing prior to participating
- DURING CLASS:**
- 6' Distancing
  - Assigned seating
  - One student at a time to be allowed on a machine / station if needed, followed by cleaning protocols
- EXITING CLASSROOM:**
- Washing of tools/ surfaces following posted sanitation protocols

## Least Restrictive Face-to-Face Instruction

- iPal will return to online instruction with weekly in person check ins for quizzes and testing
- Health and safety guidelines will be followed according to DOH

# SPECIAL EDUCATION

## Most Restrictive At-Home Learning 2.0

## Mid-Restrictive Rotational Schedule including both Face-to-Face Instruction and At-Home Learning 2.0

## Least Restrictive Face-to-Face Instruction



- Utilizing local data, IEP teams may determine which students need additional intensive learning supports and provide those supports remotely if possible or in-person when that is the only effective delivery method.
  - Full day programs would implement the continuous learning (at-home instruction) schedule in person at school, as public health guidelines allow
- Allow for small group or 1:1 instruction for special education and related services as determined by IEP team
- Prioritization of IEP goals will be determined by the IEP team if needed
- Related Services provided based on IEP team recommendation

- Full day/self-contained district programs will attend 4 days/wk for face-to-face instruction
- Explore 4 day/wk option for:
  - Resource Room Program, Students with 504 plans for whom additional face-to-face instruction is appropriate
- Follow regular preschool schedule with modified hours
- Community partner preschool schedules TBE
- IEP and Related Services will be provided consistent with the IEP with flexibility in delivery model
- Health and safety protocols, including cleaning and PPE/face covering with allowable exceptions

- All Specially Designed Instruction and Related Services provided following safety guidelines

- Allow for 1:1 assessment to continue at designated school buildings to meet required evaluation and re-evaluation timeline requirements, as public health guidelines allow
- Provide parent and/or caregiver training to support continuous learning
- Use approved supplemental materials with online access
- Research based virtual learning strategies appropriate for students with disabilities

# SCHOOL SCHEDULING

## Most Restrictive At-Home Learning 2.0

## Mid-Restrictive Rotational Schedule including both Face-to-Face Instruction and At-Home Learning 2.0

## Least Restrictive Face-to-Face Instruction



- Maintain scheduling guidelines developed for mid-restrictive, as much as possible
  - Build schedule as close to in-person as possible
  - Maintain or increase virtual “office hours”
  - Designated day to support staff planning, collaboration, PD, and other student services (Wednesday)
- Elementary
  - 4-days, whole group and small group meetings
  - Rotating specialist schedule
- Middle School and High School
  - 2-days, whole class meetings
  - Advisory built in
  - Core extension / support, intervention, or project team time built in
- Ample time provided to support teachers in preparing virtual lessons and student/family contacts
  - Regular planning period, daily
  - 80 min. additional panning, 4x/wk.
  - 80 min. “office hours” daily

- Scheduling guidelines developed
  - Maximize time in-person
  - Build schedule as close to in-person as possible
  - Increase face-to-face time for most vulnerable youth
  - Provide “office hours” daily
  - Designated day to support staff planning, collaboration, PD, and other student services (Wed.)
- Elementary
  - 50-min. Specials / planning periods
  - Passing time between specials
  - 20-min student lunch, exclusive of recess
- Middle School and High School
  - Contact with all teachers, if possible
  - Separate student and teacher lunch periods
  - Plans to address unique needs at NHHS and Delta HS

- Return to regular schedules, as permitted

# SAMPLE SCHEDULES

## Mid-Restrictive Elementary

Time	Grade	Special	Group A		Continuous Learning Day (at-home) – All Students	Group B			
			Mon.	Tues.	Wed.	Thurs.	Fri.		
8:00-8:50	5th	PE Art Library Music			Staff Meeting / check-in				
8:55-9:45	4th	PE Art Library Music				PLC K/1st (Planning block, other grades)			
9:50-10:40	3rd	PE Art Library Music					PLC 2nd/3rd (Planning block, other grades)		
10:45-11:35	2nd	PE Art Library Music						PLC 4th/5th (Planning block, other grades)	
11:40-12:00	Lunch				Lunch				
12:00-12:15	Recess								
12:20-1:10	1st	PE Art Library Music			PD / Additional PLC / Additional Planning				
1:15-2:05	Kinder	PE Art Library Music							
2:10-3:00	<i>*Grade levels can be assigned in any order, as needed</i>		<b>Office Hours (Specialist planning time)</b>						

# SAMPLE SCHEDULES

## Mid-Restrictive Middle School

6th Grade House		7th Grade House		8th Grade House		Related Arts (Enh. Scheduled at same time)		Wed. Schedule	
7:10-7:40	COVID Screening and Breakfast Pick-Up						7:10-7:40	Staff Meeting/ Check-in	
7:40-8:20	Advisory/ Enh	7:40-8:20	Advisory/ Enh	7:40-8:20	Advisory/ Enh	7:40-8:20	Advisory/ Enh	7:45-9:30	PD / Additional PLC
8:24-9:05	Block 1	8:24-9:24	RA 1/ RA 2	8:24-9:05	Core 1	8:24-9:24	7th RA		
9:09-9:50	Block 1	9:28-10:09	Core 1	9:09-9:50	Core 2	9:24-9:54	Planning		
9:54-10:54	RA 1/ RA 2	10:13-10:54	Core 2	9:54-10:35	Core 3	9:54-10:54	6th RA	9:35-10:35	Planning
10:54-11:24	Student Lunch	10:54-11:24	Student Lunch	10:39-11:20	Core 4	10:54-11:24	Student Lunch	10:35-11:20	PLC
11:28-12:09	Block 2	11:28-12:09	Core 3	11:20-11:50	Student Lunch	11:44-12:14	Planning	11:25-12:05	IDT
12:13-12:54	Block 2	12:13-12:54	Core 4	11:54-12:54	RA 1/ RA 2	11:54-12:54	8th RA	12:10-12:40	Teacher Lunch
12:58-1:18	Teacher Duty Free Lunch						12:40-1:20	Intervention	
1:20-2:40	Teacher Office Hours								

# SAMPLE SCHEDULES

## Mid-Restrictive CHS / PHS

### Chiawana High School & Pasco High School

Face-to-Face Instruction Schedule Mon.-Tues. (Grp A) / Thurs.-Fri. (Grp B)			CHS Wednesday Schedule		PHS Wednesday Schedule	
6:42-7:39	0 / 7th	57	7:30-8:30	Staff meeting / dept. meeting / check-in	7:30-9:00	PLCs
7:30-7:44	<i>Breakfast pick-up/ classroom arrival</i>		8:30-10:00	PLCs	9:00-10:30	PD / Additional PLC time
7:44-8:41	1 <sup>st</sup>	57	10:00-11:30	PD / Additional PLC time	10:30-11:30	Planning Time
8:46-9:43	2 <sup>nd</sup>	57	11:30-12:00	Lunch (Staff)	11:30-12:00	Lunch (Staff)
9:48-10:56	3 <sup>rd</sup> / 4 <sup>th</sup> <i>(w/ announcements, snack break)</i>	68	12:00-1:00	Planning Time	12:00-1:00	Staff meeting / dept. meeting / check-in
11:01-11:58	5th	57	1:00-1:40	Advisory / Interventions	1:00-1:40	Advisory / Interventions
12:03-1:00	6th	57	1:40-3:00	Office Hours	1:40-3:00	Office Hours
1:00-1:10	<i>Staggered dismissal</i>					
1:10-1:40	<i>Lunch (Grab-and-go)</i>	30				
1:40-3:00	Office Hours	80				



# SAMPLE SCHEDULES

## Mid-Restrictive NHHS

Face-to-Face Instruction Schedule Mon.-Tues. (Grp A) / Thurs.-Fri. (Grp B)			NHHS Wednesday Schedule (All Online)		
Time	Period	Minutes	Time	Period	Minutes
			8:00-9:00	Office Hours (AM)	60
8:00-9:00	Office Hours (AM)	60	9:00-9:30	1st (AM)	30
9:00-10:15	1st (AM)	75	9:35-10:05	2nd (AM)	30
10:15-10:35	Advisory (AM)	20	10:10-10:40	3rd (AM)	30
10:35-11:50	2nd (AM)	75	10:45-11:15	4th (AM)	30
11:55-12:25	Lunch (AM)	40	11:20-11:50	Advisory	30
12:30-1:45	3rd (AM/PM)	75	11:55-12:25	Lunch (AM)	30
1:45-3:00	4th (AM/PM)	75	12:30-2:00	Staff meeting / PD	90
3:05-3:35	Lunch (PM)	30	2:00-3:15	PLCs	75
3:40-4:55	5th (PM)	75	3:20-3:50	Lunch (PM)	30
4:55-5:15	Advisory (PM)	20	3:55-4:25	1st/5th (PM)	30
5:15-6:30	6th (PM)	75	4:30-5:00	2nd/6th (PM)	30
6:30-7:30	Office Hours (PM)	60	5:05-5:35	3rd (PM)	30
			5:40-6:10	4th (PM)	30
7:45-3:15	AM Staff Shift*		6:15-6:45	Advisory	30
12:15-7:45	PM Staff Shift*		6:45-7:45	Office Hours (PM)	60

\*Students and staff would be assigned either AM or PM shift. Students with the AM shift will attend 1<sup>st</sup>-4<sup>th</sup> periods; students with the PM shift will attend 3<sup>rd</sup>-6<sup>th</sup> periods. Students will still attend on A/B days, due to Covid capacity restrictions.



# SAMPLE SCHEDULES

## Mid-Restrictive Delta HS

### Delta High School

Face-to-Face Instruction Schedule Mon.-Tues. (Grp A) / Thurs.-Fri. (Grp B)			Wednesday Schedule		
Time	Period	Min.	Time	Period	Min.
8:00-8:30	Breakfast pick-up / Classroom arrival	30	8:00-8:30	Weekly staff check-in	30
8:30-9:00	Advisory	30	8:30-10:00	PLCs (grade level, content)	90
9:05-9:55	1st	50			
10:00-10:50	2nd	50	10:00-11:30	PD / Additional PLC time	90
10:55-11:45	3rd	50			
11:50-12:40	4th	50			
12:45-1:35	5th	50	11:30-12:00	Lunch	30
1:40-2:10	Lunch ( <i>Grab-and-go</i> )	30	12:00-1:30	Planning Time	90
2:10-3:30	Office Hours	80	1:30-3:30	Office Hours / Project Teams / WBL	120

# SAMPLE SCHEDULES

## Most Restrictive Elementary

### Elementary School Continuous Learning 2.0 Schedule

#### Daily Schedule – Classroom Teachers

8:00 – 8:20	Daily meeting / SEL check-in
8:30 – 9:00	Small group 1
9:10 – 9:40	Small group 2
9:50 – 10:20	Small group 3
10:30 – 11:00	Small group 4
11:00 – 11:30	Lunch
11:30 – 12:50	Additional Planning (80 min.)
12:50 – 1:40	Regular Planning
1:40 – 3:00	Office Hours (80 min.)

#### Daily Schedule - Specialists

8:00 – 9:10	Student supports / contacts
9:10 – 10:00	Regular Planning
10:00 – 11:20	Additional Planning (80 min.)
11:20 – 11:50	Lunch
11:50 – 12:20	Specials, session 1
12:30 – 1:00	Specials, session 2
1:10 – 1:40	Specials, session 3
1:40 – 3:00	Office Hours

#### Elementary Wednesday Schedule

Students work on assignments / virtual tasks.

#### Staff Schedule:

8:00 – 9:00	Staff meeting / check-in
9:00 – 9:50	PLCs – Kinder / 1st / 2nd, Districtwide Specialist PLCs 3rd – 5th, Planning
9:55 – 10:45	PLCs – 3rd / 4th / 5th Kinder-2nd and Specialists, Planning
10:50 – 12:20	PD / additional PLC
12:25 – 12:55	Lunch
1:00 – 1:40	Interventions
1:40 – 3:00	Office Hours

#### Content Schedule for Small Groups

Monday	Language Arts
Tuesday	Mathematics
Thursday	Language Arts and Social Studies
Friday	Mathematics and Science

	Mon. / Thurs.	Tues. / Fri.
Session 1	PE – Kinder Art – 1 <sup>st</sup> Library – 2 <sup>nd</sup> Music – 3 <sup>rd</sup>	PE – 1 <sup>st</sup> Art – 2 <sup>nd</sup> Library – 3 <sup>rd</sup> Music – 4 <sup>th</sup>
Session 2	PE – 4 <sup>th</sup> Art – 5 <sup>th</sup> Library – Kinder Music – 1 <sup>st</sup>	PE – 5 <sup>th</sup> Art – Kinder Library – 1 <sup>st</sup> Music – 2 <sup>nd</sup>
Session 3	PE – 2 <sup>nd</sup> Art – 3 <sup>rd</sup> Library – 4 <sup>th</sup> Music – 5 <sup>th</sup>	PE – 3 <sup>rd</sup> Art – 4 <sup>th</sup> Library – 5 <sup>th</sup> Music – Kinder

*\*Please note: Actual start time varies by elementary school; times will be adjusted based on building start time.*

# SAMPLE SCHEDULES

## Most Restrictive Middle School

### Middle School Continuous Learning 2.0 Schedule – Sample House Schedule

	Mon./Thurs.	Tues./Fri.	Wednesday Schedule	
7:10-8:30	Additional Planning Period (80 min.)		7:10-7:40	Staff meeting / check-in
8:30-9:10	Advisory	Enhancement	7:45-9:30	PD / Additional PLC
9:20-9:50	Core 1 (6 <sup>th</sup> -Block 1)	Core 2 (6 <sup>th</sup> -Block 1)	9:35-10:35	Planning
9:50-10:20	Core extension / support			
10:30-11:00	Core 3 (6 <sup>th</sup> -Block 2)	Core 4 (6 <sup>th</sup> -Block 2)	10:35-11:20	PLC
11:00-11:30	Core extension / support			
11:40-12:10	Lunch		11:25-12:05	IDT
12:10-12:40	Related Arts 1	Related Arts 2	12:10-12:40	Lunch
12:40-1:10	RA 1 extension / support	RA 2 extension / support	12:40-1:20	Intervention
1:20-2:40	Office Hours		1:20-2:40	Office Hours

# SAMPLE SCHEDULES

## Most Restrictive High School

### Chiawana High School & Pasco High School Continuous Learning 2.0 Schedule

	Mon./Thurs.	Tues./Fri.	Wed. – CHS		Wed. – PHS	
<i>Time</i>	<i>Period</i>	<i>Period</i>	<i>Time</i>	<i>Task</i>	<i>Time</i>	<i>Task</i>
7:45-9:05	Additional Planning Period (80 min.)		7:30-8:30	Staff meeting / dept. meeting / check-in	7:30-9:00	PLCs
9:05-10:05	1 <sup>st</sup> period	2 <sup>nd</sup> period	8:30-10:00	PLCs	9:00-10:30	PD / Additional PLC time
10:15-11:15	3 <sup>rd</sup> period	4 <sup>th</sup> period	10:00-11:30	PD / Additional PLC time	10:30-11:30	Planning Time
11:25-12:25	5 <sup>th</sup> period	0 / 7 <sup>th</sup> period (Additional planning)	11:30-12:00	Lunch (Staff)	11:30-12:00	Lunch
12:30-1:00	Lunch		12:00-1:00	Planning Time	12:00-1:00	Staff meeting / dept. meeting / check-in
1:00-1:40	Advisory/SEL	Interventions	1:00-1:40	Advisory / Interventions	1:00-1:40	Advisory / Interventions
1:40-3:00	Office Hours		1:40-3:00	Office Hours	1:40-3:00	Office Hours

**New Horizons High School Continuous Learning 2.0 Schedule**

	<b>Mon./Thurs.</b>	<b>Tues./Fri.</b>	<b>Wednesday Schedule</b>	
<i>Time</i>	<i>Period</i>	<i>Period</i>	<i>Time</i>	<i>Period</i>
7:45-9:05	Additional Planning Period (80 min.)		8:00-9:00	Staff meeting / check-in
			9:00-9:30	1 <sup>st</sup> – intervention
9:15-10:45	1 <sup>st</sup> period	2 <sup>nd</sup> period	9:35-10:05	2 <sup>nd</sup> – intervention
			10:10-10:40	3 <sup>rd</sup> – intervention
11:00-12:30	3 <sup>rd</sup> period	4 <sup>th</sup> period	10:45-11:15	4 <sup>th</sup> – intervention
			11:20-11:50	Advisory
12:35-1:05	Lunch		11:55-12:25	Lunch
1:10-1:40	Advisory		12:30-1:40	PLCs / PD
1:40-3:00	Office Hours		1:40-3:00	Office Hours

# SAMPLE SCHEDULES

## Most Restrictive High School

### Delta High School Continuous Learning 2.0 Schedule

	Mon./Thurs.	Tues./Fri.	Wednesday Schedule	
8:00-9:20	Additional Planning Period (80 min.)		8:00-8:30	Weekly staff check-in
9:20-10:35	A block	D block	8:30-10:00	PLCs
10:45-12:00	B block	E block	10:00-11:30	PD / Additional PLCs
12:05-12:35	Lunch		11:30-12:00	Lunch
12:40-1:55	C block	Advisory	12:00-1:30	Planning
2:00-3:30	Office Hours		1:30-3:30	Office Hours / Project Teams

\*Please note the final Delta HS schedule will be determined in collaboration with all district partners (PSD, KSD, and RSD).

# ATHLETICS & ACTIVITIES

**Most Restrictive  
At-Home Learning 2.0**

**Mid-Restrictive  
Rotational Schedule including both Face-to-  
Face Instruction and At-Home Learning 2.0**

**Least Restrictive  
Face-to-Face Instruction**



## Athletics

- PSD will follow WIAA and DOH Guidelines; see [www.wiaa.com](http://www.wiaa.com) for detailed guidance
- Fall seasons delayed; some sports rescheduled; additional benchmarks required for fall season
- Public health protocols will be followed for screening, facilities, cleaning
- Annual permission forms updated to include Covid-19 risks

- No athletics conditioning, practices, events, or contests

- Limited or modified practices, as permitted
- No locker room use until Phase 3 or later
- Family transportation encouraged
- No spectators permitted; consider streaming
- Consider intramurals for MS athletics

## Elementary and Secondary Activities

- Student ASB and activities resume to the extent possible
- Student voice will be incorporated as much as possible in determining activities, within mandatory health guidelines
- Encourage staff to support school spirit activities, provide positive messaging regularly
- Determination of virtual or in-person status will be based on 6 factors: Activity; Equipment Needs; Group Size; Group Composition; Time, day, and location (facilities) for activity; Can the activity be conducted virtually?

- Virtual meetings
- No travel permitted
- No assemblies, dances
- Elections held virtually
- Focus on virtual peer supports

- Virtual meetings; in-person officer meetings at advisor discretion if permitted
- No travel permitted
- No assemblies, dances
- Elections held virtually or in single in-person meeting, if size of group permits
- Focus on virtual and in-person peer supports
- Focus on welcoming messages on-site

- Virtual meetings; in-person officer meetings at advisor discretion if permitted
- Limited travel, if approved by OSPI & DOH
- Family transportation encouraged for approved travel
- Assemblies and dances may be permitted if health guidelines can be met
- Elections held virtually or in single in-person meeting, if size of group permits
- Focus on in-person peer supports; continue virtual supports if students desire
- Focus on welcoming messages on-site

# NEXT STEPS

## **Restarting Education: The Continuum**

- The OSPI Reopening template and corresponding resolution will be presented during the Board meeting tonight.
- District staff will be asking for approval of a resolution to approve OSPI's required reopening plan on August 11, 2020.

## **Reopening Schools**

- There are a number of meetings this week that will help inform where on the continuum of instructional options we can land when we open schools on September 1st.
- OSPI Tuesday and Friday
- Benton-Franklin Department of Health Thursday
- A special meeting will be requested for next week to discuss a recommendation.





**Most Restrictive**

<b>Facilities/Fields</b>	<b>Staff</b>	<b>Offices</b>	<b>PPE</b>	<b>Schools</b>
Facilities closed	Employees work remotely, except for essential services	Closed to the public	Face coverings required to enter a facility	Closed
Rentals closed		Access restricted to essential tasks		Access restricted to essential tasks
Fields closed	Screening required for staff working on-site	Social distancing requirements	Face coverings may be removed when working alone	Social distancing requirements
Access to facilities is logged by a supervisor		Remote work authorized; daily work should be remote when possible	Any state requirements apply	Remote work authorized; daily work should be remote when possible
		Public meetings held remotely		At-Home Learning 2.0

**Between  
Most and  
Least  
Restrictive**

<b>Facilities/Fields</b>	<b>Staff</b>	<b>Offices</b>	<b>PPE</b>	<b>Schools</b>
Facilities closed	Employees work remotely where possible	Open to the public with face coverings and social distancing	Face coverings required to enter a facility	Front offices open to the public with face coverings and social distancing
Fields open				
Rentals closed	Rotational schedules to limit numbers in each office/building	Public meetings either remotely or limited attendance	Face coverings may be removed when working alone	No assemblies or large gatherings
	Screening required for staff working on-site	25% to 50% capacity in meeting rooms; large in-door gatherings discouraged	Any state requirements apply	25% to 50% capacity in meeting rooms
	Accommodations for 'high risk' staff			Social distancing measures for students
				May rotate schedules and use online learning to accommodate Health Department recommendations

**Least Restrictive**

<b>Facilities/Fields</b>	<b>Employees</b>	<b>District Offices</b>	<b>PPE</b>	<b>Schools</b>
All facilities and fields open	Employees work on-site	Open to the public	Face coverings optional	Normal operations
Rentals open; may restrict capacity based on Health Department recommendations	Accommodations for 'high-risk' employees	Social distancing recommended	Any other state requirements apply	Social distancing recommended  Assemblies and large gatherings may be restricted  Follow safety and hygiene best practices

# AT HOME LEARNING 1.0 versus 2.0

## Highlights of Improvements

Variety of platforms  
District deployed lessons  
District device program  
phased in  
OSPI mandated grading rules  
Feedback  
Site based plan for accessing  
teachers  
Reactive Training: teachers,  
parents, students

Standardization of platforms  
District adopted materials  
District device program  
proactive launch  
Priority standards identified  
to support grading  
Formative assessments plan  
Standard time for teacher  
office hours  
Proactive Training: teachers,  
parents, and students