Washington LEA Academic and Student Well-being Recovery Plan

Part I: LEA Information

Please enter your LEA: Klickitat School District

Please enter the name of the point of contact for this survey: Brian Freeman

Please enter point of contact email address: brian.freeman@klickitatsd.org
OSPI will use this email for questions regarding the contents of this survey.

Please enter the grade levels served by your LEA: K-12

Part II: Attestations and Public Posting

1. Klickitat School District (LEA name) attests that the School Board approved this plan after allowing for public comment.

   Please enter the date this plan was approved: May 26, 2021

2. Klickitat School District (LEA name) attests that an equity analysis tool was used in the development of this plan.

   Please provide the name of the equity analysis tool used: School/District Reopening Plan Equity Rubric: Attending to Needs of the Most Vulnerable Populations

   Please provide a link to the equity analysis tool used: Equity Rubric: Attending to Needs of Most Vulnerable Populations (www.hubspotusercontent20.net)

3. Plans must be posted on each LEA's website after School Board approval. Please enter the date this plan was posted on your LEA website:

   Please provide a link to the posted accessible (i.e., disability and language access) LEA plan: https://www.klickitat.wednet.edu/   <Announcements>

Part III: Universal Supports for All Students

LEA-wide universal supports are supports available to all students in an LEA or to all students in select grade level(s) of an LEA.

4. What LEA-wide universal supports are currently being provided or will be provided in the future to address gaps in student learning and well-being? (Select all that apply)

   ☐ Acceleration Academy

☐ Additional Instructional Time Before or After School
☐ Additional School Days
☐ Balanced Calendar
☒ Summer School
☒ Building Relationships
☐ Common Assessments
☐ Early Learning (K-4 literacy)
☐ Equitable Grading Practices
☐ Extended Day Partnerships (CBOs)
☒ Extracurricular Activities
☐ High-quality Tutoring
☐ Inclusionary Practices
☐ Mastery Learning/Project-Based learning
☐ Multi-tiered System of Supports
☒ Narrowing Standards
☐ Professional Learning
☒ SEL and Mental Health Supports
☐ Strategic Staffing (teacher advocates, advisory, looping)
☐ Student Voice and Perception
☐ Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/career/beyond)
☐ Other

Part IV: Diagnostic Assessments

Diagnostic assessment is a particular type of formative assessment intended to help educators identify students' specific knowledge, skills, and understanding in order to build on each student's strengths and specific needs. Because of their domain specificity and design, diagnostic assessments can guide curriculum planning in more specific ways than most summative assessments.

5. Please select the **academic** diagnostic assessments predominantly used in each grade level in your LEA to monitor, assess, and target supports for student learning. The list below is not exhaustive and contains places to include diagnostics not listed.

Academic Diagnostic Assessments
☐ Accelerated Reader (AR)
☐ ACE
☐ AIMSweb
☐ Amplify Insight (CCSS)
☐ Assessment and Learning in Knowledge Spaced (ALEKS)
☐ CEE
☐ CPAA (NWEA)
☒ Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax,

	Academic Diagnostic Assessments
	Rocket Math, TenMarks)
☐	DIBELS
☐	Discovery Education Predictive Assessment
☐	DRA (Developmental Reading Assessment)
☐	DRP (Degrees of Reading Power)
☐	EasyCBM
☐	FAST (Formative Assessment System for Teachers)
☐	Fountas & Pinnell
☐	Gates Macginitie
☐	GMADE
☐	GOLD (WaKids)
☐	GRADE
☐	iReady
☐	IRLA
☐	iStation
☐	ITBS (Iowa Test of Basic Skills)
☐	IXL
☐	KARK (Kindergarten Assessment Resource Kit)
☐	Lexia
☒	MAP Math
☒	MAP Reading
☐	Mastery Connect
☐	McLeod Assessment of Reading Comprehension
☐	OSPI Screeners for Literacy Skills Associated with Dyslexia
☐	Other - Write In (Required)
☐	PALS
☐	Panorama Education School Climate Survey
☐	Read 180 (assessment tools)
☐	Read Well
☐	Really Great Reading - Diagnostic Decoding Surveys
☐	Running Records
☐	Sight Words
☐	Smarter Balanced ELA Interim Assessments
☐	Smarter Balanced ELA Summative Assessments
☐	Smarter Balanced Math Interim Assessments
☐	Smarter Balanced Math Summative Assessments
☐	SMI (Scholastic Math Inventory SAM/MI)
☐	SPI (Scholastic Phonics Inventory SAM/PI)
☐	SpringBoard Assessments
☐	SRI (Scholastic Reading Inventory SAM/RI)
☐	STAR Early Literacy
☒	STAR Math
☒	STAR Reading

Academic Diagnostic Assessments
☒ Student COVID Impact Surveys
☐ Success for All (SFA)
☐ SuccessNet
☐ SWIS
☐ Teacher Made Assessment/District Made Assessment/Classroom Based Assessment
☐ Teacher Recommendation
☐ Universal Screener list of tools
☐ Universal Screener Guide
☒ WA-KIDS
☐ Well-being resources
☐ WIDA MODEL for Kindergarten
☐ WIDA MODEL (Grades 1-12)
☐ Other

Please select the **well-being** diagnostic assessments predominantly used in each grade level in your LEA to monitor, assess, and target supports for student well-being. Well-being includes but is not limited to mental health and social-emotional learning. The list below is not exhaustive and contains places to include diagnostics not listed.

Well-Being Diagnostic Assessments
☐ Accelerated Reader (AR)
☐ ACE
☐ AIMSweb
☐ Amplify Insight (CCSS)
☐ Assessment and Learning in Knowledge Spaced (ALEKS)
☐ CEE
☐ CPAA (NWEA)
☐ Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)
☐ DIBELS
☐ Discovery Education Predictive Assessment
☐ DRA (Developmental Reading Assessment)
☐ DRP (Degrees of Reading Power)
☐ EasyCBM
☐ FAST (Formative Assessment System for Teachers)
☐ Fountas & Pinnell
☐ Gates Macginitie
☐ GMADE
☐ GOLD (WaKids)
☐ GRADE
☐ iReady
☐ IRLA

	Well-Being Diagnostic Assessments
☐	iStation
☐	ITBS (Iowa Test of Basic Skills)
☐	IXL
☐	KARK (Kindergarten Assessment Resource Kit)
☐	Lexia
☐	MAP Math
☐	MAP Reading
☐	Mastery Connect
☐	McLeod Assessment of Reading Comprehension
☐	OSPI Screeners for Literacy Skills Associated with Dyslexia
☐	Other - Write In (Required)
☐	PALS
☐	Panorama Education School Climate Survey
☐	Read 180 (assessment tools)
☐	Read Well
☐	Really Great Reading - Diagnostic Decoding Surveys
☐	Running Records
☐	Sight Words
☐	Smarter Balanced ELA Interim Assessments
☐	Smarter Balanced ELA Summative Assessments
☐	Smarter Balanced Math Interim Assessments
☐	Smarter Balanced Math Summative Assessments
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☐	SpringBoard Assessments
☐	SRI (Scholastic Reading Inventory SAM/RI)
☐	STAR Early Literacy
☐	STAR Math
☐	STAR Reading
☒	Student COVID Impact Surveys
☐	Success for All (SFA)
☐	SuccessNet
☐	SWIS
☐	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment
☐	Teacher Recommendation
☐	Universal Screener list of tools
☐	Universal Screener Guide
☐	WA-KIDS
☐	Well-being resources
☐	WIDA MODEL for Kindergarten
☐	WIDA MODEL (Grades 1-12)
☐	Other

6. For each **academic** diagnostic assessment predominantly used across your LEA, please select all grade levels using that assessment.

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☐	AIMSweb	
☐	Amplify Insight (CCSS)	
☐	Assessment and Learning in Knowledge Spaced (ALEKS)	
☐	CEE	
☐	CPAA (NWEA)	
☒	Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	K-10
☐	DIBELS	
☐	Discovery Education Predictive Assessment	
☐	DRA (Developmental Reading Assessment)	
☐	DRP (Degrees of Reading Power)	
☐	EasyCBM	
☐	FAST (Formative Assessment System for Teachers)	
☐	Fountas & Pinnell	
☐	Gates Macginitie	
☐	GMADE	
☒	GOLD (WaKids)	K
☐	GRADE	
☐	iReady	
☐	IRLA	
☐	iStation	
☐	ITBS (Iowa Test of Basic Skills)	
☐	IXL	
☐	KARK (Kindergarten Assessment Resource Kit)	
☐	Lexia	
☒	MAP Math	K-11
☒	MAP Reading	K-11
☐	Mastery Connect	
☐	McLeod Assessment of Reading Comprehension	
☐	OSPI Screeners for Literacy Skills Associated with Dyslexia	
☐	Other - Write In (Required)	
☐	PALS	
☐	Panorama Education School Climate Survey	
☐	Read 180 (assessment tools)	
☐	Read Well	
☐	Really Great Reading - Diagnostic Decoding Surveys	

	Academic Diagnostic Assessments	Grade(s)
☐	Running Records	
☐	Sight Words	
☐	Smarter Balanced ELA Interim Assessments	
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☐	SPI (Scholastic Phonics Inventory SAM/PI)	
☐	SpringBoard Assessments	
☐	SRI (Scholastic Reading Inventory SAM/RI)	
☐	STAR Early Literacy	
☒	STAR Math	2-5
☒	STAR Reading	1-5
☒	Student COVID Impact Surveys	6-11
☐	Success for All (SFA)	
☐	SuccessNet	
☐	SWIS	
☐	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	
☐	Teacher Recommendation	
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☐	Other	

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☐	CPAA (NWEA)	
☐	Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	
☐	DIBELS	
☐	Discovery Education Predictive Assessment	

	Well-Being Diagnostic Assessments	Grade(s)
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☐	DRP (Degrees of Reading Power)	
☐	EasyCBM	
☐	FAST (Formative Assessment System for Teachers)	
☐	Fountas & Pinnell	
☐	Gates Macginitie	
☐	GMADE	
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☐	GRADE	
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☐	iStation	
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☐	MAP Math	
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☐	Smarter Balanced Math Interim Assessments	
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	Well-Being Diagnostic Assessments	Grade(s)
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☐	Teacher Recommendation	
☐	Universal Screener list of tools	
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☐	Other	

7. For each **academic** diagnostic assessment used across your LEA, please select the frequency with which each diagnostic tool is used to monitor, assess, and target supports for student learning.

	Academic Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
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☐	AIMSweb			
☐	Amplify Insight (CCSS)			
☐	Assessment and Learning in Knowledge Spaced (ALEKS)			
☐	CEE			
☐	CPAA (NWEA)			
☒	Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	K-10		x
☐	DIBELS			
☐	Discovery Education Predictive Assessment			
☐	DRA (Developmental Reading Assessment)			
☐	DRP (Degrees of Reading Power)			
☐	EasyCBM			
☐	FAST (Formative Assessment System for Teachers)			
☐	Fountas & Pinnell			
☐	Gates Macginitie			
☐	GMADE			
☒	GOLD (WaKids)	K	x	
☐	GRADE			
☐	iReady			
☐	IRLA			
☐	iStation			

	Academic Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
☐	ITBS (Iowa Test of Basic Skills)			
☐	IXL			
☐	KARK (Kindergarten Assessment Resource Kit)			
☐	Lexia			
☒	MAP Math	K-11		x
☒	MAP Reading	K-11		x
☐	Mastery Connect			
☐	McLeod Assessment of Reading Comprehension			
☐	OSPI Screeners for Literacy Skills Associated with Dyslexia			
☐	Other - Write In (Required)			
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☐	SpringBoard Assessments			
☐	SRI (Scholastic Reading Inventory SAM/RI)			
☐	STAR Early Literacy			
☒	STAR Math	2-5		x
☒	STAR Reading	1-5		x
☒	Student COVID Impact Surveys	6-11	x	
☐	Success for All (SFA)			
☐	SuccessNet			
☐	SWIS			
☐	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment			
☐	Teacher Recommendation			
☐	Universal Screener list of tools			
☐	Universal Screener Guide			
☐	WA-KIDS			
☐	Well-being resources			
☐	WIDA MODEL for Kindergarten			
☐	WIDA MODEL (Grades 1-12)			

Academic Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
☐ Other			

For each **well-being** diagnostic assessment used across your LEA, please select the frequency with which each diagnostic tool is used to monitor, assess, and target supports for student well-being. Well-being includes but is not limited to mental health and social-emotional learning.

Well-Being Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
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☐ Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)			
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☐ iReady			
☐ IRLA			
☐ iStation			
☐ ITBS (Iowa Test of Basic Skills)			
☐ IXL			
☐ KARK (Kindergarten Assessment Resource Kit)			
☐ Lexia			
☐ MAP Math			
☐ MAP Reading			

Well-Being Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
☐ Mastery Connect			
☐ McLeod Assessment of Reading Comprehension			
☐ OSPI Screeners for Literacy Skills Associated with Dyslexia			
☐ Other - Write In (Required)			
☐ PALS			
☐ Panorama Education School Climate Survey			
☐ Read 180 (assessment tools)			
☐ Read Well			
☐ Really Great Reading - Diagnostic Decoding Surveys			
☐ Running Records			
☐ Sight Words			
☐ Smarter Balanced ELA Interim Assessments			
☐ Smarter Balanced ELA Summative Assessments			
☐ Smarter Balanced Math Interim Assessments			
☐ Smarter Balanced Math Summative Assessments			
☐ SMI (Scholastic Math Inventory SAM/MI)			
☐ SPI (Scholastic Phonics Inventory SAM/PI)			
☐ SpringBoard Assessments			
☐ SRI (Scholastic Reading Inventory SAM/RI)			
☐ STAR Early Literacy			
☐ STAR Math			
☐ STAR Reading			
☒ Student COVID Impact Surveys	6-11	x	
☐ Success for All (SFA)			
☐ SuccessNet			
☐ SWIS			
☐ Teacher Made Assessment/District Made Assessment/Classroom Based Assessment			
☐ Teacher Recommendation			
☐ Universal Screener list of tools			
☐ Universal Screener Guide			
☐ WA-KIDS			
☐ Well-being resources			
☐ WIDA MODEL for Kindergarten			
☐ WIDA MODEL (Grades 1-12)			
☐ Other			

Part V: Student and Family Voice

8. In what ways did your LEA include the following voices in the development of this plan?

(Student, Family, and Community Organizations)

☒ Interviews
☒ Conferences (in-person and/or virtual)
☐ Advisory Groups
☒ Surveys

Part VI: Strategic Supports for Students

9. Based on your LEA's review of equity analysis and student diagnostic assessment results, what student groups need additional time, support, and/or extracurricular activities for academic growth and/or for student well-being? (Select all that apply)

☐ American Indian/Alaskan Native
☐ Asian
☐ Black/African American
☐ Hispanic/Latino of any race(s)
☐ Native Hawaiian/Other Pacific Islander
☐ Two or More Races
☐ White
☐ English language learners
☒ Low-income
☒ Students with disabilities
☒ Students experiencing homelessness
☒ Students in foster care

Part VII: Strategic Supports for Identified Student Groups

This section gathers details regarding the strategic supports provided to student groups, not universal supports provided under Part III of this survey.

10. Please select the specific strategies/interventions implemented to support student groups identified in your LEA's review of the equity analysis and student diagnostic assessment results. (Select all that apply)

Strategies
☐ Acceleration Academy
☐ Additional Instructional Time Before or After School
☐ Additional School Days
☐ Balanced Calendar
☒ Summer School
☒ Building Relationships

Strategies
☐ Common Assessments
☒ Early Learning (K-4 literacy)
☐ Equitable Grading Practices
☐ Extended Day Partnerships (CBOs)
☒ Extracurricular Activities
☐ High-quality Tutoring
☐ Inclusionary Practices
☐ Mastery Learning/Project-Based learning
☐ Multi-tiered System of Supports
☐ Narrowing Standards
☒ Professional Learning
☒ SEL and Mental Health Supports
☐ Strategic Staffing (teacher advocates, advisory, looping)
☐ Student Voice and Perception
☐ Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)

11. Please select the specific **student group(s)** for whom the strategies/interventions are implemented.

Strategies	Student Group(s)
☐ Acceleration Academy	
☐ Additional Instructional Time Before or After School	
☐ Additional School Days	
☐ Balanced Calendar	
☒ Summer School	K-11
☒ Building Relationships	K-11
☐ Common Assessments	
☒ Early Learning (K-4 literacy)	K-4
☐ Equitable Grading Practices	
☐ Extended Day Partnerships (CBOs)	
☒ Extracurricular Activities	5-11
☐ High-quality Tutoring	
☐ Inclusionary Practices	
☐ Mastery Learning/Project-Based learning	
☐ Multi-tiered System of Supports	
☐ Narrowing Standards	
☒ Professional Learning	K-11
☒ SEL and Mental Health Supports	K-11
☐ Strategic Staffing (teacher advocates, advisory, looping)	
☐ Student Voice and Perception	
☐ Transition Supports (Pre-K-Elem; Elem- MS;	

Strategies	Student Group(s)
MS-HS; HS-post-secondary/ career/beyond)	

12. Please select the specific **grade(s)** in which the strategies/interventions are implemented for the identified student groups.

Strategies		Student Group(s)	Grade(s)
☐	Acceleration Academy		
☐	Additional Instructional Time Before or After School		
☐	Additional School Days		
☐	Balanced Calendar		
☒	Summer School	All	K-11
☒	Building Relationships	All	K-11
☐	Common Assessments		
☒	Early Learning (K-4 literacy)	All	K-4
☐	Equitable Grading Practices		
☐	Extended Day Partnerships (CBOs)		
☒	Extracurricular Activities	All	5-11
☐	High-quality Tutoring		
☐	Inclusionary Practices		
☐	Mastery Learning/Project-Based learning		
☐	Multi-tiered System of Supports		
☒	Narrowing Standards	All	5-11
☒	Professional Learning	All	K-11
☒	SEL and Mental Health Supports	All and Targeted	K-11
☐	Strategic Staffing (teacher advocates, advisory, looping)		
☐	Student Voice and Perception		
☐	Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)		

Part VII: Monitoring Student Progress

13. Describe how your LEA will consistently apply the selected equity analysis and diagnostic assessments to evaluate and monitor student progress and effectiveness of the strategies/interventions implemented to address gaps in student learning and well-being.

For example:
"Our district uses an equity analysis process every three months to monitor progress, adjust strategies and identify student learning gaps."

At the end of each quarter and semester the district will monitor student progress and make changes to meet the needs of students.

Part VIII: Supports for Strategies/Interventions

14. Of the strategies/interventions your LEA has implemented or is planning to implement, identify **up to three** in which your LEA has the knowledge, skills, and capacity to mentor another LEA.
SEL and Mental Health Supports, Summer School, Extra Curricular

15. Of the strategies/interventions your LEA has implemented or is planning to implement, please identify **up to three** strategies for which your LEA needs more support.
MTSS, Equitable Grading Practices, Balanced School Year

Developed by:

Insight
EDUCATION GROUP

July 2020

Overview: This tool is designed for districts and schools to assess the quality of their reopening plans by focusing on the most vulnerable populations the organization serves. The rubric is derived from a variety of resources and research provided by The Education Trust, The Aspen Institute, Chiefs for Change, Digital Promise, and other organizations deeply engaged in equitable school reopening for all students. The rubric:

• Is **NOT** designed to answer every question and assess every aspect of an organization's reopening plan.
• **IS** designed to help analyze how reopening plans attend to equity for their most vulnerable populations.
• Is **NOT** designed to add another layer of complexity to the planning process.
• **IS** designed to help schools and districts easily surface gaps in their plans in relation to serving the most vulnerable populations.

Identification of Most Vulnerable Population. The district/school has identified the most vulnerable population it serves including low income students, students of color, English learners, students with disabilities, students experiencing homelessness, foster care students, incarcerated youth, etc.

1	2	3	4
Most vulnerable population has not been identified	Most vulnerable population has been identified	Most vulnerable population has been identified and there is an updated database and plan for continuous updating in place	Most vulnerable population has been identified, there is a regularly maintained database, and the planning process includes representatives from the most vulnerable population

Critical Supports for Most Vulnerable Students and Families. The district/school has planned to provide *meals*, a process to identify students for *IEPs* and methods for serving those who already have them, and *mental health services* to the most vulnerable students and families the organization serves.

1	2	3	4
Reopening plan does not specifically address critical supports	Reopening plan addresses critical supports for one reopening model only (e.g. moderate social distancing)	Reopening plan addresses critical supports for multiple reopening models (e.g. mild and moderate social distancing and complete virtual model)	Reopening plan addresses critical supports for multiple models and spells out contingency plans in case of COVID-19 resurgence in school, district, and/or community

Educational Services for Vulnerable Populations. The district/school has planned to assess learning loss and provide additional academic supports for their most vulnerable students to ensure equitable access to grade-level coursework.

1	2	3	4
Reopening plan does not specify academic interventions or supports for most vulnerable students	Reopening plan specifies how to assess learning loss for most vulnerable students	Reopening plan specifies how to assess learning loss for most vulnerable students and provides curricular guidance and teaching resources for principals and teachers to use with most vulnerable populations	Reopening plan specifies how to assess learning loss for most vulnerable students, provides curricular guidance and teaching resources for principals and teachers to use with most vulnerable populations, and makes all guidance and resources easily accessible to staff and families

Operations and Resources for Vulnerable Populations. The district/school has planned to operationally support the most vulnerable population and aligned adequate resources to those operations. This includes technology access, transportation, clean and socially distant facilities, PPE and safety, and athletics.

1	2	3	4
Reopening plan does not specify how operations and resources will specifically serve vulnerable populations	Reopening plan specifies how operations and resources will specifically serve vulnerable populations for one reopening model only (e.g. moderate social distancing)	Reopening plan specifies how operations and resources will specifically serve vulnerable populations for multiple reopening models (e.g. mild and moderate social distancing and complete virtual model)	Reopening plan specifies how operations and resources will specifically serve vulnerable populations for multiple reopening models and spells out contingency plans in case of COVID-19 resurgence

Communication with Vulnerable Populations. The district/school is prepared to regularly communicate plans for reopening with caregivers of the most vulnerable population and is prepared to communicate contingency plans.

1	2	3	4
Reopening plan does not include a communication strategy or plan for most vulnerable population	Reopening plan outlines a generic communication strategy for all populations	Reopening plan outlines multi-channel, ongoing communication that is targeted to the most vulnerable population	Reopening plan outlines multi-channel, ongoing communication with the most vulnerable population and leverages community partners in the communication process

Staffing for Most Vulnerable Populations. The district/schools has planned to adequately provide staff and support that staff in their service of most vulnerable populations.

1	2	3	4
Reopening plan does not include a staffing strategy nor professional development for staff serving the most vulnerable population	Reopening plan includes a staffing strategy but no plans for professional development for staff serving the most vulnerable population	Reopening plan includes a staffing strategy and plans for professional development for staff serving the most vulnerable population	Reopening plan includes a staffing strategy and professional development for serving the most vulnerable population. All staff are clear on their roles & responsibilities

Parent/Caregiver Supports for Virtual Learning. The district/school has a specific plan for supporting parents/caregivers in their critical, and often new/unknown role as "home learning coaches" for their children. This includes how to best support a child's learning without doing the learning for them. This also includes creative systems and structures that enable parents to get back to work while feeling confident that their child is getting the support they need.

1	2	3	4
Reopening plan does not include a strategy for supporting parents/caregivers	Reopening plan includes a one-time support opportunity but no sustained support for parents/caregivers	Reopening plan includes sustained support for parents/caregivers	Reopening plan includes sustained support for parents/caregivers and process for frequent feedback and revisions of support

Notes:

1. Which vulnerable populations are you serving and/or considering related to your reopening plan?

2. What gaps need to be addressed?

3. What is your plan for monitoring implementation and making course corrections as needed?

Klickitat School District - Equity Rubric Notes

For the 2021-22 School Year Tool for In-Person and Remote

Identification of Most Vulnerable Population - 3. The district/school has identified the most vulnerable population it serves including low income students, students of color, English learners, students with disabilities, students experiencing homelessness, foster care students, incarcerated youth, etc.

- Students with an IEP or 504
- Homeless students
- Students with a "D" or "F" in a current course and/or previous quarter
- Students with inadequate or no internet (unable to access material at home)
- Teacher identified students
- Being a small school – a database is unnecessary

Critical Supports for Most Vulnerable Students and Families - 3. The district/school has planned to provide *meals*, a process to identify students for *IEPs* and methods for serving those who already have them, and *mental health services* to the most vulnerable students and families the organization serves.

- All students will be provided meals and bus route students will have meals delivered to them during remote instruction
- Students with IEPs will continue to have services provided regardless of mode of instruction
- Identified at-risk students will have access to the building and staff during remote instruction
- Skyline Behavioral and Mental Health Services will be provided to students and potentially families through the process identified through the "to-be-developed" process.
- The district has demonstrated the ability to smoothly transition between in-person to remote and vice versa and

Educational Services for Vulnerable Populations - 3. The district/school has planned to assess learning loss and provide additional academic supports for their most vulnerable students to ensure equitable access to grade-level coursework.

- Benchmark assessments will be completed for all students
- All students will have access to Summer School starting June or 2021 as a strategy to meet student learning needs.
- Summer School for 2022 will be developed as needed
- Based on Community Spread and guidance as well as need, after-school support may be provided

Operations and Resources for Vulnerable Populations - 3. The district/school has planned to operationally support the most vulnerable population and aligned adequate resources to those operations. This includes technology access, transportation, clean and socially distant facilities, PPE and safety, and athletics.

- All students will have access with one-to-one devices

- All students will have access to clean and socially distant facilities in compliance with DOH Guidance
- PPE will be provided to all students and staff
- Transition to remote will be based on DOH guidance or Klickitat County directives/guidance

Communication with Vulnerable Populations - 3. The district/school is prepared to regularly communicate plans for reopening with caregivers of the most vulnerable population and is prepared to communicate contingency plans.

- District has called 100% of families to discuss Summer School for 2021
- Facebook and the District website will be used to share start of school plans for the 2021-22 school year
- A back-to-school orientation will be scheduled for the opening of the 2021-22 school year

Staffing for Most Vulnerable Populations - 3. The district/schools has planned to adequately provide staff and support that staff in their service of most vulnerable populations.

- Remote Instruction will include staffing in the building for at-risk learners (conditional of County DOH clearance)
- Staff will have the opportunity to attend self-directed professional development in the Summer of 2021
- In-service days (two) will be devoted to SEL; the additional day is teacher directed or TBD

Parent/Caregiver Supports for Virtual Learning . The district/school has a specific plan for supporting parents/caregivers in their critical, and often new/unknown role as "home learning coaches" for their children. This includes how to best support a child's learning without doing the learning for them. This also includes creative systems and structures that enable parents to get back to work while feeling confident that their child is getting the support they need.

ADD: Parent/Caregiver Supports for in-Person and Remote Learning - 3.

- A back-to-school orientation will be scheduled for the opening of the 2021-22 school year
- Parent access to Skyward

Resolution – Academic and Student Well-Being Plan

BOARD RESOLUTION No. 01-SY 20/21

WHEREAS, Chapter 28A.320 RCW authorizes local school boards to govern their respective districts, including the promotion of effective, efficient, and safe district operations, and RCW 28A.330.100 authorizes local school boards with additional powers, and RCW 28A.150.230 assigns local school boards the responsibility for ensuring quality in the content and extent of its educational program;

WHEREAS, on February 29, 2020, Washington Governor Jay Inslee declared a state of emergency in all counties of our state under Chapters 38.08, 38.52, and 43.06 RCW, and directed the implementation of the plans and procedures of the state's Comprehensive Emergency Management Plan in response to the novel coronavirus (COVID-19) and on March 13, 2020, GoverPnor Inslee ordered the closure of all public and private K-12 schools in Washington State until April 24, 2020, to contain the spread of COVID-19, and on April 6, 2020, directed that school buildings remain closed from providing traditional, in-person instruction throughout the remainder of the 2019-2020 school year;

WHEREAS, the American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2 provides funding for eligible school districts to use to address academic recovery and learning loss and authorizes the Office of the Superintendent of Public Instruction to distribute such ESSER funds to Washington school districts via the Title I funding formula. The federal law further specifies that in order for school districts to access these ESSER funds, they must submit a plan that included seeking public comment prior to the adoption and public posting of that plan. The Office of the Superintendent of Public Instruction has determined that school board approval of this plan meets the federal requirement for seeking public comment, as it involves public posting and provides the opportunity for public comment. The Office of the Superintendent of Public Instruction has further determined that a school district must post its adopted plan on the its website, making it accessible for those with disabilities and those in the community whose language is one other than English;

WHEREAS, House Bill 1368 – COVID – Federal Funding (2021) Sec 12 created a new section of Chapter 43.70 RCW, setting forth certain requirements for the appropriation of federal funds, including that school districts submit an Academic and Student Well-Being Recovery Plan to the Office of the Superintendent of Public Instruction by June 1, 2021 to address student needs resulting from school building closures and extended time in remote learning due to the COVID-19 pandemic. This state law included specific requirements for school districts' Academic and Student Well-Being Plans and requires school districts to use the template developed by the Office of the Superintendent of Public Instruction to create this plan to support the creation of a plan that addresses all the required components. This state law also authorized the Office of the Superintendent of Public Instruction to identify and include additional requirements for the plan in the template it developed;

NOW, THEREFORE BE IT RESOLVED, that after an Open Public Meeting, which included public notice and the opportunity for public comment, the Klickitat School Board/Public Schools (the Board) has reviewed and hereby adopts its Academic and Student Well-Being plan, which was created using and in conformity with the template developed by the Office of Superintendent of Public Instruction, including the use of an equity analysis tool;

BE IT FURTHER RESOLVED that the Board directs that its adopted plan be posted on the District's website, making it accessible for those with disabilities and those in the community whose language is one other than English.

BE IT FURTHER RESOLVED that execution of this Resolution is conclusive evidence of the Board's approval of this action and of the authority granted herein. The Board warrants that it has, and at the time of this action had, full power and lawful authority to adopt this instrument. The adoption of this Academic and

Student Well-Being Plan by resolution pertains exclusively to the 2020-2021 and 2021-2022 school years and sunsets no later than that time. The Board reserves the right to update and revise this plan as part of engaging in and planning for continuous improvement cycles.

Adopted and approved this __26__ day of __May 2021__

By: _____
Board President or Designee

Attest: _____
Superintendent

Adoption Date: **04.21**
Classification:
Revised Dates: