Goldendale School District
Reopening Plan
2020-21 School Year
Introduction

COVID-19 has affected all aspects of teaching and learning. In March school sites were closed, and teachers and leaders were asked to recreate learning environments for their children at their homes, online, and in remote situations. The expectation to shift learning online has challenged all education systems, locally and globally.

In preparation for reopening, the Washington Office of Superintendent of Public Instruction (OSPI) has provided guidance to districts on how to open safely in the fall of 2020, based on what is currently known. Goldendale School District (GSD) has accepted the challenge of reviewing all of the OSPI reopening themes, recognizing that they want all their children to be successful in whichever learning environments are available to them in the near future.

The GSD leadership team are going beyond the requirements from the state to continue the work they have already begun to deepen learning for ALL children whom the district serves. This requires a well-thought-out and planned process to ensure that voices are heard, ideas are shared, and the plan most suitable for GSD is in place for reopening. GSD recognizes that there are a multitude of opportunities and ways of operating, and that compromises will need to be made.

This document includes schedules, best practices, and expectations taken from the Federal, State, and County guidelines and has been developed based on feedback and input from the community and local partners.

The goal is to ensure that we always put well-being, and the learner, first.

Ellen Perconti, Superintendent
# Table of Contents

- **Vision and Goals** ........................................................................ 3
- **Community Feedback** ................................................................. 3
  - Distance Learning Feedback ......................................................... 5
- **Priority 1: Safety Training and Orientation** .................................. 6
  - Health and Safety Protocols ......................................................... 6
- **Priority 2: Leading with Social/Emotional Learning** .................. 8
- **Priority 3: Clear Expectations and Support for Distance Learning** 9
  - Reopening Phases ................................................................. 9
  - What to Expect in the Fall for Remote Learning ....................... 11
    - Daily Expectations .......................................................... 11
    - Learning Experiences ...................................................... 11
    - Remote Learning Sample Schedules .................................. 11
- **Priority 4: Supporting Transitions for Students** ..................... 14
  - The First 4 weeks ............................................................... 14
  - Architecture of Contributive Education .................................. 15
- **Priority 5: Family and Student Voice** ...................................... 16
  - Family Support Plan .......................................................... 16
- **Priority 6: Support Staff in Distance Learning** ....................... 17
- **Contact Information** .............................................................. 19
**Vision and Goals**

Our Board Goals remain:

1. All children will achieve—we will not allow an achievement gap
2. All children will have quality teachers/staff.
3. All children will be in safe, healthy learning environments
4. All children will have the support of the community through ongoing communication and connection.

To achieve these goals, we will ensure that we place well-being and the learner first. We will do this through the use of health/safety protocols, a phased reopening, and experiences that deepen personal understanding and agency. We will co-create authentic, meaningful, and deep learning experiences that engage students. Each child and family is different, and we will strive to provide the support required for learning and success. These goals require connection and growth to ensure that each learner achieves at high levels.

**Community Feedback**

Throughout the spring and summer, a steering committee including administrators, teachers, and families convened and made recommendations to move forward. Based on suggested actions, families were surveyed and invited to a community feedback session. We received 266 responses. The information on the following page summarizes the input from our community that has informed our plan.

“When we feel connected to the people around us, our environments, our learning, and the whole of humanity, we use the rest of our “powers”—our self-understanding, knowledge, and competency—for good.”
Family Survey Results

Blended Option: If our schools provided 2 days of on-site learning and 3 days of distance learning each week, would your child:

- Definitely participate: 43.4%
- Possibly participate: 19.5%
- Definitely not participate: 37.2%

226 responses

Shortened Day: If our schools provided a shortened school day (example 8:30-12:30), would your child:

- Definitely participate: 45.6%
- Possibly participate: 18%
- Definitely not participate: 36.4%

228 responses

Online Option: If our schools provided full on-line/distance learning, would your child:

- Definitely participate: 24.6%
- Possibly participate: 25.9%
- Definitely not participate: 49.6%

228 responses
Distance Learning Feedback

Below is a summary of families’ distance learning feedback:

- We need flexibility based on work schedules, children, family structure, and resources
- Consider different time requirements and structure for different age groups
- Integrated, real-world projects of high interest are a priority
- Families with multiple children need access to both devices and the internet.
- There is a need for consistency of LMS, schedule, and communication
- Clear expectations – for students and teachers – are necessary
- Families need resources and support to manage the complexity of students learning from home
- Students who are the most vulnerable (including children on IEPs, those without internet access, those who lack food or shelter) require additional wrap around services

Regardless of where students are learning, based on community feedback, these are the top priorities:

**Priority 1:** Safety Training and Orientation  
**Priority 2:** Leading with Social/Emotional Learning  
**Priority 3:** Clear Expectations and Support for Distance Learning  
**Priority 4:** Supporting Transitions for Students  
**Priority 5:** Family and Student Voice  
**Priority 6:** Provide Professional Learning for Staff

In the following sections, we will dive more deeply into each of the above priorities, mapping out plans and protocols that correspond to each one.
Priority 1: Safety Training and Orientation

*Goal: Clear protocols and guidance on how to open and keep people safe*

The following protocols are based on CDC, DOH, and OSPI requirements. Our purpose here is to provide information regarding expectations and requirements for the reopening of schools. The goal is to ensure that we open and stay open with a lens toward safety and that we ensure well-being and learning are prioritized.

Health and Safety Protocols

1. **Health Screening at Entry:** All students will be screened prior to entering the school facility. GSD will use a Skyward application for this screening process. Please review this video on how to access and input your attestation prior to coming to work. This screening will include temperature being taken and an attestation that none of the following symptoms have been experienced during the last 72 hours:

   a. Cough
   b. Shortness of breath or difficulty breathing
   c. Sore Throat
   d. Chills, new loss of taste or smell
   e. Muscle or body aches
   f. Nausea/vomiting/diarrhea
   g. Congestion/runny nose – not related to allergies
   h. Unusual fatigue
   i. Fever of 100.4 or higher

   If students are unable to complete the attestation prior to coming to the building, a thermal station at each building will be used.

2. **Facial Coverings:** All students will wear a facial covering of at least 2-ply cloth masks.

   a. Students may wear their own facial coverings that meet the specifications of at least 2 layers of cloth and that fully cover the mouth and nose. Face shields are also allowed.
   b. Face covering will be worn appropriately at all times unless the student is outside.
3. **Physical Distancing:** Maintain a minimum six-foot separation between others (staff and students) to the maximum extent feasible. Desks will be stationed 6’ apart and hallways will be marked for 6’ distancing.

4. **Personal Hygiene:** All students will use good hand hygiene. Wash hands often with soap and water for at least 20 seconds.
   
   a. Wash hands when arriving at school, before meals/snacks, after outside time, after going to the bathroom, after nose blowing or sneezing and before going home.
   
   b. Sanitizer may be used except before meals or after using the bathroom.
   
   c. Avoid touching mouth and nose

6. **Shared materials:** Limit shared materials to those that can be easily cleaned and sanitized. Paper-based materials are not high risk for spreading the virus.

   a. Clean and sanitize shared materials after use with cleaning materials provided by the District.
   
   b. Wipe down frequently touched surfaces with cleaning materials provided by the District.

With each of us following these protocols and ensuring that others do the same in order to keep risks at a minimum and our environment healthy.
Priority 2: Leading with Social/Emotional Learning

Goal: Develop healthy cultures by focusing equally on:

- Understanding who we are as individuals, how we fit into the world, and how we can contribute.
- Connecting with the people around us, the environments we live in, and the wholeness of humanity
- Developing the practicable knowledge we need to find lifelong success and well-being based on essential standards.
- Developing the contributive competencies we need to develop new learning and to put it to use.

Students will engage in projects and develop a learner profile that identifies who they are as individuals, how they fit into the world, and how they contribute. The learner profile will also include current academic progress, goals, learning strategies, and motivators.

Link: 5 Questions for Connecting and Caring
Priority 3: Clear Expectations and Support for Distance Learning

Goal: 100% attendance and engagement in daily learning experiences

Reopening Phases

We will use a phased approach to the 20-21 school year. This approach will ensure safety and quality of the learning experiences. All students will start the year in a fully online model.

Phase 1: Online. We will start the year providing fully online learning.
Phase 2: Small group. Around week 4 we will bring in small groups of students (five or fewer).
Phase 3: Hybrid. As soon as health metrics indicate we will implement a shortened day hybrid schedule. We will continue to offer online support for some students.
Phase 4: As soon as health metrics indicate we will implement a full in-person schedule. We will continue to offer online support for some students.

Goldendale School District 2020
On August 5, Gov. Inslee and Superintendent of Public Instruction, Chris Reykdal released the following decision tree for schools. GSD will use this guidance to move up the phased steps.

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

<table>
<thead>
<tr>
<th>Should your community provide in person learning and for whom?</th>
<th>Can the school(s) implement recommended COVID-19 health and safety measures?</th>
<th>Is the school and health system ready to monitor for and respond to suspected and confirmed cases of COVID-19?</th>
</tr>
</thead>
<tbody>
<tr>
<td>For School Administrators, Local Health Officers, and Community Stakeholders</td>
<td>For School Administrators and Staff</td>
<td>For Schools and Local Public Health</td>
</tr>
<tr>
<td>The risk of COVID-19 being introduced into the school depends on the level of COVID-19 spread in the community and the health and safety measures taken by schools. Consider the following educational modalities based on community transmission and other health and education risks and benefits.</td>
<td>The risk of COVID-19 spreading in schools depends on the ability of the school to implement <a href="https://www.doh.wa.gov/coronavirus/prepare/schools.php">DOH’s K-12 health and safety measures</a>.</td>
<td>COVID-19 cases in the school should be expected. The risk of COVID-19 spreading in schools depends on the ability to quickly identify and respond to suspected and confirmed cases and the level of community transmission.</td>
</tr>
</tbody>
</table>

#### COVID-19 Activity Level

<table>
<thead>
<tr>
<th>HIGH</th>
<th>MODERATE</th>
<th>LOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;75 cases/100K/14 days</td>
<td>25–75 cases/100K/14 days</td>
<td>&lt;25 cases/100K/14 days</td>
</tr>
<tr>
<td>Other considerations:</td>
<td>Other considerations:</td>
<td>Other health and education risks and benefits to children and their families</td>
</tr>
<tr>
<td>• Increasing trend in cases or hospitalizations</td>
<td>• Increasing trend in cases or hospitalizations</td>
<td></td>
</tr>
<tr>
<td>• Test positivity &gt;5%</td>
<td>• Test positivity &gt;5%</td>
<td></td>
</tr>
<tr>
<td>Strongly recommend distance learning with the option for limited in-person learning in small groups, or cohorts, of students for the highest need students, such as students with disabilities, students living homeless, those farthest from educational justice, and younger learners.</td>
<td>Strongly recommend canceling or postponing all in-person extracurricular activities, including sports, performances, clubs, events, etc.</td>
<td>Encourage full-time in person learning for all elementary students and hybrid learning for middle and high school.</td>
</tr>
</tbody>
</table>

#### Education Modality* |

- When any in-person |

#### Extracurricular |

- When all YES |

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

**Goldendale School District 2020**
What to Expect in the Fall for Remote Learning

Daily Expectations

- Learning community with a focus on connection, health, and well-being
- Daily instruction and attendance
- Personalized learning activities
- Flexible choice boards for enrichment activities
- Regular feedback and assessment by the teacher
- Expected instructional time
  - K-1: 2-3 hours
  - 3-5: 3-4 hours
  - 6-12: 4-5 hours

Learning Experiences

Effective distance learning blends both asynchronous (at own pace) and synchronous (live sessions) learning experiences. The combination of these experiences are used to maximize the time together virtually to build community and learn collaboratively, while also providing autonomy for learners to engage in content, read, investigate, and demonstrate mastery at their own pace. It has become increasingly clear that spending 6 hours a day online is not ideal. We are focused on authentic learning and outcomes.

Remote Learning Sample Schedules

The sample remote learning schedules on the following pages are intended to provide insight into how the school year will begin. Teachers will communicate with students in more detail regarding learning times.
### K-2 Grade

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 8:30  | 1st and 2nd Grade: Independent reading activity connected to previous day's lesson (asynchronous-watch video 1-2)  
K: Morning meeting (Check in, New letters, sounds, daily calendar)(K synchronous-Zoom) |
| 9:00  | Morning meeting (Check in, New letters, sounds, daily calendar)(synchronous-Zoom 1 Grade) 
K and 2nd Grade: Independent activity connected to previous day's lesson (asynchronous K, 2) |
| 9:30  | K-1 Movement break 
Morning meeting (Check in, New letters, sounds, daily calendar)(synchronous-Zoom 2nd Grade) |
| 10:00 | Reading Lesson/ skills (whole group/small group + independent) (combination of asynchronous-watch video and synchronous-Zoom) |
| 10:30 | Math Lesson/skills (whole group/small group + independent) (combination of asynchronous-watch video and synchronous-Zoom) |
| 11:00 | 1:1 check in with teacher (Weekly) |
| 11:00-3 | Flex Time: choice activities from menu, extensions, play based learning, access to specialist (video) (asynchronous-watch video), small group instruction (synchronous-Zoom) |
| 12:00 | Office Hours for support |

### 3-4 Grade

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30</td>
<td>Class meeting (Check-in, connection, current events) (synchronous-Zoom)</td>
</tr>
<tr>
<td>9:30-11</td>
<td>Flex Time: choice of activities from menu, independent work on project, extensions, access to specialist (video) (asynchronous-watch video), small group instruction (synchronous-Zoom)</td>
</tr>
<tr>
<td></td>
<td>Independent Reading (asynchronous-watch video)</td>
</tr>
<tr>
<td>11:00</td>
<td>Online ELA instruction and practice (small group + independent) (combination of asynchronous-watch video and synchronous-Zoom)</td>
</tr>
<tr>
<td>12:00</td>
<td>Lunch/ break</td>
</tr>
<tr>
<td>1:00</td>
<td>Online math instruction and practice (small group + independent) (combination of asynchronous-watch video and synchronous-Zoom)</td>
</tr>
<tr>
<td>2:00</td>
<td>1:1 check in with teacher (Weekly)</td>
</tr>
<tr>
<td>2:00-3</td>
<td>Flex Time: choice of activities from menu, independent work on project, extensions, access to specialist (video) (asynchronous-watch video), small group instruction (synchronous-Zoom)</td>
</tr>
<tr>
<td>2:30</td>
<td>Office Hours for support</td>
</tr>
</tbody>
</table>

**Wednesdays:** Students will be asynchronous from 1:00-3:00, while teachers meet in Professional Learning Communities.
In Grades 5-12, students have a variety of synchronous and asynchronous learning experiences based on priority standards. The following schedule is for M,T, TH, F. Wednesday's schedule will include navigation. Students will not be online for the entire period. Teachers will develop specific expectations within the 90 minute blocks.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>1st/5th Period</td>
</tr>
<tr>
<td>9:45</td>
<td>2nd/6th Period</td>
</tr>
<tr>
<td></td>
<td>Lunch</td>
</tr>
<tr>
<td>11:50</td>
<td>3rd/7th Period</td>
</tr>
<tr>
<td>1:20 - 2:20</td>
<td>Independent Study and Tutoring</td>
</tr>
</tbody>
</table>
Priority 4: Supporting Transitions for Students

Goal: Each student and family will meet with their teachers to build relationships and co-create goals. By the end of 4 weeks students will have met with their teacher and have a personal learning plan for remote learning.

The First 4 Weeks

Week 1 and 2: The first two weeks will focus on learning activities that build Self-understanding and Connection between the teacher and student and between students. In addition, like all school years, students will be taught procedures, expectations, and technology tools.

Week 3: KNOWLEDGE: Students will connect with the class and continue with routines and schedules, focus on well-being and competence, all students will be taking academic benchmark assessments including STAR, iReady, teacher made assessments of essential standards.

Week 4: COMPETENCE: Students will co-create a personalized learning plan and identify students most in need of support. At this point, small groups of no more than 5 per teacher/group will begin face-to-face learning.

Week 5: CONTINUOUS LEARNING: All students engage with continuous learning focused on contribution with some small groups in person
Architecture of Contributive Education

To meet the needs of learners, we will focus on the 6 elements of contributive education including relationships, instruction, pace, space, technology, and content.

ARCHITECTURE OF CONTRIBUTIVE EDUCATION

RELATIONSHIPS
Relationships are the foundation of all learning. Relationships start internally, with self-understanding and build towards connection and ultimately contribution.

INSTRUCTION
Instruction, or pedagogy, is informed by student strengths, content, and where the student is in the cycle of learning. Pedagogy is matched to the learning targets to ensure depth of learning.

PACE
Learning is driven by new information, connections with previous knowledge, development of new skills, and application of new learning. This cycle requires direct instruction, practice, and application. Time is allocated by student need and this learning cycle.

SPACE
Space is where students learn. It provides safety, ability to focus, and connectivity (human and technology)

TECHNOLOGY
Technology provides tools for learning, delivery of instruction, and connection. When we are fully remote, technology provides structure and predictability that are crucial so the brain can focus on content.

CONTENT
Content is determined by state standards. We have identified Essential Standards – those that have endurance, provide readiness, and have leverage. Content includes knowledge, skills, and competencies.
Priority 5: Family and Student Voice


Following reopening in fall 2020, the district, schools, families, and students will engage in ongoing reflection on and recalibration of the reopening plan. Districts are currently operating in increasingly unpredictable circumstances, and schools will need to be able to adjust and respond quickly to new information and compliances all while continuing to support students, staff, and communities.

In order to be flexible and responsive, Change Teams (interconnected teams of students, families, teachers and administrators, in each school, and at the district level) will evaluate and develop practices to meet the current and evolving needs of students, families, and communities.

Family Support Plan

- Back to school meeting with teacher
- Feedback survey and community forum
- Family playbook with resources, schedules, activities, (on website)
- Support group/ community to connect with others
- Communication plan for technical issues/challenges
Priority 6: Support Staff to Design Authentic Learning Experiences in Distance Learning

Goal: Provide Professional Learning that models the learning culture and experiences that we want to create for students, which blends SEL + Priority standards.

### Key Shifts and Considerations for Distance Learning

<table>
<thead>
<tr>
<th>SCHOOL-BASED LEARNING</th>
<th>DISTANCE LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning happens in school</td>
<td>Learning happens in learners</td>
</tr>
<tr>
<td>Paced, scaffolded instruction</td>
<td>Asynchronous instruction; self-paced</td>
</tr>
<tr>
<td>Immediate feedback cycle</td>
<td>Intentionally designed feedback systems</td>
</tr>
<tr>
<td>Consistent setting</td>
<td>Setting and resources vary</td>
</tr>
<tr>
<td>Common, defined schedule</td>
<td>Schedules dependent on family needs</td>
</tr>
<tr>
<td>Student work is visible</td>
<td>Learning must be made visible</td>
</tr>
<tr>
<td>Multi-dimensional interactions</td>
<td>Intentionally designed check-in systems</td>
</tr>
</tbody>
</table>
Contact Information

Questions? Please see the contact information below.

Our district local health officer(s) is Dana Gunkel, District Nurse
dgunkel@gsd404.org
Phone: (509) 773-4323

District-Level Point of Contact
Ellen S. Perconti, Superintendent
ellen.perconti@gsd404.org
Office: (509) 773-5177
Cell: (208) 791-5605

COVID-19 Supervisor Goldendale Primary School
Angie Hedges
ahedges@gsd404.org
Office: 509-773-4665

COVID-19 Supervisor Goldendale Middle School
Jennifer Tenney
Jennifer.Tenney@gsd404.org
Office: (509) 773-4323

COVID-19 Supervisor Goldendale High School
John Westerman
jwesterman@gsd404.org
Office: (509) 773-5846

COVID-19 Supervisor Facilities
Steven Randall
srandall@gsd404.org
Office: (509) 773-4903