



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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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

Dedicated members of the OSPI staff served as facilitators and contributors to the Reopening Washington Schools Workgroup.

Instructional Leadership Team

- Cindy Rockholt, NBCT, Assistant Superintendent of Educator Growth and Development
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Operational Leadership Team

- T.J. Kelly, Chief Financial Officer
- Leanne Eko, Director of Child Nutrition Services
- Michelle Matakas, Director of School Apportionment and Financial Services
- Patti Enbody, Director of Student Transportation
- Randy Newman, Director of School Facilities and Organization
- Jamila Thomas, Chief of Staff

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.

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.

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.

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.

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.

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

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 [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.

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.
 - NEW 6/23/2020: 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.

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.

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.

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.”

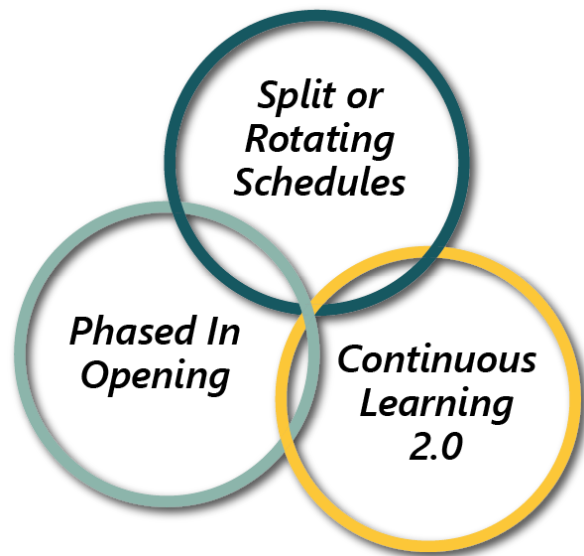
– Superintendent Chris Reykdal

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. Schools should examine which students engaged the least during the spring of 2020 and consider how to meaningfully close those gaps when school reopens in the fall. Schools may choose to prioritize students who had the least engagement in the spring or who had the most challenging time learning remotely. Using their data on the Washington School Improvement Framework, schools may identify which student groups face the largest opportunity gaps, and consider bringing some students back first as a way to prevent those gaps from widening. This could include students with disabilities, English learners, students experiencing homelessness, students experiencing poverty, students of color, and other students facing opportunity gaps identified in the district’s data.

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 considerations 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

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.

MESSAGE FROM THE SUPT.

“Families need their schools to use a consistent learning management system when school facilities close. This supports cohesive communication for families and ensures families do not need to learn and navigate more than one platform to support their children during continuous remote learning. Districts should also engage teacher leaders to plan and deliver professional learning.”

– Superintendent Chris Reykdal

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.

Diagnosics or Screeners

Diagnosics 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 diagnosics, 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, paired 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:
 - Self-care and trauma informed practices, SEL, MTSS/PBIS, ACEs
 - Focused support for general education teachers to differentiate and support learners in specific content
 - Universal Design for Learning in remote learning and face-to-face learning
 - Technology tools and platforms
 - Effective formative feedback/assessment
 - Safety and behavior expectations
 - De-escalation and intervention techniques

IMPORTANT MESSAGE

Districts should continue to incorporate principles 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.

- Standards-based grading and competency-based achievement
- Balance and facilitation of synchronous and asynchronous learning
- Tools and training for universal screening
- Ways to engage students during remote learning
- Determine essential standards
- 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.

| | |
|---|--|
| <p>Pre-Planning</p> | <ul style="list-style-type: none"> ✓ 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 |
| <p>Theme</p> | <p>Considerations</p> |
| <p>Professional Development and Learning</p> | <p>Evaluate staff needs based on the spring continuous remote learning model to determine need for technical skills and online pedagogy training.</p> <p>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.</p> <p>Cultural competency, cultural responsiveness, and racial equity understanding and practices are a foundational professional development need for all educators.</p> <p>Offer professional development on the use of Positive Behavior and Intervention Supports (PBIS) and Multi-Tiered System of Supports (MTSS).</p> |
| <p>Safety Training and Orientation</p> | <p>All students, families, and staff need to be trained on new protocols in place to maintain health and safety.</p> <p>Consider an orientation prior to the first day back in a building and continue to remind and model protocols regularly.</p> |
| <p>Leading with SEL needs, academic needs following</p> | <p>Design instruction with a social and emotional lens to serve the whole child.</p> <p>Consider ways social-emotional learning can be woven into academic standards, particularly as these are narrowed and deepened.</p> |

| | |
|--|---|
| Diagnostics/ Screening | <p>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.</p> <p>Ensure results from diagnostics or screeners are acted upon to meet student needs.</p> <p>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.</p> |
| Essential Standards | <p>Review process of determining "essential standards" from spring school facility closure.</p> <p>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.</p> |
| Feedback in a Virtual Setting | <p>Essential standards will support more actionable feedback to students in a virtual setting.</p> <p>Support teachers' use of formative assessment to provide clear feedback.</p> <p>Use interim assessment tools to continue to identify what students know and can do.</p> |
| Classroom Management, Progress Supports, Discipline | <p>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.</p> <p>Expectations, such as around safety behaviors, should be front-loaded with students and families and taught and reinforced once school is in session.</p> <p>Attending to the whole child and being mindful of the ways disproportionality can play out in areas of behavior management is critical.</p> |
| Supporting Student Transitions | <p>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.</p> |
| Community and Media Partnerships | <p>Consider an asset map from community organizations' offerings and matching it to student/family needs.</p> <p>Consider bringing identified community leaders into the reopening planning process to fully leverage their supports for students.</p> <p>Deploy community leadership and media to help with communications.</p> |

| | |
|--|--|
| | <p>Pay close attention to addressing language and disability access, eliminating acronyms and jargon, and using multi-modal communications.</p> <p>Consider a single point of contact for families to assist in two-way communication.</p> |
| <p>Family and Student Voice</p> | <p>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.</p> |
| <p>Transportation, Food and Nutrition and School District Facilities</p> | <p>Align operations and contingency plan(s) with school district calendar decision-making.</p> <p>Review your bus/walk policies and encourage more family drop-offs, walking, and bicycling to school.</p> <p>Address the need for flexibility in your calendar. Short-term closures can be accommodated by adding more make up days to school calendars</p> <p>Identify staff leads related to reopening or contingency planning if directed to close facilities; identify contingency timelines.</p> <p>Build familiarity with health and safety requirements and conduct training with key staff and stakeholders.</p> <p>Develop internal and external communication for students, families, staff, and the community.</p> <p>Secure and distribute personal protective equipment and cleaning supplies.</p> |

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 |

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| 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 |

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| 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 |

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|-----|---------------------|---|
| 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 |

REVISION LOG

All substantive changes to the guidance since it was published on June 11, 2020 are included in the table below.

| Page(s) Revised | Section | Description | Date |
|-----------------|--|--|-----------------|
| Page 26 | Worksite Employee Health & Safety Requirements | Added a clarification that educators are allowed to remove their face covering when it reduces the effectiveness of instruction. | June 23, 2020 |
| Page 32 | Scheduling Concepts for Consideration | In the implementation examples for phased-in opening with distance learning, added clarifying text to the section about phasing students in by priority. | July 8, 2020 |
| Page 16 | Health & Safety Requirements | Removed the Department of Health's health and safety requirements. Instead, the section now links directly to the requirements on their website. | August 19, 2020 |

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Download this material in PDF on the [Reopening Washington Schools Workgroup](#) page of the OSPI website (<https://www.k12.wa.us/about-ospi/workgroups-committees/currently-meeting-workgroups/reopening-washington-schools-2020-21-workgroup>). This material is available in alternative format upon request. Contact the Resource Center at 888-595-3276, TTY 360-664-3631. Please refer to this document number for quicker service: 20-0012.



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