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Washington Office of Superintendent of
PUBLIC INSTRUCTION
Chris Reykdal, Superintendent

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() Action Required
(X) Informational

BULLETIN NO. 021-20 EXECUTIVE SERVICES

TO: Educational Service District Superintendents
School District Superintendents
School Principals
School District Human Resource Managers

FROM: Chris Reykdal, Superintendent of Public Instruction

RE: Guidance for Long-term School Closures as of March 18

CONTACT: Contact Information is Located on Page 4

PURPOSE AND BACKGROUND

To slow the spread of the novel coronavirus (COVID-19) in Washington state, Governor Inslee announced on March 13 that all public and private K–12 schools in the state will be closed through Friday, April 24.

As schools, families, and communities plan for closures, the Office of Superintendent of Public Instruction (OSPI) is committed to providing ongoing guidance and resources as we sort through this unprecedented situation together. This bulletin is part of a series of guidance since the Governor’s announcement of statewide school closures. Previous guidance is located on [OSPI’s COVID-19 webpage](#). Please note, if a topic is included in multiple rounds of guidance, the most current guidance will supersede prior guidance.

This bulletin addresses teacher and principal evaluations (TPEP), preliminary childcare guidance, and the need for districts to complete a student access to technology inventory.

TEACHER AND PRINCIPAL EVALUATIONS

Due to the impacts of COVID-19 and the unprecedented action to close schools for a significant period, OSPI is providing guidance to districts, schools, and local associations about teacher and principal evaluation for the 2019–20 school year. This guidance is provided today with the assumption that school will resume on April 27. Should that not be the case, OSPI will provide updated guidance.

Guiding Principles

District, school, and association leaders are encouraged to use good judgment regarding evaluation and keep in perspective where this sits within the priorities of the current reality and the future horizon. In addition, given that both teachers and principals are concerned about their students, staff, family, and personal well-being, it is important to honor work that has already been done by the evaluatee and the evaluator to provide and/or substantiate evidence. It is also important to recognize that the evaluation period has ended before its normal completion, and that the absence of evidence for a particular indicator, component, or student growth component should not be cause for lowering a score.

While the chart below, as well as the information included in state law (Revised Code of Washington [\[RCW\] 28A.405.100](#)), should cover most situations, we cannot know all possible scenarios. Educators are encouraged to reach out to OSPI with specific questions.

Classroom Teacher and Principal Evaluation Guidance

Item	Anticipated Scenario	Recommended Action
1	Evaluatees whose evidence demonstrates "Proficient" or "Distinguished" rating at the date of school closure or most recent date of progress review	Move those ratings to final summative score for the 2019–20 school year
2	Evaluatees with zero to five years' experience whose evidence indicates a rating of "Basic" at the date of school closure or most recent date of progress review	Move the "Basic" rating to final summative rating for the 2019–20 school year
3	Evaluatees with more than five years' experience whose evidence indicates a score of "Basic" at the date of school closure or most recent date of progress review	Handled locally on case-by-case basis OR No final score with a letter placed in personnel file describing extenuating circumstances
4	Evaluatees not on probation who do not return to school April 27 (e.g., quarantined, ill, etc.)	No final score with a letter placed in personnel file describing extenuating circumstances
5	Evaluatees at any level of experience whose evidence indicates a score of "Unsatisfactory" at the date of school closure or most recent date of progress review	Handled locally on a case-by-case basis
6	Evaluatees on probation or plan of improvement	Handled locally on a case-by-case basis
7	Evaluatees on Focused Evaluation	Retain score for final summative evaluation

PRELIMINARY CHILDCARE GUIDANCE

During long-term school closures, childcare will be critically important so frontline healthcare workers and first responders can focus on slowing the spread of COVID-19 in our communities. Governor Inslee has communicated an expectation that school districts will make accommodations to provide childcare for our healthcare and first responder families. Beyond serving these two groups, districts maintain the discretion to serve other students and families, so long as they have capacity and they adhere to social distancing guidelines to the best of their ability (the [Department of Health has provided guidance on maintaining the health and safety of children and their childcare providers](#)).

Districts should use the following definitions of “healthcare workers” and “first responders” as a helpful starting point:

- Members of the healthcare workforce, as defined by the Washington State Medical Association, includes people who work in any setting where healthcare services, long-term care, long-term services and supports, or personal care are delivered. This includes, but is not limited to, hospitals, clinics, behavioral health centers, nursing homes, assisted living facilities, adult family homes, and personal homes.
- First responders, as defined in RCW 70.54.430, includes firefighters, law enforcement officers, and emergency medical personnel, as licensed or certificated by the state.

Please note, the definitions above could be revised in future guidance. OSPI will provide additional guidance on childcare in the coming days.

INVENTORY: STUDENT ACCESS TO TECHNOLOGY

As districts strive to provide complementary educational services for students during this extended school closure, OSPI recommends they start by assessing the capability of their students and families to engage in learning activities while away from school. First and foremost, determine the best way for instructional staff to communicate with each student and their families during this closure (including, but not limited to, email, phone, and videoconference).

Districts should also know which students have consistent access to the internet, including web-enabled devices and smartphones. This will help determine the best way to deliver learning resources to students. Much of this information may already reside within the district’s student information system.

Districts are also encouraged to make the same determination for instructional staff, particularly those who may be working from home because of their status in a high-risk group.

INFORMATION AND ASSISTANCE

For questions regarding teacher and principal evaluations, please contact Sue Anderson, Director of Educator Effectiveness, at 360-725-6116 or email sue.anderson@k12.wa.us.

For questions regarding childcare in K–12 schools, please contact Karma Hugo, Director of Early Learning, at 360-725-6153 or email karma.hugo@k12.wa.us.

The OSPI TTY number is 360-664-3631. Previous guidance and additional information related to COVID-19 and school closures is available on the [COVID-19 page of the OSPI website](#). This bulletin is also available on the [Bulletins page of the OSPI website](#).

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