Washington Office of Superintendent of
PUBLIC INSTRUCTION

Reopening Washington Schools 2020
District Planning Guide

REOPENING WASHINGTON SCHOOLS 2020: DISTRICT PLANNING GUIDE

2020

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Superintendent of Public Instruction

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Washington Office of Superintendent of **PUBLIC INSTRUCTION**

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LETTER FROM SUPERINTENDENT REYKDAL

Dear Superintendents and School Leaders:

Nothing we have been through these past three months was in the training manual. Not in your formal education, probably not in your lived experience, and certainly not faced by the system as a whole. Thank you for your leadership in uncertain times, and thank you for the grace you have shown our team at the Office of Superintendent of Public Instruction (OSPI) as we have tried to listen to you and health experts in developing guidance and advocating on your behalf with the Governor's Office, legislators, and other critical education stakeholders.

Below is our initial fall reopening guidance. This guidance is grounded first and foremost in the public health science and data provided by the state Department of Health (DOH). DOH is providing the regulatory framework when it comes to hygiene, physical distancing, and other public health considerations.

OSPI is complementing the DOH guidelines with reopening guidance derived from the 120+ person Reopening Washington Schools Workgroup—the listening and learning we have engaged in with educators, education leaders, policymakers, parents, students, community-based organizations; the international and national research done by our partner Kinetic West; and the expertise of our staff in their respective fields. As such, the guidance both addresses public health science and data and provides consideration for how reopening schools can further our call to transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators.

The Workgroup was influenced by the civil unrest across the country in response to overt racial injustice and inequality. We are educators. We know that despite real progress, educational systems and institutions continue to contribute to racial inequality and injustice. We know that we have a much higher responsibility than teaching content in classrooms. We know that each of us owns a piece of injustice. We have an opportunity in the reopening of our schools to take another step forward in what must be a lifetime of energy toward a more just world.

This guidance is grounded in my belief that the most equitable opportunity for educational success relies upon the comprehensive supports for students provided in our schools with our professionals and the systems of supports we have built. We will do this together, keeping student and staff safety and well-being as our highest priority in the reopening. **To be very clear, it is my expectation that schools will open this fall for in-person instruction.**

This guidance is specific to K–12 public and private schools, regardless of what Phase of the Governor's Safe Start Plan their county is in. Counties in Phases 1 or 1.5 of the Plan must receive approval to reopen from their local health authority. Changing health conditions in a county or region may cause a local health authority or even the Governor to have to reconsider this opportunity to open, but the primary planning of most districts should be a presumption of a fall opening.

For some of you, in order to meet DOH requirements, your fall opening may be a hybrid face-to-face/online model or any combination of modalities and schedules that meet your local community needs, while also affording all students in your district access to their basic education rights. In addition, every district will need an alternative plan to return to full continuous remote learning in the event you cannot open or a local health authority or the Governor mandates a short- or long-term closure after you open. We do not expect that, but a resurgence of COVID-19 is possible if we do not collectively do our parts to limit the spread of the virus.

The guidance provided here is the foundational framework you need to advance your reopening plans if you have started them or to initiate them with urgency if you have not yet started. I encourage you to engage your community in your planning efforts and bring many voices to the table—parents and guardians, students, teachers, nurses, counselors, community-based organizations, and many others.

You can expect additional pieces of guidance over the next several weeks. Some of this we have already identified, and some of which will become a priority of OSPI based on your planning efforts and questions that emerge from your reopening work. The OSPI team has reset much of our work to being all-hands on deck to support your planning efforts.

We are confident that our basic education funds are stable and will be the Legislature's top priority. The team at OSPI will also partner with you and the network of education advocates to both protect the small percentage of funds that are not defined in basic education statutes, and to secure federal resources and some additional state resources to build even more comprehensive systems of support for our students as they return to the classroom.

Please take the opportunity over the next three months, to not just reopen schools, but to make changes you have wanted to make for years or to make permanent a practice you thought was a temporary response to the COVID-19 shutdown, but now you realize it's simply a better practice. Dive into your grading policies, homework policies, disparate technology access, learning standards, mastery and competency-based learning models, flexible options for students, multi-tiered systems of support, and other innovations.

There has never been a bigger moment to examine our education system and improve our practices to further close opportunity gaps. This is a moment to reconsider and shift past practices that have contributed to racial inequality and a lack of equitable opportunities for so many of our students. I trust your first priority will be to safely open schools, but I also know you are committed to using this moment to build more transformative systems for our students.

In your service,

Chris

OSPI VISION, MISSION, VALUES, AND EQUITY

Vision

All students prepared for postsecondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child

Equity Statement

Each student, family, and community possess strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.

ACKNOWLEDGMENTS

OSPI'S 2020–21 COMMITMENT

The Office of Superintendent of Public Instruction (OSPI) is following a process to evaluate and prioritize our supports and expectations for school districts as a parallel exercise to the work school districts have engaged in this spring to narrow and focus educational delivery. The following is an articulation of our commitments for 2020–21, and we expect districts will make these priorities in their work.

1. Support Students Furthest from Educational Justice

The impacts of fear, hatred, and systemic and structural racism within institutions cannot be ignored, and they yield tragic outcomes. Washington's public education system must engage in anti-racist capacity building, leadership, and resource allocation. Dismantling systemically racist structures will make progress on inclusivity and will better serve students of color, students with disabilities, students who are English learners, students who are migratory, students experiencing homelessness, students in foster care, students experiencing intergenerational poverty, and students who identify as LGBTQ+.

The work of Washington public schools is to prepare students for postsecondary pathways, careers, and civic engagement. Washington must create the conditions for each student to be educated in racially literate, culturally sustaining, positive, and predictable environments that intentionally prioritize the instruction and development of social-emotional skills, and mental health in addition to our primary focus on academic content.

2. Prepare for Health and Safety in 2020–21

OSPI is committed to supporting learning environments that protect student and staff health and safety. To do this, OSPI will partner with the Department of Health, the Office of the Governor, and the Department of Labor and Industries and will communicate any changing requirements for reopening schools. OSPI recognizes that school districts will continue working in partnership with local health authorities. Districts should establish plans for rapid transitions between face-to-face and continuous remote learning. Districts may be required to close based on decisions by a health authority.

To prepare for the 2020–21 school year, school districts will need to do the following:
- Establish plans for rapid transitions between face-to-face and continuous remote learning, which may be required based on health authority decisions.
- Create a flexible school calendar with additional days included to address emergency short-term school closures and the need to transition learning environments.
- Build a more effective and sustainable continuous remote learning model that will be ready to be deployed if schools are required to be closed for long periods of time.

3. Invest in Connectivity and Hardware

We must invest in digital access for all as a matter of educational justice. When access is available to all, schools can then focus on accelerating progress for each learner. It is an example of inequity that not every student, educator, or instructional staff member has access to reliable connectivity or

hardware to maintain continuous remote learning. Without access to reliable connectivity and hardware, students do not have the opportunity to engage in asynchronous remote learning.

4. Leverage Local Expertise and Provide Training

Washington's public education system is responsible for responding to the impacts of our decisions on individual student groups. Powerful instruction requires high-quality professional development and the resources necessary to support it.

> ## IMPORTANT MESSAGE
>
> Districts should prioritize and enact multiple ways of engaging with families whose children have been furthest from educational opportunity. These two-way feedback loops should help districts as they plan for the 2020–21 school year, but districts should be prepared to continue the conversation throughout the year to ensure students and family needs are being met.

Building anti-racist school cultures requires educators to shift the way they plan, instruct, and assess student learning; build the climate to accelerate student progress rather than remediate; utilize authentic, productive diagnostic assessments to guide and engage learners; and employ Universal Design for Learning (UDL), which embeds Social and Emotional Learning (SEL) and Culturally Responsive (CRE) practices to support students both virtually and in person. Educators must prioritize enduring concepts of content by narrowing standards to those most critical for student success in the next skill, course, or grade.

Subject to approval of federal Elementary and Secondary School Emergency Relief funds (ESSER funds), OSPI will also support professional learning in select online learning management systems to more effectively deliver learning remotely if closures are ordered locally or statewide. Districts need to narrow their learning platforms substantially to help families navigate fewer platforms. One platform for an entire school district is ideal.

REOPENING WASHINGTON SCHOOLS WORKGROUP

On March 13, 2020, Governor Jay Inslee ordered a six-week closure of school facilities by March 17 as part of Washington's response to the novel coronavirus (COVID-19) pandemic. Further gubernatorial action required school facilities to remain closed through the end of the 2019–20 school year. School districts were charged with developing continuous learning plans to ensure student learning would persist through the facilities closure.

As the 2019–20 school year draws to a close, school leaders are turning their focus on how to successfully plan for a safe and healthy start to the 2020–21 school year, including summer instructional services. This is coupled with a phased reopening plan for economic and social activities broadly announced by the Governor's Office in May.

> ## MESSAGE FROM THE SUPT.
>
> "It is imperative that students get as much face-to-face time with their educators and peers as possible. Schools should plan to operate in the fall with in-person instruction consistent with health requirements, and meet the 180-day and 1,027 instructional hour requirements. Schools should use the guidance on continuous learning to inform service delivery only if school facilities must close again."
>
> – Superintendent Chris Reykdal

To support school districts' planning for the next school year, Superintendent Chris Reykdal convened more than 120 representatives from across the state to consider how to reopen schools. He charged the Reopening Washington Schools Workgroup with placing the health and safety of our students, educators, and families first, while prioritizing the social-emotional and academic needs of those students most disproportionately impacted by the school facility closure and the pandemic. The workgroup consisted of demographically and regionally diverse individuals and included educators, education leaders, policymakers, parents, students, and community-based organizations. (For information on Workgroup membership, please see Appendix B.)

While the workgroup met to develop planning considerations for resuming instruction in the fall, the country experienced significant civil unrest in response to overt examples of racial injustice and inequality. The Workgroup's considerations included in this planning guide reflect the responsibility for schools to act to dismantle systems that drive inequity, including our own educational systems.

This planning guide will support the regulated and complex work associated with preparing to open schools in the fall responsibly, in alignment with public health science, and in a way that will address student needs and close the opportunity gap.

About the Workgroup Considerations

The Workgroup discussed considerations for reopening along a continuum to support local decision-making. The Workgroup spent time planning for returning to school in-person safely, as well as preparing schools for providing continuous remote learning. Schools should plan to operate with face-to-face instruction and follow guidelines set forth by the state Department of Health (DOH), consistent with state requirements for 180 instructional days and 1,027 average instructional hours. In the event of school facility closures, districts are encouraged to select elements from a combination of points along the continuum of reopening to create unique plans to meet local needs.

Educational settings that are different from the typical educational environment (residential schools, juvenile rehabilitation or detention facilities, group homes, etc.) should follow DOH and the U.S. Centers for Disease Control and Prevention (CDC) health and safety guidance and requirements specific to the setting. The guidance in this document can then be used to plan for and develop an educational delivery model appropriate to the setting.

Workgroup Meetings

The Workgroup met virtually on May 13 and again on June 2 to help plan the reopening of Washington's schools in the fall of 2020. Between the two large group meetings, several smaller groups met to focus on technical, operational issues. A timeline of the workgroup meetings is included below.

Date	Group
May 13	Reopening Washington Schools Workgroup: Full Stakeholder Group Meeting
May 28	Instructional Services Group A (schedules and calendars; structuring staff and time; curriculum and instruction and professional learning; and student learning, grading, and assessments)
	Instructional Services Group B (Whole child, social-emotional, mental and physical health supports; and family and community engagement)
	School District Operations: Transportation
	School District Operations: Facilities
	Policy Implications Workgroup
May 29	School District Operations: Food and Nutrition
June 1	School District Operations: Finance
June 2	Reopening Washington Schools Workgroup: Full Stakeholder Group Meeting

The [large group membership list is included in Appendix B](#), and the [small group membership lists are located in Appendix C](#).

The Office of Superintendent of Public Instruction (OSPI) will continue to convene stakeholders to inform the 2020–21 school year. Topics include, but are not limited to:
- Special Education
- Early Learning Transitions
- Higher Education
- Family and Community Engagement
- Career and Technical Education

Large Stakeholder Group

To kick off their work, the Workgroup considered reopening concepts along a continuum, ranging from traditional onsite face-to-face school, and going all the way to enhanced continuous remote learning. Brief descriptions of those concepts are as follows:

1. **Traditional onsite face-to-face school** (with no physical distancing, personal protective equipment, or other health mitigation steps)
2. **Split or rotating schedules *without* distance learning** (by age or grade band, by classroom, by content area, by student need, or by student/family choice)
3. **Split or rotating schedules *with* distance learning** (with the same possible characteristics of #2, but would also include an organized system of distance learning)
4. **Phased-in opening *without* distance learning** (by county, by school district, or by other geographic area; would include elements of #1 and #2)
5. **Phased-in opening *with* distance learning** (by county, by school district, or by other geographic area; would include elements of #1–3)
6. **Continuous Learning 1.0** (a continuation of the continuous learning models being implemented this spring)
7. **Continuous Learning 2.0** (an improved version of the continuous learning models being implemented this spring)

The Workgroup proceeded in discussions with the understanding that districts would likely construct a reopening plan using characteristics of multiple concepts on the continuum in order to serve local interests. The Workgroup discussions were based on three main assumptions:

1. Districts would plan for reopening following health and safety guidance from the Department of Health, the Office of the Governor, and the Department of Labor and Industries in partnership with their local health authority;
2. Districts would build a plan to fit their local context using various elements from the concepts on the continuum; and
3. Districts would create a plan that would allow them to shift along the continuum if health and safety guidelines changed.

Finally, the Workgroup asserted that the priority of this work is to serve students with as much face-to-face time with their educators and peers in schools as possible, consistent with health and safety needs. The Workgroup identified three concepts from the continuum that made the most sense for use if schools cannot meet physical distancing requirements and are limited in face-to-face instruction opportunity:

- Split or rotating schedules with continuous remote learning
- Phased-in opening with continuous remote learning
- Continuous Learning 2.0

In partnership with their students, families, staff, and local health authorities, school districts will have the flexibility to choose and adapt a concept and schedule that works best for their school community in the 2020–21 school year. All districts must be prepared to shift to continuous remote learning should there be a need for a short- or -long-term school facility closure.

Small Technical Groups

Following the May 13 large group meeting, six small technical workgroups further developed concepts in the continuum, with specific examples. These examples are intended to help guide school districts as they prepare for the changes that will come in the 2020–21 school year. Additional technical experts were added to these small groups. The results of their work were presented to the full Reopening Washington Schools Workgroup during its meeting on June 2.

The guidance for transportation, nutrition, and school facilities are contained in the health guidance.

Instructional Services Workgroups

Two small groups which included superintendents, principals, classroom teachers, school counselors, paraeducators, students and other education partners focused on instructional services considered strengths, challenges, and solutions for various reopening scenarios. Instructional services workgroup topics included:
- Schedules and calendars for students and staff
- Curriculum and instruction
- Professional learning
- Student learning, grading, and assessments
- Social-emotional learning (SEL) and mental and physical health
- Family and community engagement
- Positive Behavior Intervention and Supports (PBIS), classroom management, and discipline

The Instructional Services Workgroups identified key overarching themes for districts to consider as they construct their reopening plans. The themes are explained beginning on page 19.

Operational Technical Workgroup: Transportation

The small group focused on transportation consisted primarily of representatives from OSPI's fiscal and transportation departments, the Department of Health staff, school district transportation directors, and regional transportation coordinators from the regional educational service districts.

The primary focus of the discussion was how to create a safe and healthy environment for staff and students on a school bus. Challenges identified included the role and timing of student health screening, physical distancing on buses, and how to align students served in a split educational model with the transportation routes where those students get picked up and dropped off each day.

Other topics of discussion included:
- Transportation for students with disabilities
- Transportation for students eligible for McKinney-Vento services
- Students requiring safety harnesses as part of transportation
- Limiting the number of students transported by increasing the safe walking radius
- The key role that adequate ventilation (open windows) plays in mitigating virus risk
- Loading and unloading procedures
- Utilization and safety of non-school bus transportation (i.e., public transit)
- Safety procedures for drivers, dispatchers, and mechanics

Operational Technical Workgroup: Facilities

The small group focused on facilities was primarily made up of representatives from OSPI's school facilities and organization department, the Department of Health staff, and various school district facilities directors from across the state.

A primary focus of this group was how to effectively and efficiently clean classroom and non-instructional spaces. Other items discussed included how to maintain physical distancing within the typical classroom, the availability and utilization of common spaces for instructional purposes, and the availability and cost of additional handwashing stations.

Other topics of discussion included:
- Challenges related to lab science, choir, band, and orchestra instructional settings
- Utilization of restroom spaces in the context of physical distancing
- Limiting traffic in hallways, including requiring staggered passing times or one-way signage

Operational Technical Workgroup: Food and Nutrition

The small group focused on food and nutrition was primarily made up of representatives from OSPI's child nutrition and fiscal departments, the Department of Health, and various school district food service directors.

Topics discussed included physical distancing in the lunchroom, providing a safe environment for students and staff, and limiting interactions at point-of-sale kiosks. Split schedules and continuous remote learning for some students introduced the challenge of providing meals to eligible students without access to school meals. Discussions also included addressing potential shortages of pre-packaged food with a shelf life long enough for home storage if multiple meals were provided to a student in a single day.

Other topics of discussion included:
- The need for contingency plans for feeding students during emergency school closures

- Staff safety, including physical distancing, health screening at arrival, and the need for personal protective equipment (PPE)
- The need for ongoing training for staff to ensure safety standards are followed
- Requiring a check-in log for delivery drivers dropping off food
- The need for multiple waivers from the U.S. Department of Agriculture

Operational Technical Workgroup: Fiscal

The small group focused on finance was made up of representatives from OSPI's fiscal department and fiscal staff from various school districts and educational service districts. The group spent time discussing areas of additional costs for the 2020–21 school year. Most of the discussion was focused on providing an initial framework to school districts on how to calculate and claim for state funding a full-time equivalent student participating in a continuous learning model. Also elevated was a concern about the application of the requirement of 180-days of instruction and 1,027 annual average hours of instruction for the 2020–21 school year.

REOPENING WASHINGTON SCHOOLS: HEALTH & SAFETY REQUIREMENTS

The Washington State Department of Health (DOH), in collaboration with the Office of the Governor and the Office of Superintendent of Public Instruction (OSPI), has provided the following set of rules and guidance for student and staff health and safety. OSPI will continue to work in partnership with local and state health authorities and the Office of the Governor as we continue into the 2020–21 school year.

The following guidance incorporates information from CDC Interim Guidance for Administrators of US K-12 Schools and Child Care Programs--Plan, Prepare, and Respond to Coronavirus Disease 2019 (COVID-19), K-12 Schools and Child Care Programs and CDC COVID-19 Considerations for Schools. It is intended to assist schools in complying with Governor and Office of Superintendent of Public Instruction (OSPI) requirements to help ensure employee and student safety during the COVID-19 pandemic.

This guidance is specific to K–12 public or private schools regardless of what phase or county they are in. Counties in Phase 1 or modified Phase 1 may need to implement additional precautions. The local health department shall determine, in consultation with the state health department, if or how schools in these counties should operate.

If the school buildings have been shuttered, please follow CDC guidance on safely reopening the buildings. Existing science policies and stakeholder input inform the guidance.

This guidance does not address extracurricular activities, such as youth sports, which are addressed on the Governor's website.

> **DOH recognizes the need to plan ahead for the upcoming school year and that the science of COVID-19 will evolve over the summer and into the school year. Further, the trajectory of disease in our state and nation may require changes to our state's response and what our return to school looks like. DOH will update this guidance periodically and work with OSPI to ensure districts, schools, and families are aware of**

General Guidance

Do not allow students, staff, vendors, parents and guardians, or guests on-site if they:
- Are showing symptoms of COVID-19.
- Have been in close contact* with someone who has confirmed or suspected COVID-19 in the last 14 days.

*Health care providers, EMS workers, and educational staff associate who wore proper personal protective equipment (PPE) are OK to attend.

Ensure staff are trained in health and safety protocols for your site, including how to screen for symptoms, maintaining physical distance, wearing appropriate PPE, frequent cleaning and handwashing, and what to do if someone develops signs of COVID-19.

Communicate regularly with families and staff, and emphasize the importance of staying home when sick, physical distancing of six feet, and hand hygiene.

All students, staff, volunteers, and guests must wear cloth face coverings in K-12 settings. See below for more information about cloth face coverings guidance. In addition, schools have a general obligation to provide employees a safe and healthy work site in accordance with state and federal law and safety and health rules, including addressing hazards associated with COVID-19. Refer to the Department of Labor & Industries' COVID-19 Workplace Safety and Health Requirements for more information.

Monitor student and employee attendance and absences, have flexible locally-determined leave policies and practices, and have access to trained substitutes to support employee absences.

People at High Risk for Serious Health Problems from COVID-19

Those at high risk for health problems from COVID-19 should consult with their health care provider when considering whether to provide or participate in K–12 activities. Protections for employees at high risk for health problems remain in place under Proclamation 20-46.

Drop-Off and Pick-Up

- Develop a system for drop-off and pick-up that keeps families at least six feet from each other and reduces their need to enter the school. This may include staggering drop-off and pick-up times for various groups, one-way traffic flows, greeting students at their vehicle, or placing distancing markers on walkways.
- Monitor student and employee attendance and absences, have flexible leave policies and practices, and have access to trained substitutes to support employee absences.

Health Screening at Entry

Check for signs of illness for all staff and students at entry each day.
For more information or options for temperature checking, see the CDC guidance.
Staff and students with any illness must stay home. Ask the parents or guardians the following questions:
- Does your student have any of the following symptoms [on the first day after a break or for a new student, please ask about symptoms in the past three days (72 hours)]:
    o A cough
    o Shortness of breath or difficulty breathing
    o A fever of 100.4°F or higher or a sense of having a fever
    o A sore throat
    o Chills
    o New loss of taste or smell

- Muscle or body aches
- Nausea/vomiting/diarrhea
- Congestion/running nose – not related to seasonal allergies
- Unusual fatigue

- Does anyone in your household have any of the above symptoms?
- Has your student been in close contact with anyone with suspected or confirmed COVID-19?
- Has your student had any medication to reduce a fever before coming to school?

The student must be excluded from school if the answer to any of the above questions is "yes." Refer to Returning to school after suspected COVID-19 symptoms below.

If the answer to all of the above questions is "no," check the student for signs of being sick, such as flushed cheeks or tiredness. Keep a distance of at least six feet of space or have a physical barrier between you and the student during assessment.

Reducing Transmission

Grouping Students

Keep elementary school students in groups with dedicated staff, and maintain consistency from day to day among groups where possible. Multiple groups of students may use the same facility as long as they are in limited contact with other groups.

Physical Distancing

Practice physical distancing (six feet) within each group of students as much as possible. Create space between students and reduce the amount of time they are close with each other. Your ability to do this will depend on students' ages and developmental and physical abilities. Select strategies to increase physical distancing that will work for your school and the space available. Not all strategies will be feasible for all schools. Think creatively about all opportunities to increase physical space between students and limit interactions in large group settings.

Schools may consider physical distancing strategies such as:

- **Cancel field trips, assemblies, and other large gatherings.** Cancel in-person activities and events such as field trips, student assemblies, special performances, school-wide parent meetings, or spirit nights.
- **Cancel or modify classes where students are likely to be in very close contact.**
- **Suspend or make significant modifications to activities that are considered high risk, such as choir or other classes or activities that require students to remove face coverings, and may contribute to transmission of COVID-19.** If these classes or events continue, hold them outdoors or in a large well-ventilated space and with fewer people than usual to allow even greater physical distance between students. Ensure that families understand these activities are high risk.
- **Increase the space between desks.** Rearrange student desks to maximize the space between students. Turn desks to face in the same direction (rather than facing each other)

to reduce transmission caused from virus-containing droplets (e.g., from talking, coughing, sneezing).

- **Reduce the number of students in the halls at one time.** Stagger release of classes. Limit activities where multiple classrooms interact.
- **Stagger arrival and/or dismissal times.** These approaches can limit the amount of close contact between students in high-traffic situations and times.
- **Reduce congestion in the health office.** For example, use the health office for children with flu-like symptoms and a satellite location for first aid or medication distribution.
- **Limit nonessential visitors.** Limit the presence of volunteers for classroom activities, mystery readers, cafeteria support, and other activities.
- **Limit cross-school transfer for special programs.** For example, if students are brought from multiple schools for special programs (e.g., music, robotics, academic clubs), consider using distance learning to deliver the instruction or temporarily offering duplicate programs in the participating schools.
- **Teach staff, students, and their families to maintain distance from each other in the school.** Educate staff, students, and their families at the same time and explain why this is important.
- **Keep students outside more, as weather and space permits.**

Meals

Limit gatherings and potential mixing of classes or groups in the cafeteria or other communal spaces. Consider having students take their meals outside on in the classroom. You may accomplish this through meal delivery to classes, or through grab-and-go services. If using the cafeteria, have students sit with their class or group, and ensure physical distance between students and between groups.

Stagger mealtimes in lunchroom or dining hall. Arrange the flow of students to reduce crowding such as at handwashing sinks, food vending areas, etc. Space students as far apart as you can at the table. Make sure tables are at least six feet apart.

Individually plate food for each student. The staff (not students) should handle utensils and serve food to reduce spread of germs.

Clean and sanitize tables before and after each group eats. Use a washable plastic tablecloth for wooden tables.

Hygiene Practices

Wash hands often with soap and water for at least 20 seconds. Children and adults should wash hands when they arrive at school, before meals or snacks, after outside time, after going to the bathroom, after nose blowing or sneezing, and before leaving to go home. Help young children to make sure they are doing it right.

Teach children (and adults) not to touch their eyes, nose, and mouth with unwashed hands.

If soap and water are not readily available, use an alcohol-based hand gel with at least 60 percent

alcohol and preferably fragrance-free. Supervise use of alcohol-based hand gel by young children. Cover coughs or sneezes with a tissue, then throw the tissue in the trash. Clean hands with soap and water or hand gel.

Cloth Face Coverings

Wearing cloth face coverings may help prevent the spread of COVID-19 and is required for staff and students. See the Washington State Department of Health Guidance on Cloth Face Coverings and CDC Recommendation Regarding the Use of Cloth Face Coverings for more information. All students, volunteers, or guests must wear cloth face coverings at school.

For staff, cloth facial coverings must be worn by every individual not working alone at the location unless their exposure dictates a higher level of protection under Department of Labor & Industries safety and health rules and guidance. Refer to Coronavirus Facial Covering and Mask Requirements for additional details.

- Cloth face coverings should not be worn by:
  - Those with a disability that prevents them from comfortably wearing or removing a face covering.
  - Those with certain respiratory conditions or trouble breathing.
  - Those who are deaf or hard of hearing and use facial and mouth movements as part of communication.
  - Those advised by a medical, legal, or behavioral health professional that wearing a face covering may pose a risk to that person.
- Students may use face shields as an alternative to a cloth face covering.
- Younger students must be supervised when wearing a cloth face covering or face shield and will need help putting them on, taking them off, and getting used to wearing them.
- Even when cloth face coverings are worn, continue practicing proper physical distancing.

Bus Transportation

Principles for COVID prevention within school transportation are:

- Maximize outside air and keep windows open as much as possible
- Encourage walking, biking, or being driven by caregivers as much as possible
- Riders and staff members must wear a cloth face covering
- Clean and disinfect frequently touched surfaces
- Keep riders as far apart as possible on the bus

What to do if Someone Develops Signs of COVID-19

To prepare for the potential of student or staff showing symptoms while at school, schools should have a response and communication plan in place that includes communication with staff, families, and their local health jurisdiction.

If a student or staff member develops signs of COVID-19 (see list under health screenings on page 3), separate the person away from others, with supervision at a distance of six feet, until the sick person can leave. While waiting to leave school, the individual with symptoms should wear a

cloth face covering or mask if tolerated. Air out and then clean and disinfect the areas where the person was after they leave.

The person with symptoms should follow DOH guidance for what to do if you have symptoms for COVID-19 and have not been around anyone who has been diagnosed with COVID-19. Ask the employee or student's parent or caregiver to inform the school right away if the person is diagnosed with COVID-19.

If a student or staff member tests positive for COVID-19, the local health jurisdiction will advise, but it is likely that many of the student's classmates will be considered close contacts and need to be quarantined for 14 days. Refer to What to do if you were potentially exposed to someone with confirmed coronavirus disease (COVID-19)?

Returning to School After Having Suspected Signs of COVID-19
A staff member or student who had signs of suspected or confirmed COVID-19 can return to the program when:

- At least three days (72 hours) have passed since recovery – defined as no fever without the use of medications and improvement in respiratory signs like cough and shortness of breath; **AND**
- At least 10 days have passed since signs first showed up. **OR**
- It has been at least three days (72 hours) since recovery **AND** a health care provider has certified that the student does not have suspected or confirmed COVID-19.

If a person believes they have had close contact to someone with COVID-19, but they are not sick, they should watch their health for signs of fever, cough, shortness of breath, and other COVID-19 symptoms during the 14 days after the last day they were in close contact with the person sick with COVID-19. They should not go to work, child care, school, or public places for 14 days.

Cleaning and Disinfecting Procedures
Schools should have infection control plans, updated to reflect what is known about COVID-19. A good resource is *Cleaning for Healthier Schools – Infection Control Handbook 2010*.

Increase how often you clean.
- *Cleaning* removes germs, dirt, food, body fluids, and other material. Cleaning increases the benefit of sanitizing or disinfecting.
- *Sanitizing* reduces germs on surfaces to levels that are safe.
- *Disinfecting* kills germs on surfaces of a clean object.
- The U.S. Environmental Protection Agency (EPA) regulates sanitizer and disinfectant chemicals. If you sanitize or disinfect without cleaning first, it will reduce how well these chemicals work and may leave more germs on the surface

Current guidance for cleaning and disinfection for COVID-19 from the CDC states that disinfectants should be registered by the EPA for use against the COVID-19. See List N:

[Disinfectants for Use Against SARS-CoV-2 (COVID-19)](#). Disinfectants based on hydrogen peroxide or alcohol are safer. The University of Washington has a handout with options for [safer cleaning and disinfecting products](#) that work well against COVID-19.

If you use a bleach and water mixture for disinfection, mix it at a concentration of four teaspoons of 6 percent bleach per quart of cool water or five tablespoons of 6 percent bleach (one-third cup) per gallon of cool water (1,000 parts per million). Thoroughly clean surfaces with soap and water and remove the soap with water before applying the bleach solution. Keep the surface wet for at least one minute. An emergency eye wash station is required where bleach is mixed from concentrate.

More information about cleaning, disinfecting, and choosing safer products is on the [DOH COVID-19 website.](#) If your program is in a public school building, coordinate the use of chemical products with the school maintenance staff. Clean and sanitize toys, equipment, and surfaces in the program space. Clean and disinfect high-touch surfaces like doorknobs, faucet handles, check-in counters, and restrooms. Use alcohol wipes or 70% isopropyl alcohol to clean keyboards and electronics. Outdoor areas generally require normal routine cleaning and do not require disinfection. Wash hands after you clean.

If groups of students are moving from one area to another in shifts, finish cleaning before the new group enters the area. Clean and disinfect high-touch surfaces each night after students leave.

Always follow the disinfectant instructions on the label:
- **Use disinfectants in a ventilated space. *Heavy use of disinfectant products should be done when children are not present and the facility should air out before children return.***
- Use the proper concentration of disinfectant.
- Keep the disinfectant on the surface for the required wet contact time.
- Follow the product label warnings and instructions for PPE such as gloves, eye protection, and ventilation.
- Keep all chemicals out of reach of children.
- Facilities must have a Safety Data Sheet (SDS) for each chemical used in the facility.
- Parents, teachers, and staff should not supply disinfectants and sanitizers.

Carpets
If possible, vacuum daily (when children are not present). Use a vacuum with a HEPA (high efficiency particulate air) filter – or use HEPA vacuum bags. Having both is even better.

Outdoor Areas
Outdoor areas, like playgrounds in schools and parks, generally require normal routine cleaning, but do not require disinfection.

- Do not spray disinfectant on outdoor playgrounds—it is not an efficient use of supplies and is not proven to reduce risk of COVID-19 to the public.

- High-touch surfaces made of plastic or metal, such as grab bars and railings, should be cleaned routinely.
- Cleaning and disinfection of wooden surfaces (play structures, benches, tables) or groundcovers (mulch, sand) is not recommended.

Ventilation

Ventilation is important to have good indoor air quality. Offer more outside time, open windows often, and adjust the HVAC system to allow the maximum amount of outside air to enter the program space. Use of fans for cooling is acceptable. They should blow away from people. There is no special cleaning or disinfection for heating, ventilation, and air conditioning (HVAC) systems.

Shared Hands-On Teaching Materials

Clean and sanitize hands-on materials often and after each use. Limit shared teaching materials to those you can easily clean and sanitize or disinfect. Children's books and other paper-based materials are not high risk for spreading the virus.

More COVID-19 Information and Resources

Stay up to date on the current COVID-19 situation in Washington, Governor Inslee's proclamations, symptoms, how it spreads, and how and when people should get tested. See our frequently asked questions for more information.

The risk of COVID-19 is not connected to race, ethnicity or nationality. Stigma will not help to fight the illness. Share accurate information with others to keep rumors and misinformation from spreading.
- Washington State Department of Health 2019 Novel Coronavirus Outbreak (COVID-19)
- Washington State Coronavirus Response (COVID-19)
- Find Your Local Health Department or District

- CDC Coronavirus (COVID-19)
- Stigma Reduction Resources

Have more questions about COVID-19? Call our hotline: **1-800-525-0127.** For interpretative services, **press #** when they answer and **say your language**. (Open from 6 a.m. to 10 p.m.) For questions about your own health, COVID-19 testing, or testing results, please contact your health care provider. To request this document in another format, call 1-800-525-0127. Deaf or hard of hearing customers, please call 711 (Washington Relay) or email civil.rights@doh.wa.gov.

REOPENING WASHINGTON SCHOOLS: WORKSITE EMPLOYEE HEALTH & SAFETY REQUIREMENTS

The following set of rules and guidance for staff health and safety was developed by the Department of Labor & Industries (L&I), the Department of Health (DOH), and the Office of Superintendent of Public Instruction (OSPI).

All school districts must adopt a written procedure for employee safety and student interaction that is at least as strict as this procedure and complies with the safety and health requirements below.

Safety and Health Requirements

All school districts have a general obligation to keep a safe and healthy worksite in accordance with state and federal law and safety and health rules for a variety of workplace hazards. In addition, they must comply with COVID-19 worksite-specific safety practices as outlined in the Governor's orders enacted now and in the future, and in accordance with L&I General Requirements and Prevention Ideas for Workplaces and the DOH Workplace and Employer Resources & Recommendations. Amendments and changes to these requirements will be implemented in accordance with the timelines provided in the amendments issued by these agencies.

K–12 employers must specifically ensure operations follow the main L&I COVID-19 requirements to protect workers, including:

1. Educate workers in the language they understand best about coronavirus and how to prevent transmission and the employer's COVID-19 policies.

2. Limit all indoor spaces to a capacity in which a six-foot distance can be kept between all staff, students, and others.

3. Maintaining a minimum six-foot separation is required between all employees, students, and others to the maximum extent feasible. When strict physical distancing is not feasible for a specific task, the employer is required to provide additional prevention measures, such as use of barriers, personal protective equipment (PPE) that provides a higher level of protection, minimize the number of staff or students in the enclosed areas, and stagger breaks, recesses and work shift starts.

4. Provide at no cost to employees and require to be worn PPE such as gloves, goggles, face shields and face coverings or masks as appropriate or required for the activity being performed. Cloth facial coverings must be worn by every employee not working alone on the jobsite unless their exposure dictates a higher level of protection under L&I safety and health rules and guidance with the following exceptions: when working alone in an office, vehicle, or at a job site; if the individual is deaf or hard of hearing, or is communicating with someone who relies on language cues such as facial markers and expression and mouth movements as a part of communication; if the individual has a medical condition or disability that makes wearing a facial covering inappropriate; or when the job has no in-

person interaction. Refer to [Coronavirus Facial Covering and Mask Requirements](#) for additional details. A cloth facial covering is described in [DOH guidance](#).

5. Ensure frequent and adequate hand washing with adequate maintenance of supplies. Use disposable gloves where safe and applicable to prevent transmission on tools or other items that are shared.

6. Increase the frequency of facility cleaning schedules that includes cleaning and sanitizing with a particular emphasis on commonly touched surfaces – which shall be no less stringent or frequent than what is [required by the Department of Health for K–12 schools](#).

7. Screen employees, students, and any other individual who will be at the school facility for more than 15 minutes, for signs/symptoms of COVID-19 at start of every shift, including taking temperatures prior to the start of each workday or shift.

8. Make sure sick employees and students stay home or immediately go home if they feel or appear sick.

9. Cordon off any areas where an employee or students with probable or confirmed COVID-19 illness worked, touched surfaces, etc. until the area and equipment is cleaned and sanitized. Follow the cleaning guidelines established by the Department of Health to deep clean and sanitize.

A site-specific COVID-19 supervisor shall be designated by the employer at each school and other work site to monitor the health of employees and enforce the COVID-19 job site safety plan.

A worker may refuse to perform unsafe work, including hazards created by COVID-19. And, it is unlawful for an employer to take adverse action against a worker who has engaged in safety-protected activities under the law if the individual's work refusal meets certain requirements. Information is available in the [Safety and Health Discrimination in the Workplace brochure](#) and [Spanish Safety and Health Discrimination brochure](#).

Employees who choose to remove themselves from a worksite because they do not believe it is safe to work due to the risk of COVID-19 exposure may have access to certain leave or unemployment benefits. Employers must provide high-risk individuals with their choice of access to available employer-granted accrued leave or unemployment benefits if an alternative work arrangement is not feasible.

Other employees may have access to expanded family and medical leave included in the Families First Coronavirus Response Act, access to use unemployment benefits, or access to other paid time off depending on the circumstances. Additional information is available at [Novel Coronavirus Outbreak (COVID-19) Resources](#) and [Paid Leave under the WA Family Care Act and the Families First Coronavirus Response Act.](#)

No school district may operate until they can meet and maintain all the requirements in this document, including providing materials, schedules, and equipment required to comply. Additional considerations may be adopted, as appropriate.

Generally, the K–12 school environment is considered a **medium risk transmission area** where work is inside a structure/office where at least six-foot distance is mostly maintained but with job tasks that require several minutes of six-foot distance broken several times a day. In a medium risk transmission area or higher risk level, a cloth mask is not sufficient without additional controls. There may be some work environments that represent a higher or lower risk, and in those cases, the employer is authorized to adopt the requirements for each work environment separately, or may adopt a single set of requirements provided they address the highest risk work environment at the work site.

To address workplace safety and health risks, the following **requirements exist in school settings**:
- All employees are required to use at least a cloth face covering that fully covers the mouth and nose. Additional personal protective equipment or other controls are required for workers in medium and higher risk transmission areas.
  - When wearing a face covering reduces the effectiveness of teaching (for example, during speech therapy, demonstrating enunciation, or language instruction), the educator may remove the face covering for the period of time that the covering interferes with instruction. Physical distancing of at least six feet must be strictly maintained during this time.
- All students and other individuals who will be in a school facility for greater than 15 minutes are required to use cloth face coverings that fully covers mouth and nose or higher protection.
- For employees or students who cannot or should not wear masks consistent with DOH exemption criteria, the employer must provide additional safeguards to address the additional risk, such as:
  - The employee providing the service remotely or students receiving the service(s) remotely,
  - The use of face shields and other protective equipment combined with additional measures that limit the risk that individuals will not come into contact closer than 6 feet, or
  - Implementing other specific procedures and/or accommodations that mitigate the added COVID-19 risks due to the lack of a cloth face covering.

For K–12 employees who do not work in the school/classroom environment, employers will implement L&I's health and safety standards that are best suited for each job class (grounds/landscapers, carpenters, non-school based food service workers, warehouse workers, etc.).

All requirements in this section are subject to additional review and revision by the Department of Health and the Department of Labor & Industries, in conjunction with the Office of Superintendent of Public Instruction. Additional supplementary documents and guidance are anticipated to be produced prior to the start of school to clarify expectations and provide examples for specific situations.

REOPENING WASHINGTON SCHOOLS: KEY STATUTORY REQUIREMENTS

Key Statutory Requirements for Reopening Schools

When school facilities closed in March due to the pandemic, many of the statutory requirements (i.e., requirements in state law) upholding our public education system paused as school districts turned their attention to supporting students and families in continuous remote learning.

OSPI is operating under the assumption that districts will receive their full basic education funding allocation for the 2020–21 school year. Pieces of our infrastructure will require further development with stakeholders and cross-agency collaboration. Below are some of the ongoing legal requirements for districts, highlighting several aspects of state law that have not changed during the mandatory school facility closures and that support districts' focus on implementing equitable systems. For a list of statutory requirements, see References.

School District Reopening Plan

School districts are required to adopt reopening plans through local board resolution. Those plans need to be on file with OSPI and the State Board of Education within two weeks of a district's fall starting date. Information about the required plans will be forthcoming in early Summer 2020. Pre-planning action steps are included in the Condensed Planning Template in this document.

OSPI will update planning requirements subject to feedback from districts or COVID-19 impacts.

> **IMPORTANT MESSAGE**
>
> To prioritize student learning time, OSPI encourages districts to consider adding flexible non-student, non-workdays to their 2020–21 school year. These days would make up for potential lost days due to possible facility closures during the year. If districts add days to their calendar ahead of time, there will be opportunities to mitigate a loss of instructional time for students. To prioritize student learning time, OSPI encourages districts to count school closure days due to COVID-19 as non-student days.

Instructional Hours/Days

The impacts on the 2019–20 school year due to COVID-19 necessitated most districts use OSPI's instructional hour waiver process to satisfy the requirements of 1,027 average instructional hours and 180 instructional days. For the 2020–21 school year, school districts should plan to operate with face-to-face, in-person instruction and follow DOH's guidelines, consistent with 180-day and 1,027 instructional hours requirements. OSPI will work with legislators to determine if day and hour waivers and alternative learning experience (ALE) will remain the only tools available to address those districts that cannot meet the 180-day/1,027 hour framework by design as they begin their school year. OSPI expects that for most districts, they will build a face-to-face instructional model using a flexible calendar to meet the 180-day/1,027 hours requirement.

Contingency plans should include pivoting to Continuous Learning 2.0 (explained further on page 31) so student learning days and instructional hours can be met.

Attendance/Enrollment

Following the Governor's school facility closure, OSPI decoupled attendance for the purpose of apportionment for the remainder of the 2019–20 school year. For the purpose of 2019–20 continuous remote learning, OSPI required districts to create an attendance process at either the school or district level. In the 2020–21 school year, districts will be required to take attendance. OSPI will work with the Office of Financial Management and the Legislature to ensure districts receive their full apportionment even if districts are forced to build schedules that do not align with the historical practices of funding schools based on traditional attendance models.

Assessments

During the 2019–20 school year, OSPI suspended statewide assessments and subsequently received a waiver from the U.S. Department of Education. OSPI plans to pursue a similar waiver in the 2020–21 school year, though the Department of Education has not yet indicated whether a waiver will be available. At this time, districts should build calendars with the assumption that federally mandated assessments will take place in 2020–21.

Learning Standards

In April 2020, OSPI provided guidance in the Continuous Learning 2020 publication encouraging the narrowing of standards for the remainder of the school year, given school facility closures. For the 2020–21 school year, districts should engage teachers and principals in leading the work of determining processes for identifying the standards most essential to student success in each grade level, program, and content area. Instructional plans should narrow standards to ensure student learning experiences are high in both engagement and rigor. During the 2020–21 school year, OSPI will engage educators in creating supports and resources to determine essential standards at the local level. OSPI will also lead a statewide effort over the next year to narrow and focus learning standards by grade level and content area, with an initial focus on early literacy.

Grading

Grading is how we communicate information about learning with students' families about learning. In April 2020, OSPI enacted temporary emergency rules (Chapter 392-901 WAC) that required school districts to continue grading students during the school facility closure. Districts were able to select the grading system that best fit their context, with some requirements, including a prohibition on issuing "F" grades. This emergency rule will expire prior to the 2020–21 school year, and it will not be extended. Districts should consider the effectiveness of the grading policies at various grade levels implemented for spring of 2020. This information should inform local decisions about grading policies moving forward. The process and decisions about both standards and grading have profound consequences on students, potentially

> ### MESSAGE FROM THE SUPT.
>
> "This pandemic is a call to action for our education system to reassess our grading practices. Now is the time for school leaders and educators to make grades meaningfully aligned to fewer specific standards, combined with feedback that gives students multiple opportunities to demonstrate learning and put homework and extra credit in its proper place. Now is the time to decouple behavior and compliance activities from assessing student learning."
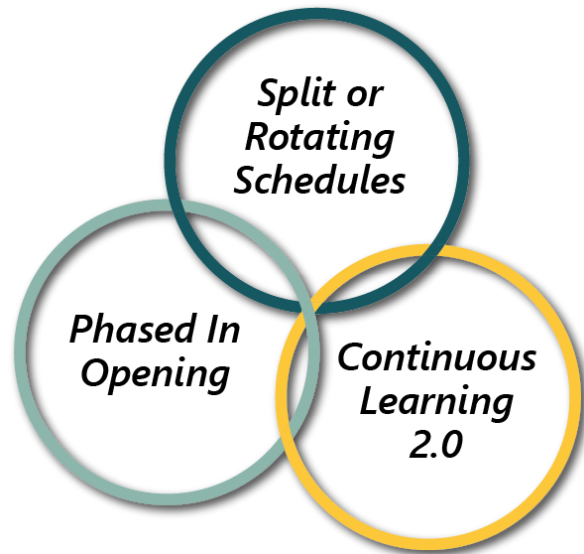>
> – Superintendent Chris Reykdal

deepening the opportunity gap and existing inequities. Districts should examine how their decisions about grading policies will affect each student group and create an equitable system of instruction, assessment, and grading. Districts have an opportunity now to reframe their systems around culturally responsive and anti-racist practices.

SCHEDULING CONCEPTS FOR CONSIDERATION

The priority of this work is to serve students with as much face-to-face time with their educators and peers in schools as possible, consistent with health and safety needs. The Reopening Washington Schools Workgroup identified three concepts from the continuum that made the most sense for use if schools cannot meet physical distancing requirements and are limited in face-to-face instruction opportunity:

- Split or rotating schedules with continuous remote learning
- Phased-in opening with continuous remote learning
- Continuous Learning 2.0

In partnership with their students, families, staff, and local health authorities, school districts will have the flexibility to choose and adapt a concept and schedule that works best for their school community in the 2020–21 school year. The scheduling concepts from the Workgroup should be employed only when schools are unable to meet physical distancing requirements and other in-person health requirements. All districts must be prepared to shift to continuous remote learning should there be a need for a short- or -long-term school facility closure.

IMPORTANT MESSAGE

No matter which scheduling concept school districts move forward with in the fall, they should consider the key themes and actions for implementation, as well as the considerations for planning from the Workgroup.

Split or Rotating Schedules with Distance Learning

One of the concepts the Reopening Washington Schools Workgroup determined would best meet the needs of Washington's schools is to build split or rotating schedules with distance learning. With this scheduling concept, OSPI and the Workgroup expect that time for face-to-face instruction will be prioritized, and that there will be time for educators to plan for continuous remote learning and engage in professional development.

Key Characteristics

- Split/alternating schedule on-site with continuous remote learning (online courses, videoconferencing, full alternate siting, organized system or assigning, exchanging, assessing off-site work).
- Flexible schedule provides equitable access to students requiring additional support.
- Consistent schedules for families, students, teachers, community childcare, tutoring, and activities.
- Students in the same family follow the same schedule.

Implementation Examples

- Two-day rotation, A/B rotation, or two-week rotation:
  - More time per day or number of days for students most impacted.
  - Students provided assignments to support learning on the days in which they do not report to school.
  - Staff uses one day for professional development, collaboration, and planning.
  - Teacher office hours available to students and families.

- Middle and high school students take three classes at a time rather than six:
  - Students complete one semester of work during a quarter.
  - Classes are twice as long to limit movement and interaction with peers.
  - Cohorts of students are kept together.

Phased-in Opening with Distance Learning by Geographic Region or by Grade Level

One of the concepts the Reopening Washington Schools Workgroup determined would best meet the needs of Washington's schools is to have a phased-in school opening with distance learning, with the phases occurring by geographic region or by grade level. With this scheduling concept, OSPI and the Workgroup expect that districts will prioritize face-to-face instruction, provide planning time for educators for both remote and face-to-face learning, and provide time for professional learning for educators within the workday.

Key Characteristics

Some school facilities open for some groups of students, while others remain closed until a later date or certain community characteristics are met. Students who are not attending face-to-face are participating in continuous remote learning.

Implementation Examples

- Elementary face-to-face; secondary at a distance:
    1. Serve PreK–5 first, using all school buildings (elementary, middle, and high)
    2. Phase-in secondary students when physical distancing restrictions are lifted

- Phase-in by grade band:
    1. PreK–3
    2. Grades 4–5
    3. Grades 6–8
    4. Grades 9–12

- Phase-in by priority:
    - Serve all elementary students first
    - Serve students furthest from educational justice first, including students with disabilities, English learners, students experiencing homelessness, students experiencing poverty, students of color, and other student groups.

Continuous Learning 2.0

One of the concepts the Reopening Washington Schools Workgroup determined would best meet the needs of Washington's schools is to engage in "Continuous Learning 2.0," which is an enhanced version of the learning that took place in spring 2020. This model should be used only when it is not safe for any large groups of students or staff to be in their school buildings together. Because of the health situation in their community, some school districts may begin the 2020–21 school year engaging in Continuous Learning 2.0. All districts, however, must be prepared to shift from in-person, face-to-face instruction to continuous remote learning should they need to close school facilities in the short- or long-term. With this scheduling concept, OSPI and the Workgroup expect that districts will establish predictable student and staff schedules, and that students and their families will have predictable access to school staff.

Key Characteristics

Implementation of Continuous Learning 2.0 equates to online learning plus opportunities for asynchronous learning experiences. This scheduling concept can be used on its own or for use with split/rotating schedules or phased-in schedules.

Implementation Examples

There are a variety of ways school districts could implement Continuous Learning 2.0. They could schedule learning by grade band (e.g., morning for elementary, afternoon for middle and high school), by content area (e.g., math and English language arts on Monday, Wednesday, and Friday; science, art, and physical education on Tuesday and Thursday), or in a different way entirely.

ACTIONS FOR IMPLEMENTATION

The two small groups who focused on instructional services identified key consideration for districts to as they convene stakeholder groups to construct a reopening strategy. A list of action steps for districts and resources to support considerations around the themes are located in Appendix A. More guidance and resources will be released as they are developed.

No matter which scheduling concept school districts move forward with in the fall, they should consider the key themes and accompanying actions for implementation from the Workgroup.

KEY THEMES

- Leading with Social/Emotional Needs
- Community Partners and Communication
- Professional Development
- Family and Student Voice
- Diagnostic or Screener
- **Washington's 2020-21 School Year**
- Universal Screening
- Safety Training & Orientation
- Feedback in a Virtual Setting
- Classroom and School Wide Behavior Supports
- Supporting Transitions for Students

Key Themes

Professional Development

The need for professional learning is critical now more than ever as staff must prepare to serve students both virtually and face-to-face. What many staff experienced during spring 2020 contrasts with the experiences of students and families. All staff need additional tools to meet student needs. Culturally responsive, trauma-informed, and anti-racist practices are foundational. Universal Design for Learning and Multi-Tiered System of Supports (MTSS) practices will reinforce impactful school systems. Districts should take care to support educators in attending to self-care; and many staff members will need additional skill building in this area.

Actions for Implementation

- ✓ Routinely survey staff on professional learning needs based on spring 2020 continuous remote learning.
- ✓ Determine a consistent learning management system for fall and consider staff access.
- ✓ Evaluate needs of staff to learn and understand online learning pedagogy.

Feedback in the Virtual Setting

Accelerating student progress in the fall will require that teachers build new skills in formative assessment and providing feedback to students in a virtual setting.

Actions for Implementation
- ✓ Determine essential standards based on knowledge of students and knowledge of the content necessary for student success in the next skill, course, or grade.
- ✓ Train teachers to provide students opportunities to reflect on and evaluate their own learning.
- ✓ Determine predictable communication structures and virtual tools for teachers to provide ongoing, specific feedback to students and to inform grades based on what students know and can do.

Safety Training and Orientation

When districts prepare to open school buildings, it is important to provide safety training and orientation for students, families, and staff.

Actions for Implementation
- ✓ Determine routines and protocols for safety (including protocols for transportation, nutrition, and facilities).
- ✓ Train for understanding and to keep health and safety protocols in place.
- ✓ Hold orientation prior to the first day back in the building; teach consistent safety protocols and procedures to students, staff, and families.

Supporting Transitions for Students

Transitions are important every year, and they will be even more important this fall returning from continuous remote learning to in-person instruction in buildings. Districts should support transitions in a culturally responsive manner and engage students, families, and communities in the process of identifying needs and supports. Transitions take many forms and include returning to school in the fall, moving from one grade band to another, and community-based or work-based experiences outside of the building.

Actions for Implementation
- ✓ Plan for consistency in schedule and routine for students who struggle with change; provide opportunities to practice.
- ✓ Consider "jumpstart" activities for students with grades of Incomplete (I) or for critical transitions such as kindergarten.
- ✓ Leverage resources for student transitions in early learning, between grade levels, and postsecondary (including alignment to postsecondary workforce education programs, apprenticeships, and direct employment opportunities).
- ✓ Plan for looping with students to benefit from the relationships teachers and students have already established. This strategy can be particularly impactful and practical for the elementary level.

Diagnostics or Screeners

Diagnostics and screeners should be authentic and productive and help teachers, students, and families understand students' strengths and learning needs as they enter school this fall. They do not have to be formal and can support relationship building. Districts should seek alternatives from a summative grade assessment, and avoid using one diagnostic tool or approach to identify the needs of large groups of students at one time.

Actions for Implementation

- ✓ Use assessments to accelerate progress rather than remediate, which can further stigmatize or impact families disproportionately.
- ✓ Conduct diagnostics, analyze results, and provide responsive supports.
- ✓ Consider existing diagnostic tools (e.g., WaKIDS developmental progressions documents, other local assessments); convene teachers to learn from results together.

Universal Screening

Regardless of the reopening plan constructed by the district, as students return to school, it will be important to have a **universal screening tool** that collects students' social-emotional, academic, and family needs. This process must be approached in an asset-based manner. It is imperative that staff understand how to administer any screener and interpret the results, and that these results are used to ensure student needs are met.

Actions for Implementation

- ✓ Identify a universal screening process (mental health and family needs) and who will screen/collect the data (e.g., school or a partnering agency).
- ✓ Follow privacy requirements.
- ✓ Discuss implications for families, such as training, confidentiality, communication, and follow-up on the results.

Leading with Social-Emotional Needs

Social-emotional learning, such as self-understanding and self-regulation, are skills that allow students to be able to learn and access academic content.

Actions for Implementation

- ✓ Develop family-appropriate social and emotional learning (SEL) content to be used during continuous remote learning.
- ✓ Complete an asset map to identify the already existing foundational assets within school districts and community-based organizations, and build upon them.
- ✓ Implement flexible schedules and consider how to utilize educational staff associates (ESA) staff (e.g., school counselors, social workers, and school psychologists).
  Identify and deliver responsive SEL supports, including mental health check-ins, planning and goal setting, opportunities for self-reflection, and social interactions.

Community Partners and Communication

This crisis provides an opportunity to strengthen relationships with community organizations and bring broad community and cultural representation to the decision-making table.

Actions for Implementation

- ✓ Use asset mapping to identify how community-based organizations can partner with the district to address student and family needs.
- ✓ Include community leaders in the planning process for identification of supports.
- ✓ Engage community leaders as liaisons and cultural brokers with specific communities.
- ✓ Use multiple community organizations, such as local media and nonprofits, to layer outreach for families who may miss communication in one modality.

Family and Student Voice

Acknowledge and plan for students who have been unable to access education because services and supports have not been available to them or their families in their native language, which includes spoken languages, American Sign Language (ASL), and home language.

> ## MESSAGE FROM THE SUPT.
>
> "Now more than ever, school districts have an opportunity to seek individual and collective student input. Student and family input should inform district-level planning, and it can also support planning for instruction. These efforts build student agency and respond to community needs."
>
> – Superintendent Chris Reykdal

Actions for Implementation

- ✓ Provide interpretation and translation service supports; address language and disability access for Limited English Proficiency (LEP), English learner, and migrant families, and/or families with disabilities.
- ✓ Utilize student and family voice when planning for fall, and provide multiple engagement opportunities to evaluate evolving needs.
- ✓ Consider a regular advisory class or assigning an individual advisor to each student to serve as a single point of contact and to support students in building mutually trusting relationships.
- ✓ When providing continuous remote learning, use a consistent online platform, pared with explicit user guides and training to families on how to navigate the platform.

Classroom and Schoolwide Behavior Supports

Districts should consider how the school facility closure impacted student and family knowledge of, and practice with, established routines and procedures. Inappropriate behavior is not always defiance—it is important communication. Following safety requirements will be challenging for many students. Adverse childhood experiences (ACEs), trauma, mental health, and fear can all drive behavior concerns.

Actions for Implementation

  ✓ Establish schoolwide management expectations and behavior routines consistent with additional health and safety requirements, and adjust classroom management plans accordingly.

  ✓ Communicate and calibrate expectations for staff responses to student behavior associated with health and safety requirements, such as the use of personal protective equipment (PPE).

  ✓ Seek feedback from students and families on student behavior expectations, and communicate regularly and consistently.

  ✓ Dedicate staff collaboration and professional development to student discipline practices through hybrid and continuous remote learning, and respond to racially disproportionate outcomes for students of color.

Considerations for Planning

Professional Learning: Flexible, Differentiated, Adaptable

  ☐ All staff use practices to build racial and social equity and cultural responsiveness

  ☐ Build staff capacity to provide progressive discipline with positive behavior supports and respond to the need to address and dismantle racially disproportionate outcomes for students of color

  ☐ Based on student strengths and needs, understand staff capacity in order to plan for professional learning. Focus areas may include:

-   o Self-care and trauma informed practices, SEL, MTSS/PBIS, ACEs
-   o Focused support for general education teachers to differentiate and support learners in specific content
-   o Universal Design for Learning in remote learning and face-to-face learning
-   o Technology tools and platforms
-   o Effective formative feedback/assessment
-   o Safety and behavior expectations
-   o De-escalation and intervention techniques
-   o Standards-based grading and competency-based achievement
-   o Balance and facilitation of synchronous and asynchronous learning
-   o Tools and training for universal screening

IMPORTANT MESSAGE

Districts should continue to incorporate principals of universal design in systems planning and facilities usage to support access for all students. Prioritize face-to-face service for students that are most impacted by the loss of in-person services, including:

- Students with disabilities
- Students with 504 plans
- English learners
- Students who are migratory
- Students experiencing homelessness
- Students who are in foster care
- Students of color
- Students experiencing poverty
- Students who were not equitably served through continuous remote learning in spring 2020

Districts must consider the intersectionality of student needs. Attend to students who fit into one or more of these identified populations and then integrate supports.

- o Ways to engage students during remote learning
- o Determine essential standards
- o Project-based learning
- □ Attend to unique learning needs of first-year staff members

Family and Community Engagement and Communication

- □ Engage families and community members and organizations in culturally responsive ways, assuming positive intent and with grace and compassion
- □ Center student and family voice to ensure schools are prioritizing what is most important in decision-making
- □ Ensure families have a single/primary contact point (advisor, counselor, etc.)
- □ Use family voice as a foundation for developing systems of student support, using tools such as surveys, questionnaires, focus groups, and home visits
- □ Engage parent/community leaders as family liaisons to support outreach
- □ Partner with community agencies and community-based organizations; map assets and match with needs
- □ Collaborate with community and organizations for resources (social workers, counseling, mental health, basic needs) or changing family situations (abuse, trauma, mental health, unemployment)
- □ Use layered, targeted, and intentional approaches to family and student outreach and communications
- □ Explore apprenticeship opportunities in the community that allow a flexible schedule
- □ Plan virtual and face-to-face orientations for families, including health and safety protocols and expectations for remote and in-person learning
- □ Select platforms that ensure access for speakers of multiple languages and for people with disabilities
- □ Provide support with child care for families on the days the students are not in school

Planning for Student Needs

- □ Plan virtual and face-to-face orientations for students, including health and safety protocols and expectations for remote and in-person learning
- □ Center student voice as a foundation for developing systems of support
- □ Strengthen what all students have access to (Tier 1) when supporting social-emotional needs (Social Emotional Learning, MTSS, PBIS)
- □ SEL/trauma responsiveness; ensure that trauma practices are used within all content areas (including racialized trauma)
- □ Build in social time for students to practice social skills, whether online or face-to-face
- □ Focus first on student engagement and relationships, then on content
- □ Assure staff are available and accessible to support just-in-time intervention supports
- □ Intervention considerations—in a structured rotation, there will need to be capacity to provide access to supports in a timely/nimble fashion
- □ Consider counselor scheduling and assignments based on the new structure to allow for in-person connections and online connections

- Plan for student transitions, including back into school buildings, as well as within the school day for students whose learning includes community-based or work-based experiences outside of the building
- Approach learning gaps due to barriers to access during school closure as opportunities for acceleration rather than remediation

Planning for Staff Needs and Responsibilities

- Ensure those in leadership roles have capacity to support the mental health and social-emotional well-being of staff who are also experiencing crisis in stressed communities and/or personal lives
- Ensure a shared understanding of how much time teachers are engaged in synchronous and asynchronous learning
- Designate staff and determine protocols for home visits
- Consider flexing staffing roles to best meet student needs and draw on staff skills and talents

Scheduling and Calendars

- Rotate schedules with equity and culturally responsive practices in mind
- Consistent schedules for parents and families for remote instruction; schedule so families can share devices
- Flexibility in schedules so students attend in-school learning based on need
- Schedule so siblings can attend face-to-face at the same time
- Assign staff as "online support personnel" who are tasked with engaging and working with students daily; consider this role for staff with health risks
- Consider subjects by week or specific day and organize staff accordingly
- Professional learning communities (PLCs) continue online
- Collaboration for paraeducators and teachers to work together
- Teachers have office hours every day

Curriculum, Instruction, and Assessment

- Attend to the whole child with the understanding that social, emotional, and academic needs are interconnected
- Identify power standards/essential standards on which teachers will focus and consider standards-based grading
- Identify assessments/screeners that can be given remotely or face-to-face to help teachers meet students' social-emotional and academic needs
- Engage and teach children by rotating or blending subjects and make delivery responsive and engaging
- Monitor engagement and determine supports
- Instruct and assess using culturally responsive practices and integrated learning
- Use student self-assessments
- Explore free SEL curriculum (Social and Emotional Learning Activities for Families and Educators)

CONDENSED TEMPLATE FOR REOPENING

The planning template below explores the key themes from the instructional services experts ([described in the Key Themes section](#)) with action steps and considerations districts can take to make progress in each area. School districts may use this template to support fall reopening planning with district leadership teams. For ease of use, some of the themes have been combined.

Pre-Planning	✓ Review health protocols. Confirm any reopening modifications required by local health authority ✓ Engage a reopening stakeholder group ✓ Develop a communication plan for families, staff, and the community. ✓ Establish master schedules for face-to-face, and continuous remote learning if local health authority closes facilities ✓ Add an adequate number of additional flexible days to your school calendar for required transitions to continuous remote learning
Theme	**Considerations**
Professional Development and Learning	Evaluate staff needs based on the spring continuous remote learning model to determine need for technical skills and online pedagogy training. Ensure staff have knowledge and skills to reopen with a whole child focus (social-emotional and academic needs of students), including training on self-care and trauma-informed practices. Cultural competency, cultural responsiveness, and racial equity understanding and practices are a foundational professional development need for all educators. Offer professional development on the use of Positive Behavior and Intervention Supports (PBIS) and Multi-Tiered System of Supports (MTSS).
Safety Training and Orientation	All students, families, and staff need to be trained on new protocols in place to maintain health and safety. Consider an orientation prior to the first day back in a building and continue to remind and model protocols regularly.
Leading with SEL needs, academic needs following	Design instruction with a social and emotional lens to serve the whole child. Consider ways social-emotional learning can be woven into academic standards, particularly as these are narrowed and deepened.

Diagnostics/ Screening	Have a tool that allows for universal screening of social-emotional, academic, and family needs. Consider authentic screeners, including 1:1 diagnostics allowing for focused time to identify needed supports. Ensure results from diagnostics or screeners are acted upon to meet student needs. Continue to affirm that disproportionality is not a reflection of a student's capacity but a result of barriers to access amplified during the pandemic.
Essential Standards	Review process of determining "essential standards" from spring school facility closure. Provide staff opportunities to learn and identify which standards are most essential to ensure each child has access to the learning the district deems most important.
Feedback in a Virtual Setting	Essential standards will support more actionable feedback to students in a virtual setting. Support teachers' use of formative assessment to provide clear feedback. Use interim assessment tools to continue to identify what students know and can do.
Classroom Management, Progress Supports, Discipline	Engaging in PBIS at the classroom and building level will support reopening, just as using MTSS models will help educators meet the diverse needs of students. Expectations, such as around safety behaviors, should be front-loaded with students and families and taught and reinforced once school is in session. Attending to the whole child and being mindful of the ways disproportionality can play out in areas of behavior management is critical.
Supporting Student Transitions	Consider additional attention and support to students who are transitioning to new schools in the fall of 2020, especially if virtual learning continues to be a component.
Community and Media Partnerships	Consider an asset map from community organizations' offerings and matching it to student/family needs. Consider bringing identified community leaders into the reopening planning process to fully leverage their supports for students. Deploy community leadership and media to help with communications.

	Pay close attention to addressing language and disability access, eliminating acronyms and jargon, and using multi-modal communications. Consider a single point of contact for families to assist in two-way communication.
Family and Student Voice	Engage students and families in designing the 2020–21 school year. At-home learning provided families with new opportunities to see their children as learners. They have important feedback on what is and isn't working. Students likely learned more about what motivates them and what is challenging.
Transportation, Food and Nutrition and School District Facilities	Align operations and contingency plan(s) with school district calendar decision-making. Review your bus/walk policies and encourage more family drop-offs, walking, and bicycling to school. Address the need for flexibility in your calendar. Short-term closures can be accommodated by adding more make up days to school calendars Identify staff leads related to reopening or contingency planning if directed to close facilities; identify contingency timelines. Build familiarity with health and safety requirements and conduct training with key staff and stakeholders. Develop internal and external communication for students, families, staff, and the community. Secure and distribute personal protective equipment and cleaning supplies.

CONCLUSION

The 2020–21 school year will likely look different from previous school years. Districts should prioritize providing face-to-face instruction as public health conditions allow, instituting physical distancing and other preventative practices to keep students and staff healthy. When face-to-face instruction is not possible, districts can use considerations in this guide to design appropriate local plans for meeting the needs of all students. In addition, every school district should have a contingency plan in place for continuous remote learning should they need to close to preserve health and safety.

REFERENCES

Basic Education Requirements – Calendar and Instructional Time

- **School year** is from September 1–August 31. Districts beginning their school year prior to September 1 are eligible for apportionment from the next school year (RCW 28A.150.203, WAC 392-121-031).
- **Minimum instructional days** per school year is 180-days (RCW 28A.150.220).
- **Minimum annual instructional time** is 1,000 hours (K–8) or 1,080 hours (9–12) per school year (RCW 28A.150.220). Rule allows for a district average of 1,027 hours (WAC 180-16–200).
- **Exception:** For the 2019–20 school year, districts may apply for a waiver of minimum school days and hours under the emergency rule filed (WAC 392-910-025). This waiver expires with the 2019–20 school year.

Basic Education Requirements – Programs of Instruction (RCW 28A.150.220)

The minimum requirements of the instructional program of basic education offered by school districts are:

- Instruction aligned with state learning standards
- Opportunity to complete 24 credits for high school graduation
- LAP: Use of Learning Assistance Program to provide supplemental instruction and services for student not meeting academic standards (Chapter 28A.165 RCW)
- TBIP: Supplemental instruction/services for English learners through transitional bilingual instruction program (Chapter 28A.180 RCW)
- SWD: Opportunity for an appropriate education at public expense for students with disabilities (Chapter 28A.155 RCW)
- Highly Capable: Programs for highly capable students (Chapter 28A.185 RCW)

Supports for Homeless, Dependent, or At-risk Youth

- Support on-time grade level progression and graduation (RCW 28A.320.192).
- Ensure district-level points of contact for unaccompanied or homeless youth (RCW 28A.320.142).

Grading

- Public school districts must use the standardized high school transcript (RCW 28A.230.125). Grades on the high school transcript must conform to the A–F / 4.0–0.0 grading structure outlined in WAC 392-415-050.
- Courses completed during the school facilities closure (after March 17, 2020, and through the end of the 2019–20 school year) must align with modified grading policy outlined in the emergency rule filed by OSPI (WAC 392-910-025). The emergency rule prohibits assigning a failing numerical or nonnumerical grade to students during the school facilities closure. Districts must adopt a local grading policy which complies with the emergency rule.

Supporting Student Engagement

- In order to meet the compulsory school attendance requirements under 28A.225 RCW, districts must keep records of each student's attendance and absences.
- When a student accrues unexcused absences (defined in WAC 392-401-030), the district is required by law to engage the student and family in increasingly intensive interventions in order to eliminate or reduce the student's absences (RCW 28A.225.020 and RCW 28A.225.030).

Full-time Equivalent Students

- Apportionment is driven by district student enrollment and the prototypical model described in RCW 28A.150.260.
- A full-time equivalent student is a student enrolled for at least 27.75 hours per week or 5.55 hours for each scheduled school day (WAC 392-121-122).
- Students enrolled in Alternative Learning Experiences are claimed as provided under WAC 392-121-182.
- Students enrolled in work-based learning are claimed as provided under WAC 392-121-124.
- During the school facilities closures in the 2019–20 school year, OSPI will use February 2020 enrollment for the remainder of the 2019–20 school year and apply an adjustment rate in order to calculate apportionment.

APPENDICES

Appendix A: Themes: Additional Resources and Actions for Implementation

The Office of Superintendent of Public Instruction (OSPI) compiled a list of resources to support a number of the themes surfaced by the Workgroup. While many may apply to school districts' fall context, they will likely need to be adapted for a hybrid or continuous remote learning context.

Professional Development

- CAST
- Novak Educational Consulting
- MTSS
- PBIS
- Trauma-Informed Practices
- Mindful Teachers
- Self-Care Starter Kit

Feedback in the Virtual Setting

- Available June 12: Priority Instructional Content in English Language Arts/Literacy and Mathematics (Student Achievement Partners)
- OSPI-developed classroom-based assessments for arts, health and physical education, and social studies
- Smarter Balanced focused interim assessments and Tools for Teachers (educator login)

Diagnostic or Screener

- WaKIDS assessment system
- English Language Arts Menu of Best Practices and Strategies
- Mathematics Menu of Best Practices and Strategies

Universal Screening

- COVID-19 and Whole Child Efforts
- Universal Screening-Systemic Screening to Shape Instruction
- Systemic Screening Tools: Universal Behavior Screeners
- Trauma-Informed Resilient Schools Training (The coupon code is TRAUMAINFORMED)
- Psychological First Aid (Session 6)

Leading with Social-Emotional Needs

- OSPI SEL webpage
- CASEL Cares: SEL Resources During COVID-19
- Behavior Menu of Best Practices and Strategies
- Asset Mapping

Community Partners and Communication
- Identifying Community Assets and Resources
- Asset Mapping
- Asset Mapping Checklist and Steps

Family and Student Voice
- Guides and Resources for Family Engagement
- Dual Capacity Family Engagement Framework
- Minority Parent and Community Engagement

Classroom and Schoolwide Behavior Supports
- Behavior Menu of Best Practices and Strategies
- Student Discipline Training Materials, Parent/Family Resources, and Laws
- Equity in Student Discipline
- Resources for Combatting Stigma During the Pandemic
- Adverse Childhood Experiences (CDC)
- Adverse Childhood Experiences (DHHS)

Appendix B: Reopening Washington Schools Workgroup Membership

	Name	Organization Representing
1	Aaron Garcia	Educational Opportunity Gap Oversight & Accountability Committee
2	Alexandra Manuel	Professional Educator Standards Board
3	Amy Campbell	Washington Education Association (WEA), Camas School District
4	Angela Von Essen	Washington Association of School Business Officials, West Valley School District
5	Barry DePaoli	Washington Association of School Administrators (WASA), Lake Chelan School District
6	Becky Smith Conklin, NBCT	WEA, Chehalis School District
7	Beth McGibbon, NBCT	WEA, Spokane Public Schools
8	Brenda Rogers	Washington State School Directors' Association (WSSDA), Bethel School District
9	Brian Freeman	WASA, Klickitat School District
10	Brian Jeffries	Washington Roundtable
11	Carli Schiffner	State Board for Community & Technical Colleges
12	Carlos Gonzalez	Association of Washington School Principals (AWSP)
13	Carrie Basas	Office of the Education Ombuds
14	Carrie Suchy, NCSP	WEA, Franklin Pierce School District
15	Charlie Sittingbull	WEA, North Thurston Public Schools
16	Christine Bainard	WEA, Soap Lake School District
17	Dr. Concie Pedroza	Bilingual Education Advisory Committee
18	Condee Wood	AWSP, Olympia School District
19	Dana Anderson	Association of Educational Service Districts, Educational Service Districts (ESD) 113
20	Daniel Zavala	Building Changes
21	David Beard	School's Out Washington
22	Dawn Rains	Treehouse
23	Dr. Debra Clemens	WASA, North Thurston Public Schools
24	Dedy Fauntleroy	AWSP, Seattle Public Schools
25	Edward Prince	Commission on African American Affairs
26	Eleni Papadakis	Workforce Training & Education Coordinating Board
27	Frank Ordway	Department of Children, Youth, & Families
28	Glenn Jenkins	WEA, Auburn School District
29	Glory Tichy	American Federation of Teachers
30	Greta White	WSSDA, Endicott School District
31	Dr. Harlan Gallinger	WSSDA, Issaquah School District
32	Hector Mendez, NBCT	AWSP, Yakima School District
33	Holly Koon, NBCT	Washington State Board of Education, Mount Baker School District

34	Howard Mawhinney, NBCT	WEA, Lake Washington School District
35	James Dorsey	College Success Foundation
36	Dr. James Everett	WASA, Meridian School District
37	Dr. James Smith	Educational Opportunity Gap Oversight & Accountability Committee
38	Janel Keating	WASA, White River School District
39	Jason Powell	Teamsters Local Union 763
40	Jay Pulacode	Washington State Parent-Teacher Association
41	Jen Cole (alternate for 5/13 Jerri Clark)	Special Education Advisory Council, PAVE
42	Jenna Yuan	Legislative Youth Advisory Council
43	Jennifer LeBret	Washington State Native American Education Advisory Committee, Spokane Tribe
44	Jennifer Priddy	Washington Association of School Business Officials, Olympia School District
45	Jennifer Saladis	Public School Employees of Washington, Public School Employees of Auburn
46	Jessica Vavrus	Association of Educational Service Districts
47	Jodi Jaap	Public School Employees of Washington, Monroe School District
48	Dr. Joey Castilleja	WASA, Mabton School District
49	John Hannah	WASA, Morton School District
50	Joseph Martin (alternate for 5/13 Dr. Cathy Calvert)	Washington State Native American Education Advisory Committee, Muckleshoot Tribe
51	Joshua Boe	WEA, Olympia School District
52	Joshua Halsey	Charter School Commission
53	Julia Warth	League of Education Voters
54	Julie Garver	Council of Presidents
55	Julieta Altamirano-Crosby	Commission on Hispanic Affairs
56	Kaitie Dong	OneAmerica
57	Kendrick Washington	Every Student Counts Alliance
58	Kim Leger	Special Education Advisory Council
59	Dr. Kory Kalahar	AWSP, Wenatchee School District
60	Krestin Bahr	WASA, Eatonville School District
61	Laina Phillips	AWSP, Wellpinit School District
62	Larry Delaney	Washington Education Association
63	Dr. Laurynn Evans	WASA, North Kitsap School District
64	Lee Anne Riddle	WSSDA, Ferndale School District
65	Libuse Binder	Stand for Children Washington
66	Liz Huizar	El Centro de la Raza
67	Liz Pray, MSN, RN, NCSN (alternate for 5/13 Sonja Bookter)	WEA, School Nurse Organization of Washington, Moses Lake School District
68	Lydia Faitalia	Commission on Asian Pacific American Affairs
69	Maddy Thompson	Office of Governor Jay Inslee
70	Manny Santiago	LGBTQ Commission

71	Maribel Vilchez, NBCT	WEA, North Thurston Public Schools
72	Mark Ross	WASA, Battleground School District
73	Matt Reiman	WEA, Shoreline School District
74	Megan Anderson Reilly	Bilingual Education Advisory Committee
75	Michelle Jimenez	Legislative Youth Advisory Council
76	Michelle Merriweather	Urban League of Metropolitan Seattle
77	Michelle Olsen	AWSP, Port Angeles School District
78	Michelle Whitney	WASA, Pasco School District
79	Mick Hoffman	Washington Interscholastic Activities Association
80	Miguel Perez	AWSP, Bellingham School District
81	Monica Hunsaker	Washington Association of School Business Officials, ESD 114
82	Nadine Gibson	Legislative Youth Advisory Council
83	Nate Humphreys	State Board for Community & Technical Colleges
84	Paul Marquardt	AWSP, Bethel School District
85	Pete Renn	Independent Colleges of Washington, Seattle Pacific University
86	Peter Maier	Washington State Board of Education
87	Randy Spaulding (alternate for 5/13 Linda Drake)	Washington State Board of Education
88	Rebecca Miner	WASA, Shoreline School District
89	Representative Alex Ybarra	Washington State House of Representatives
90	Representative Mike Steele	Washington State House of Representatives
91	Representative Monica Jurado Stonier	Washington State House of Representatives
92	Representative Sharon Tomiko Santos	Washington State House of Representatives
93	Rick Jansons	WSSDA, Richland School District
94	Rita Peterson	WEA, Stanwood-Camano School District
95	Rob Roettger	WASA, Cheney Public Schools
96	Rodney McKnight	ESD 112, Transportation
97	Ron McHenry	Boys & Girls Club
98	Ryan Maxwell	AWSP, Sunnyside School District
99	Ryan Peterson	Public School Employees of Washington, Kennewick School District
100	Sarah Butcher	SEL for Washington
101	Sarah Ketelsen, NBCT	WEA, Tacoma School District
102	Senator Jamie Pedersen	Washington State Senate
103	Senator Lisa Wellman	Washington State Senate
104	Shane Backlund	WASA, Selah School District
105	Sharonne Navas	Equity in Education Coalition
106	Shawn Lewis	Washington Education Association
107	Shelly Hurley, NBCT	WEA, Seattle Public Schools
108	Shelly Milne, NBCT	WEA, Cashmere School District
109	Silas Berry	WEA, Central Kitsap School District

110	Steve Smith	Black Education Strategy Roundtable
111	Summer Stoner, NBCT	WEA, Bellingham School District
112	Suzie Hanson	Washington Federation of Independent Schools
113	Tam Dinh	Commission on Asian Pacific American Affairs
114	Dr. Tammy Campbell	WASA, Federal Way Public Schools
115	Tania Skinner	Washington State Parent Teacher Association
116	Tekema Jones	Washington State Parent Teacher Association
117	Tim Garchow	Washington State School Directors' Association
118	Tim Merlino	Association of Educational Service Districts, ESD 112
119	Tori Emerson	Washington State Parent Teacher Association
120	Travis Drake	AWSP, Battleground School District
121	Tricia Kannberg	AWSP, Spokane Public Schools
122	Tricia Schroeder	SEIU Local 925
123	Troy Grubb	SEIU Local 925, South Kitsap School District

Appendix C: Operational Groups Membership

Instructional Services Group A

Name	Role	Organization Representing
Amy Campbell	Teacher	Washington Education Association (WEA), Camas School District
Becky Smith Conklin, NBCT	Counselor	WEA, Chehalis School District
Beth McGibbon, NBCT	Teacher	WEA, Spokane Public Schools
Brian Freeman	Superintendent	Washington Association of School Administrators (WASA), Klickitat School District
Brian Jeffries	Policy Director	Washington Roundtable
Christi Kershaw	Career & Technical Education Director	Elma School District
Dr. Concie Pedroza	District Administrator	Bilingual Education Advisory Committee
Condee Wood	Principal	Association of Washington School Principals (AWSP), Olympia School District
Dr. Debra Clemens	Superintendent	WASA, North Thurston Public Schools
Glenn Jenkins	Teacher	WEA, Auburn School District
Howard Mawhinney, NBCT	Teacher	WEA, Lake Washington School District
Dr. James Everett	Superintendent	WASA, Meridian School District
Janel Keating	Superintendent	WASA, White River School District
Jenna Yuan	Student	Legislative Youth Advisory Council
Jennifer Saladis	Paraeducator	Public School Employees of Washington, Public School Employees of Auburn
Jessica Vavrus	Executive Director	Association of Educational Service Districts
Dr. Joey Castilleja	Superintendent	WASA, Mabton School District
John Hannah	Superintendent	WASA, Morton School District

Instructional Services Group B

Name	Role	Organization Representing
Dr. Barry DePaoli	Superintendent	WASA, Lake Chelan School District
Carlos Gonzalez	Principal	AWSP, Othello School District
Carrie Suchy, NCSP	Teacher	WEA, Franklin Pierce School District
Charlie Sittingbull	Teacher	WEA, North Thurston Public Schools
Christine Bainard	Paraeducator	WEA, Soap Lake School District
Dedy Fauntleroy	Principal	AWSP, Seattle Public Schools
Hector Mendez, NBCT	Principal	AWSP, Yakima School District
Jen Cole	Program Director	Special Education Advisory Council, PAVE
Jennifer LeBret	Community Project Director	Washington State Native American Education Advisory Committee, Spokane Tribe
Kaitie Dong	Youth Organizer	OneAmerica
Kim Leger	District Administrator	Special Education Advisory Council
Krestin Bahr	Superintendent	WASA, Eatonville School District
Lisa Lucas	School Counselor	Washington School Counselor Association, Seattle Public Schools
Liz Pray, MSN, RN, NCSN	School Nurse	WEA, Moses Lake School District
Megan Anderson Reilly, NBCT	Instructional Coach	Bilingual Education Advisory Committee
Michelle Whitney	Superintendent	WASA, Pasco School District
Paul Marquardt	Principal	AWSP, Bethel School District
Rebecca Miner	Superintendent	WASA, Shoreline School District
Rob Roettger	Superintendent	WASA, Cheney Public Schools
Ron McHenry	CEO	Boys & Girls Club of Skagit County
Sarah Butcher	Parent Advocate	SEL for Washington
Shane Backlund	Superintendent	WASA, Selah School District
Sharonne Navas	Executive Director	Equity in Education Coalition
Shelly Hurley, NBCT	Teacher	WEA, Seattle Public Schools
Shelly Milne, NBCT	Teacher	WEA, Cashmere School District
Silas Berry	Teacher	WEA, Central Kitsap School District
Summer Stoner, NBCT	Teacher	WEA, Bellingham School District
Travis Drake	Principal	AWSP, Battleground School District

Policy Implications

Name	Role	Organization Representing
Rep. Alex Ybarra	State Representative	Washington State House of Representatives
Alexandra Manuel	Executive Director	Professional Educator Standards Board
Alissa Muller	Policy Manager	Washington State Board of Education
Sen. Brad Hawkins	State Senator	Washington State Senate
Brenda Rogers	President	WSSDA, Bethel School District
Sen. Claire Wilson	State Senator	Washington State Senate
Dierk Meierbachtol	Chief Legal Officer	OSPI
Greta White	School Board Director	WSSDA, Endicott School District
Harlan Gallinger	School Board Director	WSSDA, Issaquah School District
J. Lee Schultz	Director	Washington State Board of Education
Sen. Jamie Pedersen	State Senator	Washington State Senate
Justin Montermini	Associate Director	Professional Educator Standards Board
Lee Anne Riddle	School Board Director	WSSDA, Ferndale School District
Linda Drake	Director	Washington State Board of Education
Sen. Lisa Wellman	State Senator	Washington State Senate
Maddy Thompson	Senior Policy Advisor	Office of the Governor
Rep. Mike Steele	State Representative	Washington State House of Representatives
Rep. Monica Jurado Stonier	State Representative	Washington State House of Representatives
Rick Jansons	President-Elect	WSSDA, Richland School District
Rep. Sharon Tomiko Santos	State Representative	Washington State House of Representatives

School District Operations: Facilities

Name	Role	Organization Representing
Amy Norton, RN	President	School Nurse Organization of Washington
Glenn Fleming	Director	Tenino School District
Glory Tichy	Labor Leader/Aide	American Federation of Teachers
Kelly Gregg	Director	North Franklin School District
Kim Holland	Executive Director (Incoming)	Washington School Personnel Association
Marina Tanay	President	Washington Association of Maintenance and Operations Administrators, Sumner Bonney Lake School District
Mick Hoffman	Executive Director	Washington Interscholastic Activities Association
Nancy Bernard	School Environmental Health Manager	Washington State Department of Health
Stephen Story	Executive Director	Pasco School District
Steve Murakami	Chairman	OSPI School Facilities Technical Advisory Committee, OAC Services
Sue Steinbrenner	Executive Director	Evergreen Public Schools (Clark County)

School District Operations: Finance

Name	Role	Organization Representing
Angela Von Essen	Business Officer	Washington Association of School Business Officials (WASBO), West Valley School District
Dana Anderson	Superintendent	Association of Educational Service Districts, Educational Service District (ESD) 113
Jeff Moore	Chief Financial Officer	Everett School District
Jennifer Priddy	Business Officer	WASBO, Olympia School District
Kassidy Probert	Assistant Superintendent	ESD 101
Lynn Nelson, RN	School Nurse	ESD 113
Mitch Thompson	Director	Battleground School District
Monica Hunsaker	Assistant Superintendent	WASBO, ESD 114
Paul Randall	Director	Tri-Tech Skills Center
Sarah Thornton	Assistant Superintendent	Pasco School District
Tim Merlino	Superintendent	ESD 112

School District Operations: Food and Nutrition

Name	Role	Organization Representing
Amy Ellings	Healthy Eating Active Living Content Lead	Washington State Department of Health
Becky Droter, MSN, RN, NCSN	School Nurse	Colville School District
Joanna Peeler	Food Service Director	Everett School District
Jodi Jaap	Food Service Lead	Public School Employees of Washington (PSE), Monroe School District
Kathryn Ward	Food Service Director	Shelton School District
Marianna Culligan	Executive Director	Washington School Nutrition Association
Megan de Vries	Food Service Director	Edmonds School District
Rick Traynor	Food Service Director	Longview School District
Ryan Peterson	School Bus Driver	PSE, Kennewick School District
Sam Shick	Food Service Director	Kennewick School District
Susan Shelton	Public Health Advisor	Washington State Department of Health

School District Operations: Transportation

Name	Role	Organization Representing
April Heiser	Director of Transportation	Kennewick School District
Carrie Nicholson, RN	School Nurse	Seattle School District
Charlotte Trejbal	Director of Transportation	Freeman School District
Jason Powell	Vice President	Teamsters Local Union 763
Nancy Bernard	School Environmental Health Manager	Washington State Department of Health
Rick Johnson	Shop Coordinator	Bethel School District
Rodney McKnight	Transportation Coordinator	ESD 112
Tony Fitzhugh	Transportation Supervisor	Mossyrock School District
Tricia Schroeder	Executive Vice President	SEIU Local 925
Troy Grubb	Executive Board Member, School Custodian	SEIU Local 925, South Kitsap School District

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All students prepared for post-secondary pathways, careers, and civic engagement.