



Student Support Plan For 2021-22

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Introduction

The COVID-19 pandemic led the Richland School District to close its buildings and move to a fully remote and online instructional model for the final three months of the 2019-20 school year and the start of the 2020-21 school year. At the same time, district and school staff looked for the first opportunity to return to in-person learning in a safe and thoughtful manner. Special Education Programs resumed some in-person learning in late September 2020 followed by all the elementary schools in early October 2020 and secondary students in late January and early February 2021. Daily in-person instruction for students at all levels began in early April 2021, with the option for students to remain in a fully remote learning model for the remainder of the school year. Details about how these transitions to in-person learning were made can be found in the district's [Return To School Plan and related documents](#).

The district took this approach out of a clear understanding that face-to-face, in-person learning is the best way for most students to learn. Relationships are built between staff and students with time spent together and teaching is more efficient and organic. While remote online learning was necessary at the beginning of the pandemic and will continue to play a role in the educational options available to students, returning safely to in-person learning for much of the 2020-21 school year has positioned our students for greater success after the pandemic.

However, district and school staff and the entire RSD community acknowledge that student learning was impacted by the COVID-19 pandemic. From limited instructional time due to online learning formats or quarantining from coronavirus exposure to the loss of opportunities to engage in hands-on learning with classmates or in the community because of pandemic precautions and restrictions, students did not have the same opportunities as they would have in a typical school year. A student's individual circumstances may have exacerbated these conditions, such as not having reliable Internet service at home, facing language barriers, family obligations competing with classwork or past negative experiences with institutions and agencies.

Addressing these impacts is crucial to helping every student be successful in school and life post-pandemic and furthering the district's commitment to close the achievement gap between student groups. This recovery plan seeks to do this work through five key actions:

- **Development and support of a robust summer learning program for the next three years that is available to every student of all abilities and circumstances to address potential learning loss.**

- **Intentionally-designed support and engagement of the district's most vulnerable learners so they have equitable access to opportunities for growth, inspiration and success.**
- **Provision of high-quality professional development for school and district staff focused on supporting the social and emotional health of students, building equity and inclusion into instruction and strengthening teaching practices.**
- **A comprehensive assessment plan that identifies the academic and well-being needs of each student.**
- **Careful data analysis that leads to proper evaluation and improvement of district programming, initiatives and policies.**

This work complements the guidance released by the Office of the Superintendent of Public Instruction (OSPI) on April 19, 2021 for the development of an Academic and Student Well-Being Recovery Plan by all districts in the state. The guidance is in response to two laws, one federal and one state, that connect planning for academic and student well-being recovery to eligibility to receive federal Elementary and Secondary School Emergency Relief (ESSER) III funds. It is the district's intent for this recovery plan to also address the requirements for these funds.

Lastly, risks posed by the novel coronavirus are currently expected to continue for the foreseeable future. Safety precautions and protocols developed and implemented in response to the pandemic will still be necessary. This recovery plan includes the details of those measures and other requirements to ensure in-person learning can continue to be provided safely for students and staff going forward.

Phase 1: Developing & Implementing Initial Student Supports & Interventions

Centering Student Access & Experiences

While every student was affected by the pandemic, those effects were not felt the same by all. Some students and families had their own resources and supports to help them better adapt to remote learning while others did not.

The district and its schools have long sought to address the achievement gap that results from differences in student ethnicity, economic status, family circumstances, personal abilities and other factors. RSD has addressed inclusive practices and has built this into

the district's current five-year strategic plan as well as the strategic plan for its special education services. The district's five-year plan was designed to support inclusion and equity for all students. In addition, the district's mission, established in 2015, has focused on closing the income-based achievement gap. All school improvement plans as well as district plans center around equity and closing these achievement gaps.

This recovery plan will extend and enhance those efforts.

District staff will present [Resolution 927](#) to the Richland School Board to formally address the requirements of state and federal officials for the district's plan to meet the needs of all its students. In addition, the district will use an [Equity Impact Decision-Making Tool](#) to ensure that decisions in programming, instruction, staffing, funding and policy fully consider the impacts on the diverse students and families its schools serve.

Engaging Our Community

Public review and input of the district's plan to help students move forward is critical to its success. This review and input will be sought by three primary means:

- The Richland School Board will be presented a draft version of the plan to review during the May 11 regular meeting to ask questions and provide feedback. The plan will then be presented to the Board at the May 25 regular meeting for formal adoption.
- The draft version of the plan will be made available at www.rsd.edu for community members to review. The community is invited to review the draft plan and provide feedback ahead of the Richland School Board's final consideration for approval. The Board will consider written and verbal feedback at a workshop at 4 p.m. on May 18 and at the regular meeting on May 25. In-person attendance at these meetings will be limited and require registration due to COVID-19 safety requirements. Both meetings will also be broadcast via Zoom with the ability for people to make verbal comment remotely. Community members may also send feedback to the Board at BoardFeedback@rsd.edu.
- District staff will seek targeted feedback from three advisory groups that routinely provide input to the district on policy and programs. These three advisory groups will be:
 - Student Advisory Council
 - Community Advisory Council
 - Work Group on Equity, Diversity & Inclusion

Supporting Students For Future Success

No one program or intention can address the academic and well-being challenges facing our students in a post-pandemic world. The district's recovery plan's five key actions are designed to move its students and community forward.

Robust Summer School Plan

Keeping students connected to school by extending learning days beyond the school year is a primary focus of the district's recovery plan. District and school administrators along with instructional specialists worked to design a unique summer school opportunity for students at every school level, in every learning modality and of all abilities. This programming will be sustained over the next three summers with an eye toward building it further in the future.

Staff at each school reached out to families to gauge their interest in summer learning and ensure they had the opportunity to enroll. To eliminate barriers for families, all summer learning opportunities are being offered at no cost with transportation provided to students living outside the standard radius for walking access. The district's summer feeding program is also being designed to allow these students easy access to breakfast and lunch meals

Elementary Program

Families may enroll students in kindergarten through Grade 5 in a summer learning camp experience designed around the theme, "Let's Go Camping!" This six-week in-person hands-on learning adventure is aimed at cultivating resilience, engagement and achievement. Each day begins with a Science, Technology, Engineering, and Math (STEM) activity designed to get students thinking and problem solving. Mid-morning, students engage in literacy activities that blend, reading, writing, listening, and speaking. The student's day concludes with authentic math activities and games that provide opportunities to put grade level math skills and strategies into practice.

Lit Camp's research-based framework is built upon three pillars for learning to read, write, speak, and listen.

Literacy Skills	Social-Emotional Development	Engagement
Students strengthen their reading and writing muscles by mastering fluency, comprehension, analysis and reflection	Students embrace the power of their own voice while increasing resilience, empathy and a positive sense of self.	Students build reading and writing stamina, motivation, independence and leadership.

STEM in Action engages students in authentic, problem-based STEM lessons with real-world applications. This program puts the engineering design process at the heart of exploration—teaching the value of rethinking and supporting multiple solutions.

Science Skills	Social-Emotional Development	Engagement
Students utilize the Engineering Design Process to deepen their understanding of scientific concepts.	Students learn the power of perseverance and productive struggle as they work to find an optimal solution.	Students work cooperatively to design and redesign prototypes as they develop viable solutions to real world problems.

Math for Love engages students in authentic problem-based exploration of rich mathematical questions and guides them through productive struggle and development of math skills through games.

Math Skills	Social-Emotional Development	Engagement
Students improve their conceptual understanding of mathematics, while exercising skills and fluency.	Students learn the power of perseverance and productive struggle.	Students build conceptual understanding through mathematical play and problem solving.

Middle School Program

Middle school students may enroll in a summer school experience designed around the theme, “Choose Your Adventure!” Students in grades 6-8 can select up to three of six adventure offerings. Each adventure runs for two weeks. Offerings include:

It’s All About Balance - Relax and enjoy yourself. Learn healthy ways to provide balance in your daily routine through yoga, art, and personal reflection journals.

Your Very Own Robot - The future is here! Learn how to code and control different robots using simple to advanced commands. Create simple instructions to complex programs that will enable these robots to complete tasks and run through obstacles.

The House of Drones - It’s a bird, it’s a plane! No way, it’s a Drone! Develop your piloting skills and learn everything about drones, how they are used in today’s world, and how they are going to be used in the future. Then, put your skills to the test and complete challenges and earn your drone pilot wings!

Trouble Inside the Mainframe - Have you ever wanted to know how your favorite game is created or how your favorite app runs? Dive into coding like never before by using numerous applications and working with multiple programming languages. Who knows, you may even create the next hit online game or app!

The Brilliant Dr. Robot - Build the robot and then program it to do what you want. Using Lego Mindstorm kits, you will have the ability to create something and then watch it come to life and complete your commands.

The Curse of the 3D Printed Hand - Experience the world of 3D printing. Develop your skills in 3D printing, design thinking, science, art, and engineering. Best of all you keep everything that you create!

High School Program

High school students interested in obtaining high school credit over the summer may participate in online learning with in-person support available at Richland High School.

Course offerings:

LA 9 Semester 1	Early World Literature
LA 9 Semester 2	Contemporary Literature
LA 10 Semester 1	Creative Writing
LA 10 Semester 2	Media Literacy
American Literature semester 1	Psychology
American Literature Semester 2	Ancient/Medieval History
Economics	Algebra I Semester 1
Modern World History	Algebra I Semester 2
Sociology	Geometry Semester 1
US History I	Geometry Semester 2
US History II	Algebra II Semester 1
US Government	Algebra II Semester 2
World Geography	Art Appreciation
General Science	Music Appreciation -Early
Biology Semester 1	Composers
Biology Semester 2	Music Appreciation -Genres of
Earth Science Semester 1	Music
Earth Science Semester 2	Health
Physical Science Semester 1	General PE
Physical Science Semester 2	Careers and Financial Literacy

Remote Summer Learning

Pacific Crest Online Academy (formerly Richland Virtual School) students in kindergarten through Grade 8 may enroll in a six-week learning experience focusing on Science, Technology, Engineering and Mathematics (STEM) lessons that integrate reading, writing, math and science. Students will have the opportunity to join whole class learning, small group learning and work independently.

Targeted Summer Recovery Services

Students receiving special education services will have the opportunity to participate in general education summer learning programs at their respective school level as well as engage in targeted recovery services to mitigate the impact of the effects the COVID-19

pandemic had on the school system. Recovery Services are intended to enable students to make progress on Individualized Education Program (IEP) goals and in the general education curriculum, as determined by the IEP team on a case-by-case basis.

The process of teams identifying student needs for recovery services and providing recovery service began during the fall and spring of the 20-21 school year. However, with more students returning to in-person instruction in April of 2021, the Richland School District developed a large-scale plan to provide Recovery Services during the summer of 2021. This option is in addition to individual student recovery plans and individual site recovery plans that are in place currently or will be offered in the future in the district.

Learning Olympics

This event is a field day type of event and is scheduled for Wednesday, June 16 through Friday, June 18 8:40 a.m. to 1 p.m. at Chief Joseph Middle School. This is a 3-day event to provide flexibility for students, family and staff. It will combine outdoor and indoor events. Data collected will include “passport/punch card” for students as they complete activities/events and family and staff input/observational data.

Community-Based Instruction

During Community Based Instruction, the students will receive up to three hours weekly of instruction and experiences that aligns with the present level of performance and individualized goals that are identified in the student(s) Individualized Education Plan (IEP). It will include Specially Designed Instruction (SDI) that will be explicit, systematic, and structured to improve the student’s personal growth in the identified area(s) of service. The instruction will be carefully planned and monitored by a special education teacher/itinerant. Implementation of instruction can be provided by a special education teacher, Speech-Language Pathologist (SLP), Occupational Therapist (OT), Physical Therapist (PT), paraeducator, general education teacher, counselor, or school psychologist. Data collected will include attendance and family and staff input/observational data.

Friday Summer Camp

During Friday Summer Camp SDI, the student will receive up to three hours of individual or small group instruction at a school site that aligns with present level of performance and individualized goals that are identified in the student(s) Individualized Education Plan (IEP). It will include Specially Designed Instruction (SDI) that will be explicit, systematic, and structured to improve the student’s personal growth in the identified area(s) of service. The instruction will be carefully planned and monitored by a special education teacher/itinerant. Implementation of instruction can be provided by a

special education teacher, Speech-Language Pathologist (SLP), Occupational Therapist (OT), Physical Therapist (PT), paraeducator, general education teacher, counselor, or school psychologist. Data collected will include attendance and family and staff input/observational data.

Site/Individualized Recovery

Over the summer individual sites/teachers will also be providing recovery services beyond the plans identified above. Options will be offered in a variety of ways to include remote, hybrid, and in-person learning.

Additional Support For Most Vulnerable Learners

Learning loss and mental health impacts as a result of COVID-19 school closures and remote learning have had significant effects on students.

All students are susceptible to the risks of depression, anxiety and other mental health challenges created by the response to the pandemic, which can affect student academic performance as well as their well-being. District and school staff, led by the district's Mental Health Assistance Team (MHAT), have moved to implement strategies and supports to ensure students can get the help they need. The district is also reviewing ways to leverage its resources to provide more staff in schools to meet these needs.

However, specific groups of students—those receiving special education services, English language learners and students with adverse socio-economic circumstances—are at even greater risk of being left behind or without support for their education or well-being. Schools must respond more actively to the needs of these students than at any other time in the district's history.

Outreach

The Richland School District has taken a comprehensive approach to conducting outreach to ensure that students who are typically underrepresented (including but not limited to those who are American Indian/Alaskan Native; Asian; Black/African American; Hispanic/Latino of any race(s); Native Hawaiian/Other Pacific Islander; Two or More Races and White and regardless of educational ability, English proficiency, gender, gender identity, sexual orientation, current or past experience with poverty and/or homelessness; disabilities and foster care status) are able to engage in the support opportunities provided by the district.

This includes providing Communities in Schools site coordinators at all levels who partner with school staff to communicate with families of our most vulnerable students through email, phone contact and home visits. In addition, Title I schools (highest poverty schools) at all levels receive support for additional counselors and instructional specialists who monitor learning and interventions for students. The district has partnered with the Educational Service District 123 (ESD123) to provide additional outreach to our English Language Learners (ELL) with specific emphasis on identifying and contacting migrant populations to support enrollment and engage families and students in school. The district has also added bilingual staff to build better connections with ELL families and provide additional support for English language students. The Early Learning Center (ELC) has hired additional paraeducators who focus on parent outreach for students in the Developmental Pre-School Program and the Early Childhood Education and Assistance Program (ECEAP). The district has also used the Learning Assistance Program (LAP) high poverty funds to hire additional instructional specialists who work with underrepresented populations monitoring learning and providing intervention.

English Language Learners

District and school staff already has plans in motion to better serve these vulnerable learners. The district's plan to better serve English Language Learners (ELL) includes:

- Hiring between five to 10 bilingual paraeducators to work with ELL learners in general education settings.
- Working directly with Pacific Lutheran University to provide an ELL teacher certification program for RSD teachers.
- Hiring more ELL instructional specialists to work with instructional staff in middle and high schools to provide services to students inside English language arts classes along with consulting and coaching all teachers with integrated strategies and supports.
- Providing targeted professional development to staff at all schools focused on Integrated and Designated English Language Development.
- Partnering with ESD 123 to identify and support migrant families to identify eligible children and provide services for academic instruction, remedial and compensatory instruction, bilingual and multicultural instruction, vocational instruction, career education services, special guidance, counseling and testing services, health services, and preschool services.
- Planning for a dual language program to be available for district families within the next three years.

Special Education

In the 2021-22 school year, Richland School District will enter the second year of a [five-year plan developed for its Special Education department](#) by a Special Education Task Force. The impacts of the COVID-19 pandemic on students has reinforced the importance of this plan and the district remains focused on carrying out its goals.

Year 2 the plan calls for system and organizational improvements and includes implementation of action steps including:

- Regular opportunities for collaboration between general education and special education in buildings
- Regular district-wide communication to staff supporting inclusive practices
- Staff training on co-teaching to expand its implementation across district schools.
- Parent involvement and feedback is included in all initiative work
- Principals use Inclusive Practice checklists in their schools
- Social/Emotional and Executive Functioning SDI are focused on giving student-specific replacement behaviors/new skills they can use in any setting
- Development of Paraeducator Utilization Guidance
- Increase of parent resources/information on district website
- Parent information newsletters/emails sent regularly
- Implementation of student-centered IEPs at all secondary schools
- Quarterly community forums covering current special education topics

Socio-Economically Disadvantaged Students

Richland School District has seen the proportion of enrolled students living near or below the poverty line grow in recent years. Nearly 40 percent of RSD students are classified as coming from low-income families. Hundreds do not have stable accommodations and some are homeless outright. These circumstances impact a student's ability to succeed in and outside of school.

While the district has provided services and supports to these students and families, district and school staff are considering additional ways to bolster those efforts or add to them.

Staff Professional Development

Richland School District's five-year Special Education Plan includes two goals that are also fundamental to the district's recovery plan. These goals include:

- Utilize a Multi-Tiered System of Support process and the Universal Design for Learning framework as tools to improve academic outcomes for all students.
- Ensure our district has a full continuum of well-communicated services that support inclusive practices and provide access to all students.

These goals also align to new Washington State legislation that requires professional development for staff in 2021-2022 in the area of equity, diversity, inclusion, and cultural competencies, and mental health. To support these areas of focus, the district will provide a three-day workshop August 23-25.

August 23rd		
Presenters	Session	Focus
Dr. Lauren Katzman with the Urban Collaborative	Session One	The "why" behind inclusion and diversity and inclusive practices
Tara Trainor with Novak Education	Session Two	"How" - This session will introduce the Universal Design for Learning Framework and strategies that teachers can utilize in the classroom to meet the diverse needs of ALL learners.
August 24th		
Presenters	Session	Focus
RSD MHAT Team and University of Washington SMART Center	Full Day	Supporting mental health and social emotional needs of learners
August 25th		
Naima Chambers-Smith and Lynn Carlson , Tri-Cities Diversity & Inclusion Council	Session One	Cultural competency, diversity and equity. Elementary staff
Naima Chambers-Smith and Lynn Carlson , Tri-Cities Diversity & Inclusion Council	Session Two	Cultural competency, diversity and equity. Secondary staff

Comprehensive Assessment Plan

To ensure student progress towards standards, individual goals and college and career readiness, Richland School District uses a variety of screening and progress monitoring tools, and formative and summative assessments. Data collected from various assessments and screeners is disaggregated by subgroups (ethnicity, second language learners, highly capable, special education services, economically disadvantaged, schools, grade levels, etc).

As part of the recovery plan, district staff will collect disaggregated data multiple times during the 2021-22 school year.

A full list of these assessments & screeners, the students they are applied to and the data they collect is available in Appendix A of this document.

Careful Data Analysis & Response Plan

Data collected from the district's various assessment and screening tools will be analyzed using the Richland School District Equity Impact tool. This analyzed data will then be used to evaluate effectiveness of programs, identify student learning gaps, provide additional support and resources to subgroups, inform instruction and address student well being.

Assessment	Grade Levels	Next Assessment	Data to be Reviewed and Analyzed
TSGold (WaKids) Whole Child Assessment	Kindergarten	Fall of 2021	TSGold data from Fall of 2020 will be compared with Fall of 2021 data to evaluate the effectiveness of our programs in Phase 1.
ORR-ELA	Grade 1	Fall of 2021	ORR data from Winter and Spring of 2021 will be compared against Fall of 2021 data to evaluate the effectiveness of our programs in Phase 1.
iReady Math and ELA	Grades 2-8	Fall of 2021	Winter of 2020 data will be utilized as the benchmark for comparison with our fall of 2021 data to evaluate the effectiveness of our programs in Phase 1. In September of 2021 all students 2nd through 8th grade will take the assessment. Data will be disaggregated by subgroups and programs outlined in Phase 1 and will be analyzed for student growth.
SBA Math and ELA	Grades 4-9, 11	Fall of 2021	SBA data from spring of 2019 (our last assessment), as well as historical SBA data trends, will be utilized for comparison with our fall 2021 SBA data to evaluate the effectiveness of our programs in Phase 1. Data will be disaggregated by subgroups and programs outlined in Phase 1 and will be analyzed for student growth.
WCAS (Washington Comprehensive Assessment of Science)	Grades 6, 9, 12	Fall of 2021	WCAS data from spring of 2019 (our last assessment), as well as historical WCAS data trends, will be utilized for comparison with our fall 2021 WCAS data to evaluate the effectiveness of our programs in Phase 1. Data will be disaggregated by subgroups and programs outlined in Phase 1 and will be analyzed for student growth.

Assessment	Grade Levels	Next Assessment	Data to be Reviewed and Analyzed
AP Subject Matter Test	Grade 9-12	Spring of 2022	AP subject matter test data from Spring 2021, as well as historical AP data trends, will be utilized for comparison with Spring of 2022 data to evaluate the effectiveness of our programs in Phase 2. Data will be disaggregated by subgroups and programs outlined in Phase 2 and will be analyzed for student growth.
PSAT	Grade 9-12	Spring of 2022	PSAT data from January of 2021, as well as historical PSAT data trends, will be utilized for comparison with Spring of 2022 data to evaluate the effectiveness of our programs in Phase 2. Data will be disaggregated by subgroups and programs outlined in Phase 2 and will be analyzed for student growth.
SAT	Grades 9-12	Spring of 2022	SAT data from 2021, as well as historical PSAT data trends, will be utilized for comparison with Spring of 2022 data to evaluate the effectiveness of our programs in Phase 2. Data will be disaggregated by subgroups and programs outlined in Phase 2 and will be analyzed for student growth.
SBA Math and ELA	Grades 3-8, 10	Spring of 2022	SBA data from Fall of 2021, as well as historical SBA data trends, will be utilized for comparison with our Spring 2022 SBA data to evaluate the effectiveness of our programs in Phase 2. Data will be disaggregated by subgroups and programs outlined in Phase 2 and will be analyzed for student growth.

Assessment	Grade Levels	Next Assessment	Data to be Reviewed and Analyzed
WCAS (Washington Comprehensive Assessment of Science)	Grades 5, 8 11	Spring of 2022	WCAS data from Fall of 2021, as well as historical WCAS data trends, will be utilized for comparison with our Spring 2022 WCAS data to evaluate the effectiveness of our programs in Phase 2. Data will be disaggregated by subgroups and programs outlined in Phase 2 and will be analyzed for student growth.
The Behavior Intervention Monitoring Assessment System, (BIMAS-2)	K - 12	Fall and Spring	The Behavior Intervention Monitoring Assessment System, (BIMAS-2) is a measure of social, emotional and behavioral functioning in children and adolescents ages 5 to 18 years. It includes 34 change-sensitive items that are used for universal screening and for progress monitoring.
Healthy Youth Survey	Grades 6, 8, 10 and 12	Fall every other year (Scheduled for Fall 2021)	Statewide survey focusing on numerous student wellness. Data will be dissected by question, topic, school, grade level and district with information influencing school improvement planning.
Annual Course Equity and Discipline Review	K-12	Winter 2021	Disaggregated discipline and course data is reviewed each year to look for disproportionalities, opportunities to improve, and remove any barriers that may be affecting student participation.
Building Level Data for SIP	K-12	Annually	Building level administrators review student discipline, grades, absences, credits and student involvement. Data dashboards are available to counselors and administrators. Grade Guardian is available at middle and high schools.

Continuing Effective Pandemic Strategies

The quick transition to a fully remote learning model in the spring of 2020 created challenges for school and district staff as well students and families trying to stay connected and engaged in learning. Not all the strategies initially pursued in this new reality were successful but some were critical to maintaining relationships or supporting quality instruction. The district intends to continue those successful strategies and build upon them as it adapts to a post-pandemic learning environment. Examples include:

- **Morning Meeting:** This time at the beginning of each school day during remote learning was when staff engaged students in a discussion around their home life and social and emotional needs. Staff are currently looking at how to continue and bolster this opportunity for staff to connect with students and help them address those needs both in remote and in-person learning.
- **Narrowing Curriculum Standards:** District staff worked with teachers to narrow curriculum standards during remote learning so that instructional time was heavily focused on those key standards needed for academic advancement. This led to more focused instruction and student success and staff are now looking at how to continue this approach with the return of in-person learning.
- **New Classroom Technology:** As the district looked at transitioning to a hybrid learning model, staff sought technology that would allow teachers a technologically straight forward way to connect with students remotely while also teaching in-person. District and school staff now are exploring how to leverage these technological investments to keep students connected to school while unable to learn in-person for a variety of circumstances.

A full list of the programming, services, supports, resources and partnerships offered in the district's response to the COVID-19 pandemic can be found in Appendix B: Supporting Students Through A Challenging Year.

Monitoring Our Progress

In addition to the district's own evaluation of the recovery plan through assessment and screening data and analysis, it will submit updates on the recovery plan's progress to OSPI in three phases, which will allow the district to engage in and plan for continuous improvement cycles, provide time to design systems to support student needs, plan for long-term system changes and maintain access to ESSER III funding.

Phase 1

June 2021: Initial district plan for academic and student well-being recovery and acceleration strategies to be implemented for the summer and early fall of 2021.

Phase 2

November 2021: Review and analyze student data from the implemented Phase 1 strategies/interventions for each student group identified. Reflect and build on learning. Adjust and begin longer-term planning of recovery and acceleration strategies/interventions for implementation over the winter and throughout the school year 2021–22. Continue to collect data.

Phase 3

April 2022: Continue improvement cycle for strategies/interventions implemented in Phases 1 and 2 by reviewing and analyzing the collected data to inform next steps and engage in long-term sustained strategies for the next school year and beyond (2022–23+) (e.g., moving to a balanced calendar, implementing standards-based grading, or project based learning).

Phase 2: Initial Response Efforts, Assessment & Long-Range Planning For Student Support

In the months since adopting Our Road To Recovery, RSD has implemented programs and services aimed at addressing learning loss and other negative impacts on learning from the COVID-19 pandemic; begun collecting and reviewing various sets of assessment data and evidence on student performance and well-being and developed plans for using supplemental federal funding provided to pay for these efforts.

How RSD Has Used Emergency Federal Support To Respond To COVID-19

The federal government has provided emergency funds to school districts across the country in response to the COVID-19 pandemic. Called Elementary and Secondary School Emergency Relief (ESSER), Richland School District received \$7.5 million from the federal government in two installments.

ESSER I

The federal government initially provided \$1.5 million to the district in its first round of emergency funding aimed at easing the expense districts faced from the pandemic. The district spent this full amount and an additional \$200,000 of district funds on the following needs:

Instructional Materials & Support (\$890,000): Our schools had never had to support every student in a fully remote learning model. While the district was better positioned than others around the state thanks to our community's support of our 1:1 Technology Initiative, more resources were needed to support all students learning at home. Where before students could use collective materials and supplies in their classroom, now students needed to have individual supplies. Roughly \$476,000 was spent on providing everything from markers and crayons for the youngest learners to additional textbooks, trade books and leveled texts. The district made a commitment to ensure all students had the supplies and equipment necessary to fully engage in at-home learning. Remote learning was just as new to most instructional staff as to students. The district spent \$44,700 to provide training and other resources such supplemental curricula to teachers to help them transition to remote teaching and engage students. Roughly \$357,000 went toward ensuring every student had a digital device, mobile hotspots for families without reliable Internet service and technology to help connect students and teachers.

Building Safety (\$840,000): Much of this—\$319,000—was spent on personal protective equipment, or PPE, for staff. That includes face masks (disposable and reusable), plastic face shields, gloves, and more extensive materials needed by those working in more at-risk conditions such as rooms for students who show COVID-like symptoms or those working in specific special education programs. Lastly, at the suggestion of school staff, the district brought in health and safety consultants from NV5/Dade Moeller to conduct walkthroughs of schools prior to each reopening to ensure procedures and materials were in place before students returned.

ESSER II

The federal government's second round of emergency funding in response to COVID-19 to the district was for more than \$6 million. In addition to covering ongoing costs to operate schools in light of COVID-19 precautions and requirements, this additional funding was also earmarked to provide specific outreach and support for students to address issues such as accessibility to high-quality learning.

The district spent this round of funding as follows:

Richland Virtual School & Continued Distance Learning Staffing (\$1.7 million)

Now called Pacific Crest Online Academy, this fully online school offering teacher-directed instruction was developed to serve students and families seeking a permanent remote learning option. Additionally, as the district began transitioning to in-person instruction in September 2020, families and students not yet ready to return to in-person learning were able to enroll in Continued Distance Learning, a temporary remote learning option, until ready to return to in-person learning. ESSER II funds paid for the certificated and support staff to support these learning options.

Support For Providing Hybrid Learning (\$1.7 million)

The district began transitioning to in-person instruction in September 2020, with students attending school in-person part of the week and learning remotely the other part. ESSER II funds went toward supporting staff, both in professional development and time spent engaging students in both those formats.

Learning Materials & Resources For Remote, In-Person & Summer Learning Programs (\$791,215)

ESSER II funds were used to pay for materials such as workbooks, art supplies and other supplies that were distributed to students and families for remote learning activities as well online programs to help students engage in learning. Once in-person learning began, the district also purchased instructional materials necessary for COVID-19 mitigation, such as instrument covers and specialized face coverings for music courses. ESSER II funds also paid for materials used by students and staff during the district's 2021 expanded summer learning programs.

Sanitization/PPE/Facility Modifications (\$736,852)

Sanitization supplies; personal protective equipment such as masks, face shields and gloves; HVAC modifications to improve air filtration systems in all schools, mitigation materials for schools during in-person learning and services from safety consultant NV5.

Indirect Logistical Support (\$614,148)

Indirect expenses associated with all other efforts paid for by ESSER II funds, such as additional IT staffing costs to support student and staff technology needs, additional operational costs for schools during summer school, communications support, rental costs for storage facilities and more.

Educational Technology (\$466,462)

Additional technology needed to support remote and hybrid learning, such as Polycams; replacement of malfunctioning/damaged student devices and hardware and additional mobile hotspots for students.

Community Feedback On Our Road To Recovery

In December 2021, the district sent out a survey to parents/guardians of district students seeking their feedback on the return to full-time in-person learning for the 2021-22 school year as well as how the district is assisting students and families in addressing learning loss and challenges connected to the COVID-19 pandemic.

The survey was sent out via email and was available in English, Spanish, Arabic, Chinese and Vietnamese. Paper copy versions of all translations were also available at schools. The survey was open from Dec. 12 to 17.

The district received 617 responses to the survey. A full breakdown on the results and submitted comments can be found in Appendix D. District staff analyzed the results and determined the following findings:

- Of the responding families whose children participated in the district's expanded general education summer learning programs in the summer of 2021, 64 percent strongly agreed or agreed their children benefitted from participating.
- Of the responding families whose children have disabilities and participated in the district's special education summer programs in the summer of 2021, 50 percent strongly agreed or agreed their children benefitted from participating.

- Of the survey respondents whose children are in elementary school, 62 percent strongly agreed or agreed they benefited from attending a parent connect conference with their child's teacher at the start of the school year.
- When asked what services or programs they and/or their student would most likely access and benefit from to address impacts from the COVID-19 pandemic, survey respondents ranked them as followed (responses do not total 100 percent as respondents could select up to three):
 - Extracurricular opportunities (athletics, clubs, performing arts): 58 percent
 - Parent-teacher conferences opportunities: 38.2 percent
 - Math/language arts tutoring: 28.7 percent
 - Summer school opportunities: 26.4 percent
 - Before/after school learning opportunities: 23.9 percent
 - Mental health resources/services: 23.6 percent
 - Remote learning opportunities: 14.4 percent
 - Informational workshops (i.e. how to access online school platforms, details on community resources and services, navigating college admissions)
 - Instructional technology support: 6.1 percent

Charting Long-Range Path Forward

The federal government has provided a third installment of \$13.6 million in ESSER funding help cover ongoing costs to operate schools in light of COVID-19 precautions and requirements. This funding was also provided to help mitigate the impacts of the pandemic on students, from learning loss to mental health, over the next three years. Based on a review of numerous student performance assessment tools, behavioral health screenings, input from parent-teacher conferences, the district survey responses on the return to in-person learning and other data points, district leaders put together the following proposals for these emergency funds.

Continuity Of Operations (\$5.7 million)

Students are best served when they and their families can maintain relationships with the staff they have come to trust and rely upon. Additionally, the district strives to create the best circumstances to support those relationships through keeping class sizes small and supporting the unique staffing needs of each school. ESSER funds would be used to retain high quality staff at established levels across the district to limit disruptions to student experiences and ensure they get the most out of each day at school.

Mental Health Assistance Team (\$2.75 million)

The district established the Mental Health Assistance Team (MHAT) in fall of 2020 and has launched initial efforts to establish a comprehensive plan that includes Threat Assessment, Suicide Prevention, Mental Health/Social and Emotional Learning (SEL), Trauma, Student Behavior, and School Climate. ESSER funds would be used to expand those efforts, including staffing costs (coordinator and social workers), crisis response plan revisions, district level flight team membership and training, district level screening team membership and training, building level screening team membership and training, social-emotional learning (SEL) curriculum, and SEL professional development for staff.

Special Education Extended School Year/Recovery/Progress Monitoring (\$811,307)

Students receiving special education services have unique disabilities which provide challenges to their academic progress. As such, the pandemic has resulted in significant learning loss for many students which will have a lasting effect.

- There was a significant increase in the number of students that qualified for Extended School Year (ESY) services and anticipate this number to continue to grow as a result of the lasting impact. Additional funding will be necessary to support staffing, classroom resources specific to individual student needs, and assistive technology.
- In further efforts to address learning for students, students will require additional opportunities outside of their traditional learning day to make up for learning loss. Additional funding is needed to support staffing and instructional support to provide recovery services.
- To support staff in providing specially-designed instruction for students based on their individualized education plans and fully monitor student progress, monitoring and intervention tools are needed

Summer School (\$700,000)

Continuation of the expanded summer learning opportunities provided by the district in 2021 to address learning loss and strengthen student connections to school. Similar opportunities would be offered over the next three years using ESSER III funding, with district and school leaders making necessary modifications to meet student needs indicated by families.

HVAC Replacement/Upgrades (\$575,000)

District operations staff would use ESSER III funding to continue to assess, improve and maintain school HVAC systems in line with the higher air filtration standards required to mitigate for COVID-19.

Special Education Support For Pacific Crest Online Academy (\$270,000)

Approximately 70 students enrolled in Pacific Crest Online Academy, the district's fully online school, are identified as needing special education services. Additionally, the number of students that have not been identified that could potentially need services is also growing daily. Presence Learning, a contractor that has provide online itinerant staff addressing special education needs would meet the necessary support of Pacific Crest students.

Building-level Learning Loss Programs (\$150,000)

As buildings move into a three-year recovery effort to identify and close academic achievement gaps, individual student/building needs will arise. This funding aligns with the recommendations from nationally-recognized education experts noting the importance of having "seed money" to support individual building requests to support outside-the-box efforts to support student learning. COVID-19 recovery will require staff to think innovatively in providing opportunities for students to close learning gaps. This might include extended day and extended year programs over the course of the year. Setting aside funding and communicating the opportunity will inspire principals to be innovative in their approach to meeting student needs.

Maintaining Safe Schools (Updated 3/12/22)

Local, state and federal public health experts expect COVID-19 to continue to pose a risk to communities for the foreseeable future. The Washington Department of Health (DOH) has updated its requirements for schools regarding COVID-19. The Richland School Board previously indicated it would open schools normally for the 2021-22 school year unless specifically prohibited by the state. Governor Jay Inslee has announced that these updated requirements are law and that all public and private K-12 schools in the state must comply with them.

Richland School District will follow the following DOH requirements to mitigate the risks posed by COVID-19:

- COVID-19 vaccination for all school and district staff
- Isolation of individuals showing COVID-19-like symptoms while at school
- Notification of families, staff and community of positive cases and potential exposure
- Access to diagnostic COVID-19 testing for students and staff
- Reporting positive cases in schools to local health district
- Face coverings in school health rooms and COVID-19 isolation rooms

These practices, procedures and processes are subject to change based on updated guidance and recommendations from local, state and federal public health leaders.

COVID-19 Vaccination

RSD students are not required to be vaccinated against COVID-19. The district will share information about vaccination opportunities and other resources with students and families, including potential onsite vaccination clinics at schools. RSD staff are required to either be fully vaccinated against COVID-19 or have filed a medical or religious accommodation per state requirements.

Families should contact their child's health care provider with their questions about COVID-19 vaccination and whether they are eligible for vaccination at that time and whether it is recommended for them.

Exclusion of Individuals with Symptoms of COVID-19, At-Home Isolation Protocol and Returning to School

Any student, child, or staff who reports or exhibits COVID-19-like symptoms is required to be immediately isolated from others, sent home, and referred to diagnostic testing as soon as feasible, regardless of vaccination status. While waiting to leave the school or program, the individual with symptoms is required to be isolated in a designated isolation space.

A student, child, or staff who tests positive for COVID-19 is required to isolate at home, regardless of vaccination status. The isolation period is 10 full days from the start of symptoms or the date of positive test. The individual may return to school/work after 5 full days of isolation if:

- Their symptoms have improved or they are asymptomatic, AND
- They are without a fever for the past 24 hours without use of fever-reducing medications.

AND IF returning to school/work days 6-10, the individual is required to:

- Wear a well-fitted mask or face shield with a drape during days 6-10 of their isolation period, consistent with CDC guidance, OR
- Test negative with an antigen or at-home test any day after day 5 before returning without a mask. Testing beyond day 10 is not necessary.

Community Notification Of COVID-19 Exposure & Response

The district will post daily the total number of new positive cases where the individual was in a school while potentially infectious each school day on the COVID-19 Dashboard at www.rsd.edu. The district also has established the following guidelines to keep the community informed of any incident involving COVID-19 in schools:

- For any instance of a classroom being closed for cleaning in response to COVID-19, all families at that school will be directly notified by email.
- For any instance of a school being closed for cleaning in response to COVID-19, all RSD families will be directly notified by email.

COVID-19 testing

RSD schools will have COVID-19 tests available for students and staff for following scenarios:

- Student/staff member begins to show symptoms while at school or work
- Student/staff member is symptomatic and needs testing before attending school or reporting to work
- Student/staff member is participating in Test-To-Stay program following exposure to a positive case
- Student/staff member tested positive, is fever free, symptoms have improved, and is seeking testing on Day 5 of isolation to verify whether they may return to school or work on Day 6 following a negative test.

All testing provided through RSD is done with rapid antigen tests. Regardless of test result, students who have a temperature greater than 100 degrees or severe COVID-like symptoms will need to go home and return according to current guidance.

Testing is voluntary and tests will not be administered on students without prior parent/guardian notification and proper consent from the parent or legal guardians. To help facilitate the testing, families may complete the [COVID-19 Testing Consent Form](#) and return it to their child's school if parents/guardians want their student to be tested if needed. Completed consent forms will be kept in the health room. Consent will be valid for the 2021-22 school year and can be revoked at any time.

If a student is feeling ill at school and has COVID-19-like symptoms, health staff will verify the student has written consent on file and make efforts to contact families before administering a rapid test. If a student does not have a written consent on file, a parent will be contacted to ask if they would still like to have their child tested. If yes, two school staff members must witness the verbal consent before the test is administered.

The Test-To-Stay program allows individuals who are a close contact to a positive case to continue attending school or work onsite if they meet the following conditions:

- Eligibility requirements:
 - Between ages of 5-17 who have not completed primary vaccination series
 - Individuals 18 and over who completed primary series but not the recommended booster shot when eligible;
 - Individuals who are not vaccinated or have not completed a primary vaccine series
- Are asymptomatic; AND
- Are tested at least twice during five days of at-school/work quarantine (testing should be done when notified of exposure and on day 5); AND
- Students may participate in extracurricular activities at school, including sports, and can attend childcare or youth development.
- Must self-monitor and isolate immediately if any symptoms develop and get tested.
- Any positive tests result in isolation as indicated in guidance.

Students and staff members needing testing may be directed by school health room staff on when testing opportunities are offered by the district outside the school day.

COVID-19 Response Protocols

Responding To Onset Of COVID-19 Symptoms In Schools

Any student or staff member who develops COVID-19 symptoms while at school will be provided a surgical mask to wear and sent to a designated isolation space in the school until they are able to go home. This space will be separate from a school's health room so as not to disrupt the health services provided to students. It will also be stocked with any additional PPE needed by staff.

Closing Classrooms/Schools In Response To COVID-19 Outbreak

In case of an outbreak, the district will work with BFHD to determine if transmission is occurring in the school. The following will be considered to determine the need to close a classroom or school and switch to remote learning for 14 days:

- There is a rapid increase in cases
- A prolonged chain of transmission (two or more outbreak generations) is believed to occur in the school.
- School cannot function due to insufficient teaching or support staff.

Response Cleaning For COVID-19 Contaminated Classroom

The main purpose of this protocol is to thoroughly clean and disinfect any suspected COVID-19 contaminated classroom or other areas reported by a school or district administrator so they are readily available for the next school day. This includes all Touch Points, student desks, and any other potentially contaminated surface.

1. Facilities & Operations management team examines site(s), works with Building Foreman to close and control areas as needed. Doors to potentially contaminated areas will be closed, locked, and tagged "No Entry".
2. The Facilities & Operations management team contacts HVAC (Heating, Ventilation, Air Conditioning) staff to initiate controls to facility ventilation systems to minimize spread.
3. Custodial management team activates COVID-19 Custodial Response Team, which is a group of custodians who have received special training and PPE (Personal Protective Equipment) and is tasked with performing the initial thorough cleaning and disinfecting of all suspected COVID-19 contaminated areas.
4. Custodial Response team arrives on site and is briefed by Facilities & Operations managers regarding the areas needing disinfecting and any special considerations regarding student/facility conditions.
5. Custodial Response team stages needed equipment and begins preparations for disinfecting work. The team will follow established district cleaning procedures and enhancements for COVID-19 as necessary.
6. When all cleaning/disinfection activities are complete, remove disposable gloves and other PPE, and put them into the trash. All microfiber cloths used in the cleaning process will be isolated in a designated bag and provided to the district's laundry service.

7. Custodial Response team notifies Facilities & Operations managers that the disinfection process is complete. Managers perform spot surface testing to confirm effective disinfection. Any surfaces determined to not be sanitized effectively will be recleaned.
8. Maintenance team replaces all air filters associated with the contaminated/disinfected area.
9. Affected area is cleared for use.

Response Cleaning For COVID-19 Contaminated School Facility

The main purpose of this protocol is to thoroughly clean and disinfect any significant portion of, or entire facility suspected to contain a COVID-19 contamination such that the area or facility are readily available for the next operating day. This includes all touch points, student desks, and any other potentially contaminated surface.

1. Facilities & Operations management team examines site(s), works with Building Foreman to close and control areas as needed. Doors to potentially contaminated areas will be closed, locked, and tagged "No Entry". This may be all exterior doors depending on severity of contamination.
2. Facilities & Operations management team contacts IT Door security operations and sets building access to limit all non-essential personnel access.
3. The Facilities & Operations management team contacts HVAC (Heating, Ventilation, Air Conditioning) staff to initiate controls to facility ventilation systems to minimize spread.
4. Custodial management team activates COVID-19 Custodial Response Team, which is a group of custodians who have received special training and PPE (Personal Protective Equipment) and is tasked with performing the initial thorough cleaning and disinfecting of all suspected COVID-19 contaminated areas. When dealing with an entire facility or a major portion of a facility the Response team will be augmented with additional custodial staff drawn from other assignments within the district. Those facilities "donating" staff to the Response team will be placed on a modified cleaning regimen such that their facility will receive a minimum acceptable cleaning during the duration of the Covid Response event.
5. Facilities & Operations management team activates COVID-19 Response Laundry Service. This service will consist of one custodial staff who will pick up used microfiber towels from the cleaning/disinfection action site, transport the towels to the Richland High School laundry facility, launder the towels, and return them to the cleaning/disinfection action site. This process will repeat as needed to ensure the cleaning process is not compromised by a lack of microfiber towels.
6. Custodial and Laundry Response team arrives on site and is briefed by Facilities & Operations managers regarding the areas needing disinfecting and any special considerations regarding student/facility conditions.
7. Custodial Response team stages needed equipment and begins preparations for disinfecting work. The team will follow established district cleaning procedures and enhancements for COVID-19 as necessary.

8. Laundry Service establishes a single transfer point at the facility. This will most likely be the main front vestibule area. This will provide an “airlock” transfer point so that clean and dirty laundry bags can be transferred into and out of the facility while minimizing exposure and potential spread of contamination.
9. When all cleaning/disinfection activities are complete, remove disposable gloves and other PPE, and put them into the trash.
10. Custodial Response team notifies Facilities & Operations managers that the disinfection process is complete. Managers perform spot surface testing to confirm effective disinfection. Any surfaces determined to not be sanitized effectively will be recleaned.
11. Maintenance team replaces all air filters associated with the contaminated/disinfected facility.
12. Affected facility is cleared for use.

Staff Specific Protocols

Staff Personal Protective Equipment

Richland School District will provide personal protective equipment to staff per Washington Department of Labor & Industries (L&I) requirements and have items such as face coverings available to staff as desired. As of March 12, 2022, face coverings are not required in schools or district facilities except for in school health rooms and isolation rooms when students are present.

Some staff members may require additional PPE depending on their role in schools. The district has secured supplies of additional PPE for staff whose work conditions put them in a transmission risk level higher than moderate-risk. Questions about those PPE resources and how they can be obtained as well as training and fitting requirements should be directed to a staff member's supervisor or building principal.

Staff Health & Safety Training

It is crucial for staff to be properly trained in any new protocols, procedures and processes as students return to in-person learning while COVID-19 continues to affect the RSD community.

Training programs in regards to the proper use of PPE, cleaning, health attestations, hygiene, school operations and more will be provided to staff. These will be provided through a variety of training options, such as SafeSchools/Vector online training modules or direct training with an instructor via Zoom or in-person, and will be assigned depending on a staff member's role.

School Safety Committees & COVID-19 Supervisors

Every principal will be their school's designated COVID-19 Supervisor with the responsibility to monitor the health of employees and enforce COVID-19 public health requirements and safeguards. They will receive specific training to carry out this role.

Principals will also form and lead their school's safety committee. These committees of school staff will be tasked with establishing any school-specific protocols needed in response to COVID-19 and implementing them while also supporting public health requirements and safeguards.

Appendix A: Richland School District Academic & Well-being Assessments & Screeners

Assessment	Grade Level	Frequency	Comments
GOLD (WaKids)	PreK - Kindergarten	Fall, Winter, Spring	This is a whole child observational assessment that is used three times a year in kindergarten and Preschool classrooms. The data gathered through observational assessment generates report cards for preschool and kindergarten students.
BIMAS-2	K - 12	Fall and Spring	The Behavior Intervention Monitoring Assessment System, (BIMAS-2) is a measure of social, emotional and behavioral functioning in children and adolescents ages 5 to 18 years. It includes 34 change-sensitive items that are used for universal screening and for progress monitoring.
Review 360 Universal Screener	K - 5	2-3 times per year	Review360® is a comprehensive web-based behavior improvement system that provides educators with the data-driven training, recommendations, and resources they need to help improve student behavior and academic success.
Benchmark Literacy Screener	K - 3	Fall, Winter, Spring	Benchmark Literacy screeners are administered in the fall to identify students who may need additional literacy support. This also assesses skills listed in the K-2 OSPI Dyslexia Screening Requirements.
Oral Reading Record (ORR)	K - 5	Fall, Winter, Spring	Oral reading records are administered three times per year by classroom teachers. ORR data is one of the data points used to identify students that need intervention services.

Assessment	Grade Level	Frequency	Comments
Sight Words	K - 2	Fall, Winter, Spring	Sight word assessments measure a student's recognition of high frequency and irregular words automatically, or on sight. This allows students to focus decoding skills on more difficult words and contributes to reading effortlessly and with understanding.
iReady (Universal, Dyslexia & Hi-Cap Screener)	K - 8, and high school SPED	Fall, Winter, Spring (Implementation in K-1 Fall 2021)	This is a comprehensive criterion and norm-referenced reading and math assessment that provides information to help support and guide instruction. This assessment is used to monitor progress, and inform Highly Capable identification. This is also part of the OSPI recommended K-2 Dyslexia Screeners.
K-2 Dyslexia Screener Rapid Automatized Naming (RAN/RAZ)	K - 2	Implementation Winter 2021	The RAN/RAZ (Rapid Automatized Naming) will be given to all K-2 students in the winter as part of the OSPI recommended K-2 Dyslexia Screeners.
AP Exams	Grades 9 - 12	Spring	24 AP Courses are offered in our district and the exams are proctored each spring. Scholarships and discounted fees are offered so that all students can participate.
Preliminary SAT (PSAT)	Grades 9 - 11	Fall	The Preliminary SAT, also known as the PSAT is a practice version of the SAT exam. Provides a yearly data point that is used to inform instruction, guide high school and beyond plans. This assessment is free to all students.

Assessment	Grade Level	Frequency	Comments
ASVAB	HS	Spring	The Armed Services Vocational Aptitude Battery (ASVAB) is a timed multi-aptitude test and is developed and maintained by the Department of Defense. Scores will address four critical areas – Arithmetic Reasoning, Word Knowledge, Paragraph Comprehension and Mathematics Knowledge – count towards your Armed Forces Qualifying Test score. This score determines whether you're qualified to enlist in the US Military. Scores in other areas of the ASVAB will determine how qualified you are for certain military occupational specialties. Score can be used as a graduation pathway and can inform HSBP.
SAT/ACT	Grades 9 - 12	Spring	The SAT/ACT measures a high school student's readiness for college. The data provides a yearly data point that is used to inform instruction, course selection, and guide high school and beyond plans. Scholarships and discounted fees are offered so that all students can participate.
Measure of Academic Progress (MAP)	K - 8 for HiCap, 6 - 8 at Libby and high school special education	Fall, Winter and optional for Spring	This is a comprehensive criterion and norm-referenced reading and math assessment that provides information to help support and guide instruction. This assessment is used to monitor progress, and inform Highly Capable identification.
Accelerated Reader	K - 5	Fall, Winter, Spring and end of year.	Accelerated Reader provides data to assess students independent reading practices and monitor progress. This assessment is used to inform classroom instruction.

Assessment	Grade Level	Frequency	Comments
Common Assessments Curriculum Embedded	K - 12	As Needed, End of Unit	Formative and Summative
SBA (ELA/Math)	3rd - 8th, 10th	Spring	State and Federal required assessment. The assessment provides a yearly data point that is used to inform instruction, course selection, and guide high school and beyond plans.
WCAS (Science)	5th, 8th and 11th	Spring	State and Federal required assessment. The assessment provides a yearly data point that is used to inform instruction, course selection, and guide high school and beyond plans.
WIDA	K - 12	Spring	Alternate Assessment for EL students
WA-AIM	3 - 8, 10th grade (ELA/Math) 5-8, 11th grade (Science)	Spring	Alternate Assessment based on alternate achievement standards aligned to Common Core State Standards and Washington State Science Standards
World Language Competency Testing · Avant/Stamp · ALTA	9 - 12	Spring (or on request)	Students in Richland School District may earn high school credits for a world language that they know based on demonstrating proficiency in the language. Testing is provided at no cost to students.

Appendix B: Supporting Students Through A Challenging Year

Supporting the Whole Child		
Universal Supports	Grade Level	Comments
Building Relationships	K - 12	<ul style="list-style-type: none"> • Morning Meeting (K-5) • Home Visits • Mentoring • Check and Connect • Individual Student Conferences
Community Partnerships	PreK - 5 K - 12	<ul style="list-style-type: none"> • Boys and Girls Club • Communities in Schools • Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) with CWU • UW Smart Center • Partners for Early Learning • Local Mental Health Agencies and • Comprehensive Healthcare • ESD 123 • Youth Suicide Prevention Coalition • Benton Franklin Health District • Benton Franklin Community Health Alliance • Services & Support for Youth in Foster Care — Treehouse • Columbia Basin College (CBC) • Washington State University (WSU) Tri-Cities • Tri-Tech Skills Center • Arc of the Tri-Cities • Benton-Franklin Counties Special Education PTA • Goodwill/Step Program • Developmental Disabilities Administration (DDA) • Division of Vocational Rehabilitation (DVR)

Mental Health Assistance Team	K - 12	<p>Implementation of Mental Health Assistance Team (MHAT) - promoting mental health awareness, assisting students and providing resources to students and their families</p> <p>Providing training to all counselors, school psychologists, and social workers</p> <p>Partnering with:</p> <ul style="list-style-type: none"> • Communities in Schools • UW Smart Center • Local Mental Health Agencies and Comprehensive Healthcare • ESD 123 • Youth Suicide Prevention Coalition • Benton Franklin Health District • Benton Franklin Community Health Alliance • National Association of School Psychologists (NASP)
Staff Wellness	K - 12	<ul style="list-style-type: none"> • Provide staff support and resources to ensure health and mental wellness. • Employee Assistance Program (EAP)
Supporting Students During School		
Narrowing of Standards	K - 12	Every content area identified "Essential Standards" that are essential to success in the next grade level or course in a pathway
Common Assessments		Professional Learning Community (PLC) developed assessment and curriculum embedded assessments
Early Learning Literacy	K - 4	<p>Guided Reading</p> <p>Instructional Specialist Support</p> <p>Paraeducator push-in</p>
High School & Beyond Planning	8th - 12th	Career Specialists and Counselors supporting. Scheduled checkpoint in Careers and Financial Literacy
Instructional Support Teachers/Classroom Support Teachers	PreK - 12+	Provide support to teachers and students trying to navigate virtual and remedial learning.

Transition Planning & Services	PreK to K 5th to 6th 8th to 9th 12th to Post HS	<p>Special Education: Meetings conducted with current teacher, receiving teacher, family, and in some cases the student to facilitate successful grade-level transition.</p> <p>All Students: Fly Up and Orientation Days provide students the opportunity to explore their new school and meet staff.</p> <p>At-Risk students are identified by staff and connected to a staff/student mentor.</p>
Special Education Mental Health Teachers	PreK - 12+	Provide behavior support to teachers struggling with an increase in behavior challenges throughout the district.
Educational Access	PreK - 12+	The district ensured that all students were able to access high quality first time instruction both in person and virtually.
Supporting Students Outside the Classroom		
Extracurricular Activities	K - 12	<p>Math is Cool</p> <p>Destination Imagination</p> <p>Art Club</p> <p>Secondary Activities/Clubs/CTSOs</p> <p>Secondary Athletics</p>
High Quality Tutoring	6 - 12	Tutoring is available after school each day Monday - Thursday for two hours. Staffed with Math and Language Arts teachers ready to assist any student with their learning.
Summer School	K - 12	<p>Programs offered to K-12 at no cost to students or their families. Transportation is available.</p> <p>Hands-on engaging science, math, and ELA focus. Choices offered at MS and HS.</p> <p>HS students will be able to earn or retrieve high school credit to help meet graduation requirements.</p>

Recovery Services	PK - 12 Special Education	Recovery Services - Summer Learning Olympics, Secondary Community Based Instruction Opportunities, Friday Summer Camp, Before and After school services, Individualized service plans, Recovery Services Nights
Open Doors	HS	Partnering with CBC, Graduation Alliance, and ESD 123 to give our students options to meet their needs through completion of GED and or HS Diploma. Open Doors serves students who want a high school diploma, GED plus, community college credits toward their diploma, an industry certificate or Associate degree, and/or employability skills. This flexible education model is only available to students who are credit deficient and over 16 years old but not yet 21 as of September 1 of the school year.
Equity, Access, Inclusionary Practices		
Inclusionary Practices	K - 12	<p>RSD was awarded an OSPI Inclusionary Practice Grant. Training with district administration carried out at monthly All Admin meetings, including work on the development of inclusive practices plans for buildings. A book study with the book <i>Unlearning</i> by Allison Posey and Katie Novak is ongoing with staff. Parent Forums are being held throughout the school year focused on topics of inclusive practices to support community awareness of inclusive practices and to allow community members an opportunity to share ideas and ask questions.</p> <ul style="list-style-type: none"> • Inclusionary Practices Grants - 3 sites • WASA District Inclusionary Practice Grant • Inclusionary Practice Extension Grant • Inclusionary Practice Mini Grant- one site

Multi-Tiered System of Support (MTSS)	PreK - 12	Multi-Tiered System of Supports (MTSS) is a framework for enhancing the adoption and implementation of a continuum of evidence-based practices to achieve important outcomes for every student. The MTSS framework builds on a public health approach that is preventative and focuses on organizing the efforts of adults within systems to be more efficient and effective. MTSS helps to ensure students benefit from nurturing environments and equitable access to universal instruction and supports that are culturally and linguistically responsive, universally designed, and differentiated to meet their unique needs.
Chromebooks	K - 12	A four-year Technology Levy approved by voters in February 2018 allowed the district to provide Google Chromebooks to all students in a 1:1 model. The district also provided training for teachers on how to use these devices in their respective classrooms.
Weekly Professional Learning Community (PLC) Time	PreK - 12	PLC Early Release on Fridays to allow for teachers to collaborate in Professional Learning Communities
Annual Course Equity and Discipline Review	K - 12	Disaggregate discipline and course data to look for disproportionalities and look for opportunities to improve and remove any barriers that may be affecting student participation.
RSD Equity Analysis Tool		The purpose of this tool is to engage everyone involved in Richland Schools to learn, think and address how race and equity impacts choices in instruction, programming, staffing, funding, and policy. All members of the Richland Schools community should strive to improve anti-racist practices and equity awareness through all of our activities and choices. We encourage the application of this tool in any decisions that impact students, staff and families of the Richland School District

Resolution 927		Academic and Student Well-Being Recovery Plan Resolution
Grade-Level Transition Meetings	K-12	Meetings are conducted each school year for students transitioning from preschool to Kindergarten, 5th to 6th grade and 8th to 9th grade.
Post-Secondary Transition Services	Students 18-21	<p>RSD identified post-secondary transition services and supports an area of focus beginning the 19-20 school year. During the 19-20 school year, the first ever curriculum adoption focused on life skills and transition was completed. Meetings were held at the end of the 19-20 school year with secondary staff to identify specific programming needs for post-secondary transition services and supports. During the 20-21 school year, multiple trainings were held for staff so students could fully access the new curriculum. Additionally, meetings were initiated to reimagine post-secondary transition services in RSD. From these meetings the following has been developed:</p> <ul style="list-style-type: none"> • a continuum of transition needs and services has been developed to include, facilities (all high school sites and the administration building- 2 classrooms), budgeting, supplies, transportation, potential community partnerships and community based ideas, other needs and ideas. • Guidance/ purpose of the Administration/TLAC classrooms • Continued generation of ideas in developing the most effective post-secondary transition services and supports in RSD.
Annual Athletics Equity Review	7 - 12	Annual evaluation of athletic programs once every year to make sure equal opportunities are available to male and female students in each school's interscholastic, club, and intramural athletic program.

Student Generated Schedule	9th - 12th	Students are able to select their course of study from the high school course catalog in conjunction with their High School and Beyond Plan.
Strategic Staffing	K - 12	<ul style="list-style-type: none"> • Additional Instructional Specialists • Co-Teaching (secondary - voluntary) • Special Education Staff to support during Summer School • Additional Counselors in Schools • Mental Health Assistance Team • Implementation of long-term substitute teachers assigned to each school • Addition of paraeducators, particularly in K-2, to assist with supervision, health screening, and instruction
Student Voice	Secondary	<ul style="list-style-type: none"> • Superintendent's Advisory Board • Diversity and Equity Committee • Student feedback during instructional material pilot process • Student representation/presentation at each School Board meeting

Professional Learning	K - 12	<ul style="list-style-type: none"> • Social Emotional Learning and Mental Health • Trauma Informed Instruction • Inclusionary Practices • Interrupting Racisms: Equity and Social Justice in School Counseling • Inclusionary Practices - focus of all administrative monthly training • Trauma Stewardship: An everyday Guide to Caring for Self While Caring for Others- MHAT Team • Motivational Interviewing with Adolescents and Young Adults- Student Health and Safety Team • Crisis Response Training • PREPaRE Training - Workshop 1 & 2 - • Comprehensive School Safety Planning: Prevention Through Recovery • Unlearning book student focused on Universal Design for Learning • CORE 4 training for technological tools to enhance classrooms
Technology Support		
District 1:1 Initiative	K-12	A four-year Technology Levy approved by voters in February 2018 allowed the district to provide Google Chromebooks to all students in a 1:1 model. The district also provided training for teachers on how to use these devices in their respective classrooms.
PolyCam Studio USB	6 - 12	Classroom streaming device to ensure access to all classrooms for students/families at high-risk of COVID or under quarantine. Access also allowed for teachers to teach students remotely.
Grade Guardian	6 - 12	Enhanced access to student learning and achievement in real-time across all classes. Dashboards gave direct insight into student progress or need for intervention

Go Guardian	K - 12	Monitoring tool that allowed for teachers and parents to monitor students online activity and behavior. Provided access and ability to filter and block certain websites or activity on student device while away from campus
Grammarly	K - 12	AI-powered product to help strengthen students writing ability across all platforms. Plagiarism checker and add-in feature for all platforms, i.e. Google, Microsoft, Outlook, Canvas
Peardeck	K - 12	Ability for all teachers to create dynamic presentations that engage students and also collect data on student engagement and progress.
Launchpad	K - 12	A centralized dashboard for students that gives them direct access to all of the applications that they will interact with an easy to log-on one-click format.
Canvas LMS	6 - 12	Learning management system that gives all 6-12 students access to their digital classrooms and teachers. Transforms the digital learning space to mimic as closely as possible the face-to-face classroom.
Google Classroom	K - 5	Learning management system that gives K-5 students digital access to all of their learning tools, as well as to their teacher.
Zoom	K - 12	Digital conferencing tool that allows for students, teachers, parents, and administration to connect in a digital space. Platform that was used primarily to deliver online course sessions

Canvas Studio	6 - 12	Media tool that allows for teachers and students to create and engage with media content both inside Canvas and outside of the LMS, if so chosen. Multiple types of media can be uploaded or created. Data collected helps inform teachers on student engagement.
Screencastify	K - 12	Media tool that allows for teachers and students to create media. Media can be shared within Google Classroom or Canvas via Canvas Studio
Respondus Lockdown Browser	6 - 12	Offers a secure browsing session for teachers that want to create a space that is as secure as it can be for students to take assessments inside Canvas.
Learn360	6 - 12	Access for teachers, students, and parents to more than 182,000 media resources that can be added directly to a Canvas LMS course. Resources are used to enhance classes in the secondary settings

Appendix C: Supporting Documents & Resources

[K-12 Schools Recommendations \(CDC\)](#)

[K-12 Schools Guidance \(DOH\)](#)

[Road To Recovery Plan \(RSD\)](#)

[Richland School Board Resolution 927 \(RSD\)](#)

[Richland School District Equity Impact Decision-Making Tool \(RSD\)](#)

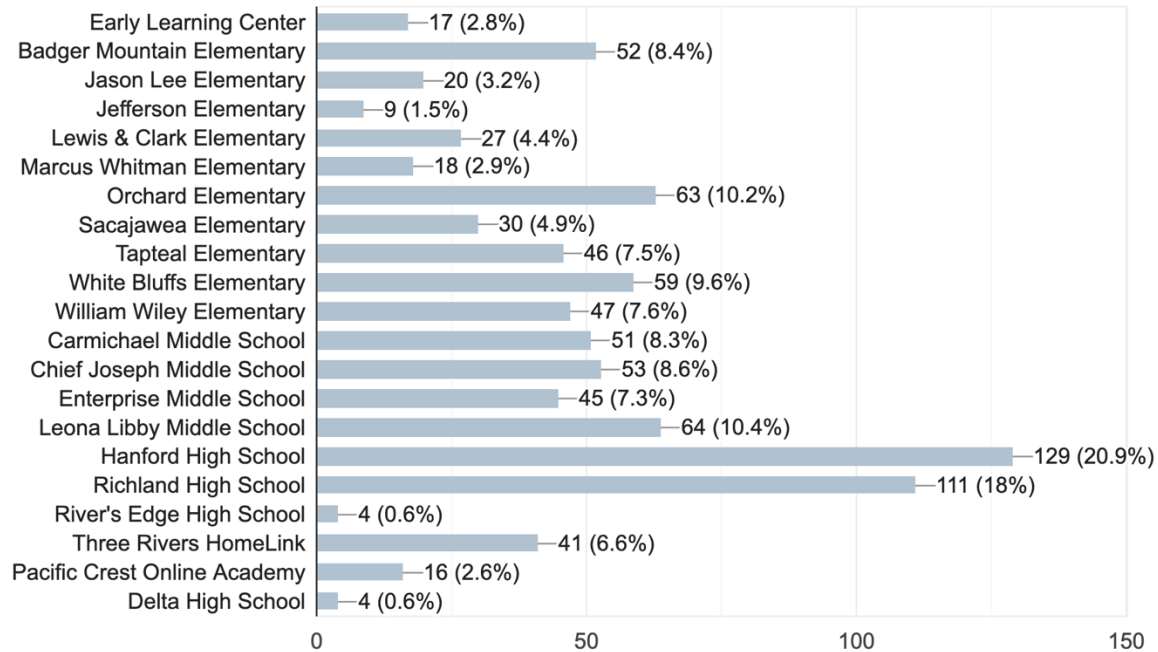
[Special Education Five-Year Strategic Plan \(RSD\)](#)

[NV5 Reports](#)

Appendix D: Feedback On RSD's Road To Recovery Survey Results

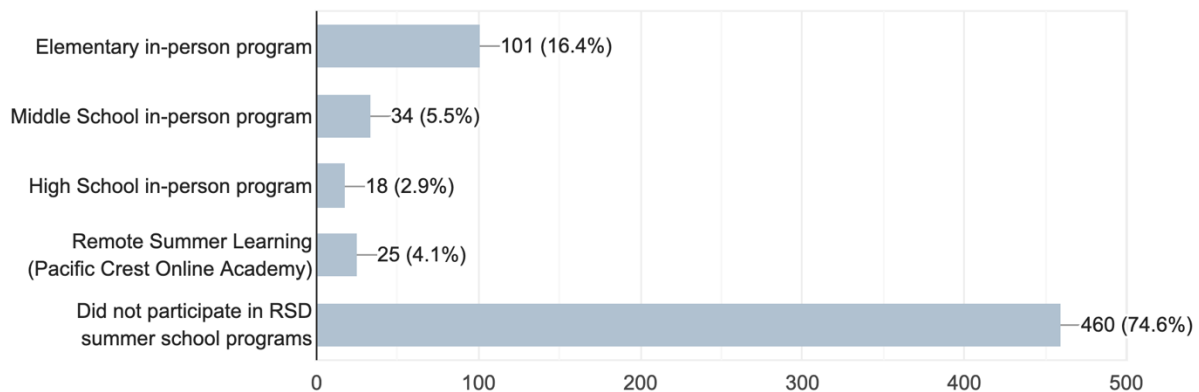
What schools does your child or children attend (select all that apply)?

617 responses



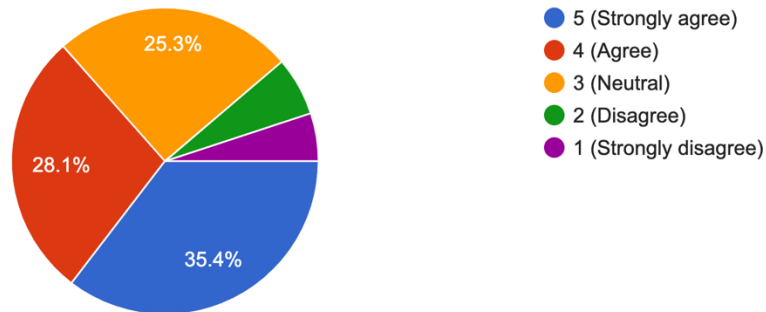
Which RSD summer school programs did your child(ren) attend during the summer of 2021 (select all that apply)?

617 responses



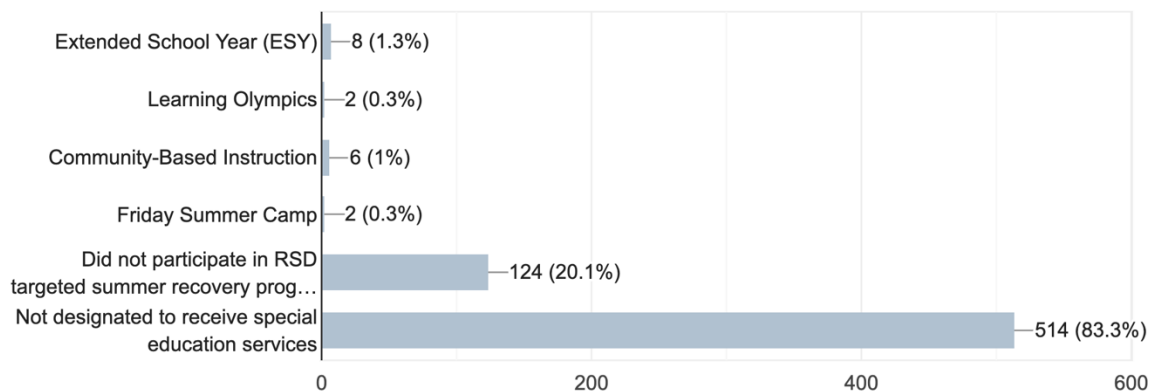
If your child(ren) attended a RSD summer school program, on a scale of 1 to 5, with 5 being fully agree and 1 being fully disagree, do you think your child(ren) benefitted from participating?

178 responses

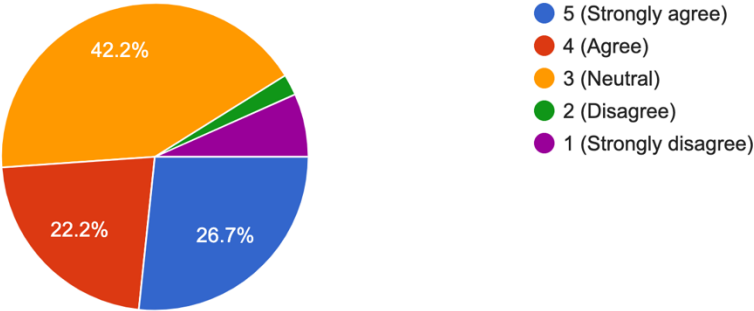


If your child(ren) are designated to receive special education services, did they participate in one or more of RSD's targeted summer recovery program...ring the summer of 2021 (select all that apply)?

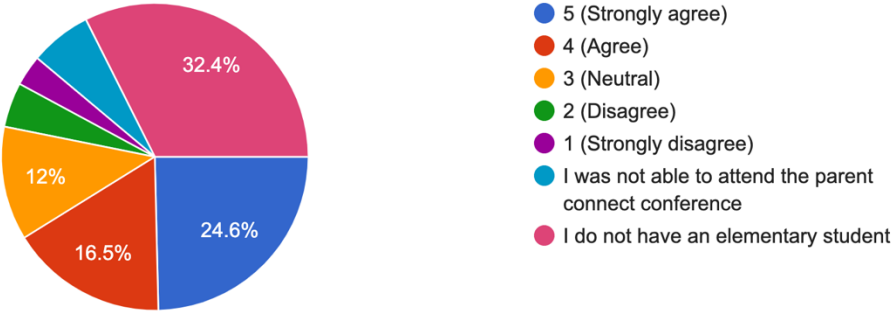
617 responses



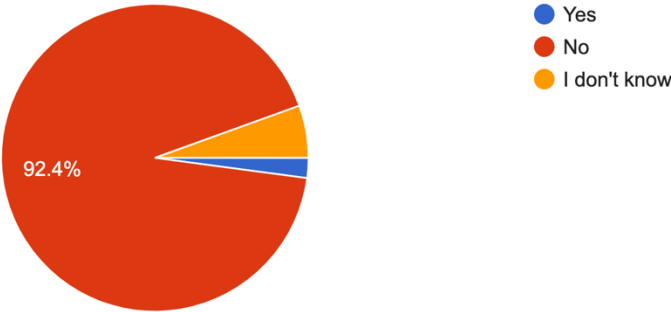
If your child(ren) attended a RSD targeted summer recovery program, on a scale of 1 to 5, with 5 being fully agree and 1 being fully disagree, do you think your child(ren) benefitted from participating?
90 responses



On a scale of 1 to 5, with 5 being fully agree and 1 being fully disagree, did you benefit from attending a parent connect conference with your elementary child's teacher at the start of the school year?
617 responses



Is your child designated to receive English Language Learner (ELL) services?
617 responses



As RSD continues to address student needs resulting from impacts of the COVID-19 pandemic, what areas would you and/or your student most likely access and benefit from (select up to three)?

617 responses

