



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

# *Continuous Learning* *2020*

# CONTINUOUS LEARNING 2020

## *Resources and Planning Tools*

**2020**

## **Chris Reykdal** **Superintendent of Public Instruction**

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# OSPI VISION, MISSION, VALUES, AND EQUITY

## Vision

All students prepared for post-secondary 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.

# BACKGROUND

To slow the spread of the novel coronavirus (COVID-19) in Washington state, Governor Jay Inslee announced on March 13 that all public and private K–12 school facilities in the state were to close through April 24. On April 6, he extended the directive through the remainder of the school year.

Although school facilities are closed to traditional in-person instruction, education must continue. The Office of Superintendent of Public Instruction's (OSPI's) guidance is grounded in **compassion, communication, and common sense** rather than the traditional compliance measures all are familiar with in the educational community. Our schools are the backbone of our democracy and structures, routines, and ongoing learning opportunities will create the calm connection our students and families need at this critical time in our state.

The [March 17 letter](#) from Superintendent Chris Reykdal to school district superintendents and labor leaders identified the following priorities:

- Ensure the provision of school meals, including breakfast and lunch, to young people who need them.
- Develop plans to be a childcare provider of last resort in response to the Governor's call to action.
- Provide graduating seniors the content they need to meet their graduation requirements and support their post-secondary transition.
- Offer learning opportunities for students and continued professional learning for educators.
- Continue payroll for all employees as you develop meaningful work and professional development plans.

Districts and school communities have responded to these five priorities in an unparalleled manner and are building their capacity to provide equitable services during school building closures. Districts and communities are in varying states of readiness to do this, and this guidance is intended to be used as a guide to assist districts and their stakeholders as they develop and refine their services.

We should avoid assuming that continuity of education outside of a typical school building can only occur through online means. Districts will likely provide instruction using printed learning materials, phone contact, email, technology-based instruction, or a combination of these to meet student needs. Throughout this, they are attending to the social and emotional well-being of their students and educators.

## Continuous Learning for All Students

*The term “continuous learning” means establishing and maintaining connections with students and families to provide learning materials and supports using a variety of modalities (e.g., email, phone, printed learning materials, and available online platforms). The terms “online learning” and “remote learning” are both defined in RCW, and any use of those terms in this document should not be construed as superseding those definitions and are simply used to communicate various ways of providing “continuous learning.”*

With educational services for all students expected to have started by Monday, March 30, 2020, this document serves as a resource for school districts across our state. Now is the time to provide more specific guidance on offering learning opportunities for students and continued professional learning for school and district educators. Our work together will look different. It will be possible to serve students meaningfully because of the expertise and commitment of school and district personnel and their relationships with the communities they serve.

The needs of students for supports from schools during this time will vary. Some are feeling very alone, and outreach from educators will help them feel connected. Some may need assistance with shelter, food, or other needs; and contact from educators may be critical in order to coordinate the necessary school and community supports.

What schools and communities will need during this time in order to meet both basic and learning needs will also vary—flexibility and communication are key. In order for educators to collaborate and plan ways to meet student learning needs and support student well-being, districts must ensure educator needs are also being met.

Districts will consider what tools, resources, and technologies students can access or if they have access at all. To meaningfully access learning opportunities, some students will need additional supports and accommodations. The [March 21, 2020, Supplemental Fact Sheet from the U.S. Department of Education](#) clearly states that equity barriers should not prevent schools from offering educational programs and that “these exceptional circumstances may affect how all educational and related services and supports are provided.”

Each school district will make many local decisions that are unique to their student and educator populations and available resources. The Office of Superintendent of Public Instruction (OSPI) encourages districts to develop and implement continuous learning plans in partnership with students, families, staff, and local health departments when appropriate. OSPI staff members stand ready to assist districts in navigating these challenging times.

## Hierarchy of Basic Human Needs



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Seemingly overnight, we have had to adjust our day-to-day reality to a new and uncertain way of life in order to support the safety and well-being of ourselves, our families, and our communities. As this document was compiled, a workgroup of practitioners and education leaders advised OSPI to highlight the importance of Maslow's Hierarchy as we work together to serve students and families.

## Guiding Principles

As educators provide instruction and student supports, OSPI suggests using the following guiding principles.

### Keep Students at the Center

*Intentional outreach to continue building relationships and maintain connections. Help students feel safe and valued. At minimum, plan to do the following:*

- ✓ Plan for Student Learning: Build on each student's strengths, interests and needs and use this knowledge to positively impact learning.
- ✓ Develop a Weekly Plan and Schedule: Offer routines and structures for consistency and to balance think time, work time and play time for health and well-being.
- ✓ Contact Families: Partner to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority. Provide translations as necessary.

### Design Learning for Equity and Access

*Plan and deliver content in multiple ways, so all students can access learning.*

- ✓ Teach Content: Set goals using knowledge of each student and Washington state student learning standards.
- ✓ Deliver Flexible Instruction: Consider how to deliver content depending on tools and resources accessible to each student. Delivery of instruction may include printed learning materials and phone contact, email, technology-based instruction, or a combination to meet diverse student needs.
- ✓ Engage Families: Communicate with families about engagement strategies to support students as they access learning. Families are critical partners. Provide translations as necessary.

## Assess Student Learning

*Manage and monitor student learning and plan what's next for learning.*

- ✓ Check Student Learning: Use a variety of strategies to monitor, assess, and provide feedback to students about their learning.
- ✓ Make Instructional Adjustments: Use formative assessment results to guide their reflection on effectiveness of instruction and to determine next steps for student learning.
- ✓ Engage families: Communicate with and seek input from families about assessment results in order to inform next steps. Provide translations as necessary.

## Stakeholder Engagement Process

The Office of Superintendent of Public Instruction (OSPI) would like to thank the Washington Education Association (WEA), Association of Washington School Principals (AWSP), and the Washington Association of School Administrators (WASA) for convening March 26 and 27 to share their professional expertise and advice.

The Continuous Learning Stakeholder Group met virtually over two days to establish this resource document for school districts as the state faces the COVID-19 pandemic. [On March 13, Governor Inslee issued a proclamation](#) announcing statewide K–12 school facility closures through April 24. He extended this order to close schools through the remainder of the school year in a [proclamation on April 6](#).

While school facilities are closed, teaching and learning must continue. On March 23, OSPI sent out an initial bulletin, [Bulletin 024-20](#), regarding Continuous Learning 2020. OSPI believes the deep knowledge and expertise of our state's educators, leading with compassion, communication, and commonsense will help communities through this crisis with a foundation of our strong public education system.

OSPI thanks each member of the stakeholder group and their organizations for contributing to this critical work. The passion, professionalism, and expertise of the workgroup was evident, and their advice enhanced this resource.



# Continuous Learning Stakeholders

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# PROVIDING SUPPORTS TO EDUCATORS AND STAFF

This section provides supports for district and school administrators and educators. OSPI acknowledges the progress districts have already made in supporting schools and communities during COVID-19 school building closures. Needs will vary among school communities, and administrators are encouraged to adopt or adapt as needed.

Throughout this document, the term “educator” includes a variety of roles ranging from those providing direct instruction to those supporting student learning and success. Educators can be teachers, educational staff associates (ESAs) (school counselors, school psychologists, school nurses, school social workers, occupational therapists, physical therapists, speech language pathologists/audiologists, and behavior analysts), and education support professionals (ESPs) (clerical, custodial, food, health, para-educators, security, technical, transportation, and facilities and maintenance).

Now more than ever, it is important to remember that many students, families, and colleagues are struggling to meet basic needs of nutrition, health, and safety. Some of the families we serve will be disproportionately impacted, and their experience of this pandemic may sharply differ from our own. For many families, providing educational supports and connections for their children will have to be secondary to meeting basic needs. Look to social emotional learning (SEL) evidence-based practices and create SEL activities that families may use. Also important is acknowledging our own emotions. Educators may feel stress or be overwhelmed as they provide continuous learning for students and families who may be struggling.

The learning environment created by families will differ from those that educators create in the classroom. Some families will need more than the SEL resources educators can provide. Look to trusted partners such as [NAMI](#), [UW Forefront](#), and [PAVE](#) for additional resources to support families with emergent behavioral health needs.

Call on your awareness of potential trauma and Adverse Childhood Experiences (ACES). Maintaining connections between students and families will aid family-to-school relationships and support student learning and overall wellbeing. Resources such as [“Wisconsin DPI - Trauma Sensitive Schools”](#) and [“Harvard’s University’s FAQ about ACEs and Toxic Stress”](#) can assist educators to identify and respond to potential signs of trauma.

## Considerations for Administrators

This section provides general information for administrators. Depending on the size and organization of your district, certain responsibilities may be handled by district administrators or delegated to building principals or other staff.

### Priorities for District and School Administrators

Focus on compassion, communication, and common sense, and provide yourselves grace as you are planning. Know that your plans will need frequent adjustments.

#### *Compassion*

- Emphasize health, safety, and SEL supports for students, families, and educators
- Identify supports (in addition to academic) needed for your students and families
- Consider where and when flexibility can be provided to permit educators to balance their needs at home and professional responsibilities
- Remember that administrators and educators will need support networks, particularly those who live alone

#### *Communication*

- Maintain clear, consistent, and constant communication
- Address student and family needs and preferences including communication channels, language access, and literacy levels
- Identify opportunities for student, family, and educator feedback and suggestions
- Promote safe ways to support social interaction between the school community, including students and families
- Engage with local labor organizations as plans are developed, and keep lines of communication open
- Provide communication in a variety of languages and literacy levels that represent the community and address preferences (e.g., emails, school websites, social media, and robocalls) gathered from students and families
- Consider a process to implement weekly group check-ins with all educators
- Use internal or external interpreter services, such as Language Link, or translations, to assist in communicating with non-English speaking families

#### *Common Sense*

- Prioritize supporting seniors to meet graduation requirements ([Bulletin 022-20](#))
- Develop goals and priorities for the school, students, families, and educators (e.g., daily, weekly)

- Identify training needs for students, families, and educators to provide or access instruction through online learning platforms, recordings or videos, multiple devices, or printed learning materials
- Ensure educator access to needed materials and student information (e.g., content materials, individual student plans created through Individualized Education Programs (IEPs), 504 plans, health and medication plans, and other school plans such as Student Support Teams (SSTs) and/or a Multi-tiered System of Supports (MTSS))
- Consider ways to use all available school and district personnel (certificated and classified) to support continuous learning for students, families, and educators
- Review school activity calendar to identify events that need to be cancelled, rescheduled, or held in an alternate format
- Address student-specific needs identified through IEPs, 504 plans, SSTs, and/or MTSS
- Provide accessibility tools to students, families, and educators to support access to continuous learning opportunities

## Student Learning and Grading

Continuous learning requires educators to think about the enduring concepts of a content; learning being for learning’s sake, without the expectation to cover an entire content or subject area; developmentally appropriate tasks or projects that provide opportunities for students to engage meaningfully in content through different ways; and providing feedback to students in a variety of ways. Educators use student outcomes to review skills, challenge students with a related concept, and advance to the next knowledge or skill. Students shall be introduced to concepts and explore content while applying their learning and self-assessing in a way that demonstrates learning and progression of grade level standards as established by Washington State Learning Standards.

Instruction and student assignments, as is done when school is in session in school facilities, will not occur in the same way or at the same pace. Districts should give careful consideration before moving grading to broad categories of pass or no credit. Districts should consider a non-credit bearing solution for most grades K–8 and a credit bearing solution for grades 9–12 for the remainder of the school year. Alignment to higher education requirements, NCAA requirements, military enlistment, and entry to post-secondary opportunities may demand the need for credit bearing requirements. OSPI has and will continue to have conversations with institutions of higher education (IHEs) and other post-secondary partners over the next several weeks. There are many outstanding questions regarding credits and grades related to post-secondary transitions. **OSPI will issue further guidance in subsequent bulletin(s).**

*(NOTE: Since the time of this publication, OSPI has published updated [Student Learning & Grading Guidance](#) [published April 21, 2020]. The updated guidance should be referred to, as it is the most current guidance.)*

## Attendance

During the timeframe of the Governor's mandated school facility closure, OSPI will not be requiring the collection of attendance data through the Comprehensive Education Data and Research System (CEDARS). State apportionment will be allocated based on OSPI projections of enrollment that are available on the [school apportionment webpage](#). Districts should establish a district or school-based system of daily or weekly attendance gathering as plans for continuity of learning are established.

## Keep Equity Explicit

- Who are the students (e.g., socio-economic, racial, ethnic, rural, disability) affected by continuous learning policies, programs, practices, or decisions? And, what are the potential impacts of continuous learning on these groups?
- Does this continuous learning policy, program, practice, or decision ignore or worsen existing disparities or produce other unintended consequences?
- How have policymakers and leaders intentionally involved stakeholders who are also members of the communities affected by this policy, program, practice, or decision? Can you confirm your assessment in the bullets above?
- What are the barriers to more equitable outcomes to continuous learning (e.g., mandated, political, emotional, financial, programmatic, or managerial)?
- How will you: (a) mitigate the negative impacts, and (b) address the barriers identified above?

## Students with Disabilities

- Review [Special Education Guidance](#) for supporting students with disabilities through school facility closures
- Any decisions regarding special education and related services for an individual student should be made by the Individualized Education Program (IEP) Team and should not be based on diagnoses, eligibility categories, or blanket policies

## English Learners (ELs)

- Provide education support opportunities as defined in state and local plans for English learners (ELs)
- Provide ELs with English language development instruction that is tailored to address their proficiency level and with the rigor and intensity to exit services as quickly as possible

## **Tribal Consultation**

The federal Every Student Succeeds Act (ESSA) requires state and local education agencies to engage in “timely and meaningful” consultation with area tribes while preparing and submitting plans for application for federal programs. Districts that receive more than \$40,000 for Title VI or have more than 50% Native American/Alaska Native enrollment are required to consult with tribes.

- Review 2019–20 tribal consultation agreements to confirm continuous learning activities are aligned
- Continue consultation with tribes during school building closures

## **Educational Programming**

- Build in a reflection process with educators and community members for system improvement and supports for safety and social emotional well-being
- Bear in mind that supports, approaches, and resources may evolve as information or needs change
- Ensure student and family feedback informs adjustments and future services
- Provide opportunities for students to self-identify and track personal goals and priorities for their learning
- Focus on what is critical, remain open to feedback, and have grace with your staff and with each other
- Align professional learning plans for your staff with information gathered on training needs for educators, students, and families
- Provide adequate time for preparation and practice with new technology and build in time for questions to address student needs
- Consider and promote “office hours” to provide a consistent, predictable instructional schedule that enables educators to support their own families and health and wellness while also supporting students’ families as they consider how to support their students’ learning
- Use online and telephone connectivity; support the methods of access families will be utilizing

*Please view Appendix A: Sample Five-Stage District-Level Plan for Continuous Learning*

## Technology and Nutrition

*Please view Appendix A: Sample Five-Stage District-Level Plan for Continuous Learning and Appendix B: Technology Planning Guide for Continuous Learning*

- Consider safety advisories and guidance, and implement policies and procedures for dissemination of technology, materials, and equipment
- Determine protocol for cleaning and sanitizing items consistent with school district and local health jurisdiction recommendations
- Designate time and locations for students to pick up items or determine how items will be distributed
- Refer to the [Meal Service During School Closures: Parent and Student Q & A](#)

## Teacher/Principal Evaluation Program (TPEP)

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.

## Guiding Principles for TPEP

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, educators, 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 the opportunity for a typical evaluation period has ended before its normal completion and that the absence of evidence due to school closures 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, and to check the [TPEP webpage](#) for updates.



## 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 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
5	Evaluatees on probation or plan of improvement	Handled locally on a case-by-case basis
6	Evaluatees on Focused Evaluation	Retain score for final summative evaluation

## Developing an Educator Professional Learning Plan

Continuous learning requires educators to think about the enduring concepts of a content; learning being for learning's sake, without the expectation to cover an entire content or subject area; developmentally appropriate tasks or projects that provide opportunities for students to engage meaningfully in content through different ways; and providing feedback to students in a variety of ways.

The below is a checklist for administrators to inform the development of an educator professional learning plan, inclusive of education support personnel. Many districts will utilize existing professional learning protocols or processes which are consistent with social distancing

expectations. School districts will be engaging in this work along a continuum and will be informed by their own expertise.

## **Administrator Checklist to Inform Development of an Educator Professional Learning Plan**

### **Pre-Planning**

Administrators will:

- Prioritize leading with social emotional learning (SEL) as fundamental framing for all engagement
- Work with all stakeholders (special education/student support departments, McKinney-Vento liaisons, teaching and learning departments, technology departments, food service, and transportation)
- Involve stakeholders in decision making and communicate in advance when a district-wide solution is in place
- Send out technology survey for educators
- Review survey results
- Develop a relevant, focused, and responsive plan for educator professional learning
- Identify teacher leaders in curriculum and technology integration
- Identify learning platforms that are already in place that teachers can utilize
- Create a network for all staff members to promote safety and well-being

### **Stage 1**

- Review educator technology survey results
- Determine teaching and learning expectations
- Address classified and certificated staff access to internet and materials
- Understand availability of student and parents and the language of families being served
- Develop a detailed schedule for professional learning, including training on technology
- Plan with teacher leaders
- Follow all health and safety precautions when identifying how to meet unique student needs

### **Stage 2**

- Conduct a schoolwide staff meeting through distance technology or other mechanisms to engage all staff
- Clearly state teaching and learning expectations and address questions
- Share expectations for engaging with colleagues, students, and families and address questions

- Share plans for food service, IEP services, childcare, technology, other supports for students and results of technology surveys for students and families
- Meet in grade bands (e.g., PreK–5, 6–8, 9–12) or by department, as appropriate to address specific issues
- Share time expectations for student learning and address questions
- Establish coherent plans for internal communication platform, learning management systems, and content delivery methods
- Group educators in a building/district to create broad resources that can be used by multiple classrooms or grade levels (K–2, 3–5, etc.) to work toward aligned learning objectives (this may reduce strain on families by simplifying the home support needed to complete activities)
- Establish coherent plans for outreach to families; include education support personnel in this outreach.
- Establish the CRITICAL outcomes necessary for remainder of year—less is more
- Identify additional training needs, and provide regular opportunities for practice

### **Stage 3**

- Provide a schedule for educators to plan lessons and create content, including accommodations for students (e.g., IEP, 504, and English learner), and to determine how students will demonstrate their learning
- Provide a schedule for educators to meet virtually in grade levels, content bands, or departments
- Provide opportunities for educators to share successful strategies and needs that emerge
- Continue collaborating and communicating internally on promising practices
- Continue communicating with students and families
- Provide time for celebration
- Address needs and problem-solving

## Appendix D: Sample Five-Day Educator Professional Learning Plan

### **Considerations for Educators**

This section provides general information for educators. As a reminder, the term “educator” includes a variety of roles ranging from those providing direct instruction to those supporting student learning and success. Educators can be teachers, educational staff associates (ESAs) (school counselors, school psychologists, school nurses, school social workers, occupational therapists, physical therapists, speech language pathologists/audiologists, and behavior analysts), and education support professionals (ESPs) (clerical, custodial, food, health, para-educators, security, technical, transportation, and facilities and maintenance).

## Priorities for Educators

### *Compassion*

- Emphasize health, safety, and SEL supports for students, families, and educators
- Identify supports other than academic needed for your students and families
- Remember to have grace with yourself as well as with others
- Consider students in vulnerable situations, including students experiencing homelessness
- Maintain and foster relationships, including providing safe social interactions for student peer relationships

### *Communication*

- Keep communication clear, consistent, and constant
- Provide communication in a variety of languages and literacy levels that represent the community and address preferences gathered from students and families
- Use multiple methods aligned with preferences of students and families; emails, school websites, social media, and robocalls
- Ensure student and family feedback informs adjustments and future services
- Consider a daily/weekly professional learning community (PLC) for continuous learning and support
- Consider social media platforms, such as Facebook or Twitter where appropriate, and be consistent with district expectations and policies
- Create "how-to" videos on how to use resources for students, families, and educators
- Utilize the Twitter chat of Washington and national organizations to share ideas

### *Common Sense*

- Prioritize supporting seniors to meet graduation requirements ([Bulletin 022-20](#))
- Provide opportunities for students to self-identify and track personal goals and priorities for their learning
- Collaborate with colleagues to create common grade level assignments
- Address student-specific needs identified through IEPs, 504 plans, SSTs, and/or MTSS
- Provide accessibility tools to students, families, and educators to support access to continuous learning opportunities

- Integrate content considering cross-curricular project-based learning opportunities
- Check with ESDs for professional learning supports
- Bear in mind that supports, approaches, and resources may evolve as information or needs change
- Provide education support opportunities as defined in state and local plans for English learner (EL), migrant, and Highly Capable Program (HCP) students
- Provide eligible English learners with English language development instruction that is tailored to address their proficiency level and with the rigor and intensity to exit services as quickly as possible

## Educator Questions to Consider

- How might each family's unique context impact the way they engage with continuous learning (race, ethnicity and culture, English language ability, existing IEPs and 504 plans, family structure, location – urban/rural, financial resources, social-emotional support, housing status, access to technology and learning resources, etc.)?
- How can we provide culturally and linguistically relevant resources for each particular student and family?
- How can educators and schools view their student's learning and current experiences through a trauma informed lens using the 3 Realms of Adverse Childhood Experiences: Household, Community, and Environment?
- How can we encourage families to individualize continuous learning?
- How can we help our students be autonomous learners, and/or learn along with parents (so the parent doesn't have to be an expert)?
- How can we leverage community values and expertise as a resource to support culturally relevant student learning?

The guidelines below are meant for any delivery model; printed learning materials, online programs, or a combination of both.

Recommended guidelines for maximum student commitment each day are as follows:

- Pre-K: 30 minutes
- Grades K-1: 45 minutes
- Grades 2-3: 60 minutes
- Grades 4-5: 90 minutes
- Grades 6-8: 20 minutes per class (2.5 hours maximum per day)
- Grades 9-12: 30 minutes per class (3 hours maximum per day)

## Student Learning and Accountability

Continuous learning requires educators to think about the enduring concepts of a content; learning being for learning's sake, without the expectation to cover an entire content or subject area; developmentally appropriate tasks or projects that provide opportunities for students to engage meaningfully in content through different ways; and providing feedback to students in a variety of ways. Educators use student outcomes to review skills, challenge students with a related concept, and advance to the next knowledge or skill. Students shall be introduced to concepts and explore content while applying their learning and self-assessing in a way that demonstrates learning and progression of grade level standards as established by Washington State Learning Standards.

Instruction and student assignments, as is done when school is in session in school facilities, will not occur in the same way or at the same pace. Districts should give careful consideration before moving grading to broad categories of pass or no credit. Districts should consider a non-credit bearing solution for most grades K–8 and a credit bearing solution for grades 9–12 for the remainder of the school year. Alignment to higher education requirements, NCAA requirements, military enlistment, and entry to post-secondary opportunities may demand the need for credit bearing requirements. OSPI has met and will continue to have conversations with Institutions of Higher Education (IHEs) and other post-secondary partners over the next several weeks. There are many outstanding questions regarding credits and grades related to post-secondary transitions. **OSPI will issue further guidance in subsequent bulletins.**

*(NOTE: Since the time of this publication, OSPI has published updated [Student Learning & Grading Guidance](#) [published April 21, 2020]. The updated guidance should be referred to, as it is the most current guidance.)*

Many families may have limited internet access and devices which may be shared between multiple people. Allow and provide yourself and students plenty of grace during this time as you/they adjust to continuous learning.

- Monitor and respond to student learning progress—academic progress will look different for each student
- Use a combination of weekly assignments, projects, and audio/video check-ins to assess learning and provide feedback
- Focus on the enduring concepts of your content and identify ways to integrate academic content areas and social emotional learning
- Scale back and adjust as needed
- Coordinate with other educators for students who would benefit from higher intensity or frequency of connection

- Use competency-based or pass/no credit grading whenever practicable, consistent with district guidance (*NOTE: Since the time of this publication, OSPI has published updated Student Learning & Grading Guidance [published April 21, 2020]. The updated guidance should be referred to, as it is the most current guidance.*)

## **Instructional Support and Resources**

Utilize the [OSPI curated list of high-quality online educational materials](#) – courses, lessons, videos, physical and outdoor activity suggestions (to download the document in doc, PDF, or sortable spreadsheet versions, connect to the [OSPI Remote Learning Resource Suggestions](#) document on the [Washington Open Educational Resources \(OER\) Commons Hub](#)).

## **Washington State Public Broadcast System**

Public television stations across the state have been shifting their programming to provide educational programs for students in grades K–12 during the daytime hours. Curriculum guides for teachers, students, and families exist for most programs.

OSPI thanks public television stations for proactively working with us to provide equitable access to high quality programming and educational resources to support student learning.

## Additional Resources for Educators

- See the [State Learning Standards and Instructional Materials](#) site for easy access to learning standards by content area and instructional materials selection and adoption guidance
- The [Washington Hub on OER Commons](#) provides access to standards-aligned openly licensed resources (free to use, adapt, and share) developed by OSPI programs, grantees, and WA districts.
- [OSPI Approved Online Course Providers](#) list includes approved third-party online course providers, with whom schools can contract for individual online courses and receive state apportionment.

## Example Resource-Rich Online Sites

These two sites showcase a collection of resources in alphabetical order, but have not all been vetted by OSPI nor should their inclusion be considered an endorsement:

- [International Society for Technology in Education \(ISTE\) - Learning Keeps Going Resource Directory](#)
- [State Educational Technology Directors' Association \(SETDA\) eLearning Coalition. Partner Resources](#)

For districts wanting a smaller subset of offers for online learning experiences for kids, curated by the editors at Common Sense, see: [Common Sense Media: Wide Open School](#).

## Copyright and Student Privacy

- Be purposeful in adopting new technologies or applications, with deliberate attention to maintaining student data privacy
- Understand how the applications or learning platforms function and which information is collected or retained on students
- Consider how you might increase awareness for student data privacy during continuous learning, including ensuring student privacy at home (e.g., don't have device camera facing a bathroom)
- Check with district policies and consider HIPAA, FERPA, and COPPA laws with regard to student privacy before implementing any online resources or apps. District policies related to Washington's Student User Privacy in Education Rights (SUPER) Act should be considered



- Maintain student privacy when connecting with students and distributing summaries of learning opportunities and student participation or results
- Consider how you might share copyright guidelines for educational fair use during continuous learning; review Fair Use Copyright Laws

## Resources to Support Copyright and Student Privacy

- [FERPA/Sherpa](#) is a resource center aimed at answering student data privacy questions. It is divided into sections aimed at multiple audiences, including educators, students, parents, and local education agencies
- [Protecting Student Privacy: FERPA and the Coronavirus](#) (March 12, 2020)
- [Fact Sheet: Impact of COVID-19 on Assessments and Accountability under the Elementary and Secondary Education Act](#) (March 12, 2020)
- [U.S. Department of Education one-pager on FERPA and virtual learning resources](#)
- [Protecting Student Privacy While Using Online Educational Services: Requirements and Best Practices](#) was originally developed for online educational services but is also applicable for virtual learning and includes best practices for safeguarding student education records under FERPA
- [Protecting Student Privacy While Using Online Educational Services: Model Terms of Service](#) is a checklist to help evaluate online educational apps
- US Department of Education guidance about sharing information during the public health emergency: [FAQ regarding FERPA and COVID-19](#)
- Washington’s SUPER Act (RCW 28A.604) puts requirements on school service providers with respect to transparency, choice and control, safeguards of student personal information
- [FERPA and Virtual Learning Related Resources](#)

## Tips for Teaching Online for Educators

*Adapted with permission from [ESSDACK](#)*

- Internally with yourself: Start with your goals. What do you really want and need from and for your learners right now and long-term?
- Internally with your team: Have a group of educators you can reach out to for help, processing, and celebrating together. None of us can do this alone. Is this your grade level/content team? Is this a group of educator friends at school or online? Connect with other educators, too.

## *Let's Get Started*

- Establish a presence with your learners. Be there. Communicate with them how they can reach you and be clear about when you're available and not available. Use your district's common communication management system such as Google Classroom, where you can post announcements and host discussions, both synchronously and asynchronously.
- Create norms and standards procedures for online gatherings.
- Post videos of yourself, even if it's just to say, "Good morning!" Show your personality and let your love of teaching and students shine through. This may also be an opportunity for you to engage with all members of the family.
- Think about your physical set up. Are you comfortable? How is the lighting? Be sure you're lit from the front and not just a dark shadowy figure sitting in front of a window. Be sure to use earbuds with a microphone or a headset with a microphone if possible. If not possible, speak slowly, loudly, and clearly. Remember that some students may have slower Internet connections. Consider doing a practice run to troubleshoot.
- Consider setting a consistent schedule when students can be with you for a check-in/class meeting. Do you have a regular classroom tradition for when students enter your room? Do it again! Greet them by name. This helps them feel connected and builds community. Find a thread that you can bring from the traditional classroom into this new classroom.
- Break the work into smaller chunks. Learning online takes time—more time than in the classroom. Be considerate and thoughtful as students adjust to a new learning process. Build in time for students to learn how to manage continuous learning.
- Set times when you will be available to answer questions and connect students with technical support. Build in times for breaks—both for students and for you! Clearly communicate this schedule to students and their families.
- Engage your students by picking interesting, enriching challenges and experiences. Find ways to extend their academic skills into the world they're in right now.
- Provide the opportunity for your students to interact with their peers online. This might mean giving feedback on an assignment, making a collaborative response, or beginning group sessions with a social connection and check-in. This can leverage technology to build stronger and deeper relationships.
- Set workhours for yourself and stick to them. Build in time when you will NOT be connected, and you will not be responding. Find balance.

- Provide options (technology-based and non-technology-based options, including printed learning materials) for assignments that give students and families flexibility, allow for creativity, and increase interest and motivation.
- Use multiple safe methods to ensure non-technology-based options (including school supplies and printed learning materials) are made readily available, including by way of delivery if needed, to students and families.

# PROVIDING CONTINUOUS LEARNING AND SUPPORTS TO STUDENTS

## Implementing a System for Continuous Learning

This section provides guidance for districts, school administrators, and educators to consider in providing a system for continuous learning. OSPI acknowledges the progress districts have already made in supporting schools and communities, including providing educational services during COVID school building closures. Needs will vary among school communities, and administrators and educators are encouraged to adopt or adapt as needed.

As a reminder, “continuous learning” means establishing and maintaining connections with students and families to provide learning materials and supports using a variety of modalities (e.g., email, phone, printed learning materials, and available online platforms). The terms “online learning” and “remote learning” are both defined in RCW, and any use of those terms in this document should not be construed as superseding those definitions and are simply used to communicate various ways of providing “continuous learning.” Transitioning to a continuous learning system will require curriculum and instruction to change, and districts will examine and discern what their priorities are based upon local needs.

## Planning for Equity and Access

### Hierarchy of Basic Human Needs



[U3155259/ CC BY-SA](#)

Seemingly overnight, we have had to adjust our day-to-day reality to a new and uncertain way of life in order to support the safety and wellbeing of ourselves, our families, and our communities.

As this document was compiled, a workgroup of practitioners and education leaders advised OSPI to highlight the importance of Maslow's Hierarchy as we work together to serve students and families.

## **Social Emotional Learning (SEL)**

As educators engage in planning for continuous learning, considerations should include Maslow's Hierarchy of Needs, social emotional learning (SEL), and student and family access to technology and resources.

Social emotional learning (SEL) offers a powerful means to explore and express emotions, build relationships, and support each other—children and adults alike. Specific steps educators can take include:

- Acknowledge that both students and adults may feel worried or stressed
- Provide opportunities to share and process emotions, as well as structures that allow for reflection time
- Encourage educators to embed SEL indicators into cross-curricular lessons
- Utilize SEL framework or curriculum already available and in use
- Focus on the two or three most important SEL indicators
- Engage students in developmentally appropriate conversations and lessons to discuss COVID-19
- Reach out to students needing more support
  - Connect with student support staff members and your school or district's student support team if available
  - Check in regularly with students needing additional connection
  - Use multiple opportunities and formats (e.g., form, phone call, home visit, "office hours")
- Share more intensive resources when appropriate, such as:
  - [Washington Mental Health Referral Service for Children and Teens](#)
  - County Crisis Lines
  - Crisis Text Line: a free, confidential and anonymous resource for anyone in WA to text with a trained crisis counselor: text HEAL to 741741
- Strive to provide mental health/counseling support services both on campus and remotely, in compliance with state and local public health social distancing requirements

- Include training and supports about trauma and stress for educators
- Consult with McKinney-Vento and foster care liaisons, as appropriate
- A wealth of information about SEL can be found at the [OSPI SEL website](#) and [Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#)

## Student and Family Access to Technology

Educators are encouraged to determine student and family access to technology, internet, and other resources prior to developing appropriate learning plans. Include both technology-based and non-technology-based options, including printed learning materials for assignments, and preemptively embed accessibility tools and accommodations before delivering instruction and assignments.

Using the results from a student and family survey, administrators and educators may wish to plot out the technology options available for classrooms and student groups and use the information to identify gaps in resources to plan for non-technology-based instruction and learning materials.

*[Please view Appendix C: Sample Technology Surveys](#)*

The table below provides suggested information to collect when assessing student and family access to technology.

### Information to Collect when Determining Student Access to Technology

Device Type	Operating System(s)	Internet Connection(s)	Internet Availability	Other Considerations
Desktop PC		Broadband (via cable)	Can't use	Access to printer
Laptop	Macbook, Chromebook, etc.	Broadband (via hotspot)	Limited access (1–2 hours/day)	Ability to stream content
Tablet	iPad, Samsung, Kindle	DSL (through phone company)	Moderate access (3–4 hours/day)	Ability to download content
Smartphone	iPhone, Android	Dial-Up (must connect via phone dial)	Unlimited access	Student needs translation or closed caption services
Gaming System	Xbox, PlayStation, etc.	Cell Phone Hotspot	Smartphone with limited data	Ability to play videos
		No Internet Access		Student needs accessibility tools

## Sample Daily Schedules (Educators)

Decisions on when content will be offered are made at the school or district level, depending on the organization of your school district. Please remember to develop daily schedules in alignment with the recommended guidelines for maximum student commitment each day, as described on page 21. These examples are simply models and should be flexed and adjusted based on educator and student needs. Sample schedules identify singular content areas, however content integration is encouraged and educator professional learning plans should be utilized to develop schedules.

K–5 sample schedules may include individual work, small group work, or the strategies identified by the building’s educator professional learning plan and as selected by the grade level team or individual teacher. These schedules will include blocks of time that should include active student learning, student contact, teacher planning, preparation, and collaboration activities, and assessment of student learning. The maximum student commitment for each day should not exceed 45 minutes for K–1, 60 minutes for 2–3, and 90 minutes for grades 4–5.

### Elementary (K–1)

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00–10:25 (individual learning not to exceed 25 minutes)	Reading groups or individual student work	Office Hours Special Services Support	Math groups or individual student work	Office Hours Special Services Support	Writing groups or individual student work
10:30–1:00	Plan+Prep Lunch	Plan+Prep Lunch	Plan+Prep Lunch	Plan+Prep Lunch	Plan+Prep Lunch
1:00–2:10 (individual learning not to exceed 20 minutes)	Elementary Specialists	Office Hours  Special Services Support	1:00–1:40 Elementary Specialists	Office Hours  Special Services Support	Elementary Specialists
2:30–3:30	Reflect and Adjust	Reflect and Adjust	1:40–3:30 Professional Development	Reflect and Adjust	Reflect and Adjust
Maximum student commitment time does not exceed recommended 45 minutes daily					

### Elementary (2–3)

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00–10:30 (individual learning not to exceed 30 minutes)	Reading:	Office Hours Special Services Support	Math	Office Hours Special Services Support	Writing
10:30–1:00	Plan+Prep Lunch	Plan+Prep Lunch	Plan+Prep Lunch	Plan+Prep Lunch	Plan+Prep Lunch
1:00–2:30 (individual learning not to exceed 30 minutes)	Elementary Specialists	Office Hours Special Services Support	1:00–1:40 Elementary Specialists	Office Hours Special Services Support	Elementary Specialists
2:30–3:30	Reflect and Adjust	Reflect and Adjust	1:40–3:30 Professional Development	Reflect and Adjust	Reflect and Adjust
Maximum student commitment time does not exceed 60 minutes daily					

### Elementary (4–5)

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00–10:30 (individual learning not to exceed 45 minutes)	Reading:	Office Hours Special Services Support	Math	Office Hours Special Services Support	Writing
10:30–1:00	Plan+Prep Lunch	Plan+Prep Lunch	Plan+Prep Lunch	Plan+Prep Lunch	Plan+Prep Lunch
1:00–2:30 (individual learning not to exceed 45 minutes)	Elementary Specialists	Office Hours Special Services Support	1:00–1:40 Elementary Specialists	Office Hours Special Services Support	Elementary Specialists
2:30–3:30	Reflect and Adjust	Reflect and Adjust	1:40–3:30 Professional Development	Reflect and Adjust	Reflect and Adjust
Maximum student commitment time does not exceed recommended 90 minutes daily					



Middle and high school sample schedules identify an optional daily schedule. Districts are encouraged to consider ways to integrate content across class periods and to align with their educator professional learning plan. The following schedules provides a limited number of class periods addressed each day, which assumes content integration across all class periods is taking place.

**Middle School (6–8) (20 minutes per class; 2.5 hours maximum per day)**

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30–9:30 (20 minutes per period)	Period 1/2	Office Hours Special Services Support	Period 1/2	Office Hours Special Services Support	Period 1/2
9:30–10:30 (20 minutes per period)	Period 3/4		Period 3/4		Period 3/4
10:30–12:00	Plan+Prep Lunch	Plan+Prep Lunch	Plan+Prep Lunch	Plan+Prep Lunch	Plan+Prep Lunch
12:00–1:00 (20 minutes per period)	Period 5/6	Advisory	Period 5/6	Advisory	Period 5/6
1:00–1:40 (20 minutes per period)	Period 7/Peer Interaction	Office Hours Special Services Support	Period 7/Peer Interaction	Office Hours Special Services Support	Period 7/Peer Interaction
1:40–2:30	Office Hours and Planning		Professional Development and Vertical Teaming		Office Hours and Planning
2:30–2:50	Reflect and adjust	Reflect and adjust	Reflect and adjust	Reflect and adjust	Reflect and adjust
Maximum student commitment time does not exceed 2.5 hours					

**High School (9–12) (30 minutes per class; 3 hours maximum per day)**

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30–9:30 (30 minutes per period)	Period 1/2	Office Hours Special Services Support	Period 1/2	Office Hours Special Services Support	Period 1/2
9:30–10:30 (30 minutes per period)	Period 3/4		Period 3/4		Period 3/4
10:30–12:00	Plan+Prep Lunch	Plan+Prep Lunch	Plan+Prep Lunch	Plan+Prep Lunch	Plan+Prep Lunch
12:00–1:00 (30 minutes per period)	Period 5/6	Senior Support	Period 5/6	Senior Support	Period 5/6
1:00–1:40	Peer Interaction	Office Hours	Peer Interaction	Office Hours	Peer Interaction

	Monday	Tuesday	Wednesday	Thursday	Friday
1:40–2:30	Office Hours and Planning	Special Services Support	Professional Development and Vertical Teaming	Special Services Support	Office Hours and Planning
2:30–2:50	Reflect and adjust	Reflect and adjust		Reflect and adjust	Reflect and adjust
Maximum student commitment time does not exceed 3 hours					

## Supporting Student Learning

### Considerations to Address Student-Specific Needs

- Establish “office hours” for educator availability and check-ins
- Use common learning platforms across a district to alleviate any confusion for families and students
- Determine how students are engaging in schoolwork
- Create flexible plans, considering students may have:
  - Multiple classes
  - Other responsibilities
  - Personal or family illness
  - Limited access to devices and internet and limited student availability
  - Language and other special service support needs
  - Ability of parent/family to support to student learning
  - Parental job loss or additional responsibilities for family/community care
  - Housing instability
- Develop common and clear family and student communications to share learning goals and expectations
- Follow laws and district guidance on student privacy HIPAA, FERPA, and COPPA when implementing any online resources or applications. District policies related to Washington’s Student User Privacy in Education Rights (SUPER) Act should be considered
- Create and curate accessible educational materials (AEM) to benefit all learners; see [SETDA eLearning Accessibility](#) for resources to support students with IEPs and 504 plans.

## Peer Supports and Connections

Older students are accustomed to collaborating with their peers on projects and assignments and are likely to have well-honed ways to stay in touch. School assignments that invite them to work with a friend can encourage that collaboration.

The role of students in helping each other cope with the stress of a novel situation cannot be underestimated, and any guidance schools can provide to remind students of the important role they play in providing emotional support to each other will be helpful. Kindness, caring, and laughter can go a long way.

This very short list of low-tech and high-tech ways students can learn from each other is only a start:

- Schools promote the “problem” of the day and let students crowd-source solutions.
- Families support students to research their interests and share them with their family members, young and old. One parent reported, “My 11-year-old researched ancient India and made a replica water wheel in our shop. He then created a slide presentation of all his research. Tomorrow he will present what he has learned to his whole family, including his cousins (also 11 and 13) on a conference call.”
- Multi-age siblings use sidewalk chalk to draw on the sidewalk and create messages to those that walk in the neighborhood.
- Teachers use tools such as Google meeting and platforms that enable students to work on lessons and chat with other students to explain and share with each other when they are struggling and are unsure.

## Tips for Learning Online – for Students

Adapted with permission from ESSDACK

Educators, consider sharing these tips with your students.

You've found yourself learning online. It's going to be different, for sure, but we can do this. It will be important to be patient with yourself, your classmates and your teachers ... it's new to everyone! Below you will find tips to help you through!

- Get dressed as if you were going to school to cue your brain that there's learning to be done.
- Work with your family to set a schedule for your learning and for family time.
- Identify the best available learning environment for you. Make sure it's comfortable and a place where you are able to focus on your learning.
- Your teachers and other students want to see you and hear your voice! Speak up and ask for help.
- Be proactive in getting help when you're feeling stuck. Don't wait until the last minute to ask for help.
- Take a study break! Go outside if you can.
- This increase in screen time will be hard on your eyes. During breaks, look at things that are far away to keep your eyes healthy.
- Families are encouraged to set schedules that include time for learning, snacks, meals, play time (movement), and social time.
- Watch the volume on earbuds and headphones. Loud volumes can damage ears over time. When in doubt, turn it down.
- Use all technology in safe and respectful ways. Follow the rules your school has in place.

## Student Service Programs

### Nutrition and Meal Access

Many students rely on school meals to meet their nutritional needs. Additionally, as this outbreak continues to impact the economic environment, we know more families may find themselves needing assistance. During these school building closures, school districts may

provide breakfast and lunch to any student, regardless of their family income, at the location(s) designated by the district.

Each district and school have a unique set of circumstances and resources. OSPI is individually assisting districts and schools to determine how to best meet community needs. Guidance for school districts is available on OSPI's Meals & Nutrition Guidance [webpage](#).

## **Students with Disabilities**

Educators will continue to adjust instruction to provide accommodations and services to students with an IEP. There is not an expectation that IEPs will be implemented to the same extent as they were; consider special education needs on a case-by-case basis during the closure to address health and safety needs of students with disabilities, as well as special instructional needs.

- Provide and schedule time for collaboration between general educators and special education educators regarding lesson planning and lesson execution.
- Investigate and determine whether newly introduced apps/learning platforms are accessible to the student based on the student's unique needs.
- Communicate with Individualized Education Program (IEP) teams, including parents, to address student-specific needs while participating in continuous learning opportunities.
- Most students will require a combination of direct instruction in both general and special education "settings" spread across their day, with time for hands-on activities between instruction and/or incorporated into direct instruction.
- Special education educators and related service providers will continue to complete IEPs and evaluations within required timelines to the extent possible. See section E of the Special Education Q&A.
- Modify materials for students and families with disabilities such as persons who are deaf, deaf-blind, or blind and provide materials in alternate formats to facilitate effective communication for individuals with disabilities.
- As educational services are provided, teams should collect progress data for IEP goals in order to inform parents and to assist with decisions regarding compensatory services at a later time.
- Any decisions regarding special education and related services for an individual student should be made by the student's IEP Team, and should not be based on diagnoses, eligibility categories, or blanket policies.

Please visit the [Resources for Students with Disabilities for Continuous Learning During School Building Closures](#) document and click on the tab that says "Supporting Students with Disabilities" for resources organized by grade and audience (e.g., educator, student, or family).

These resources provide accessibility tools, including Universal Design for Learning (UDL), adaptive reading tools, and school-to-post-school transition activities.

## **English Learners (ELs)**

State and federal English learners' programs support districts in their efforts to provide for students of limited English proficiency. The primary purpose of the EL program is to provide students with an educational environment that gives them the best opportunity for success. Districts provide K–12 programs designed to develop competency in English so EL students meet with success when learning the state's learning standards.

The following are guidelines for continuation of supports of EL students.

- Provide essential communications in languages representative of student and family populations.
- Reach out to families to discuss important facts and school structures for the remainder of the year, including the continuous learning plan, how to get student meals, and available resources.
- Designate a school point person for each family to access over the phone for interpreting and/or specific personnel within the district who can provide interpretation services.
- Adjust resources according to different grade levels and language levels as needed.
- Create opportunities for regular collaboration between EL specialists and content area educators to determine appropriate supports and progress benchmarks.
- Provide speaking activities and opportunities for authentic dialogue connected to content instruction (e.g., reading aloud, songs, and tongue twisters can promote essential oral language development for ELs).

## **Students Experiencing Homelessness**

As school districts provide for continuous learning during building closures, the unique needs of students experiencing homelessness must not be forgotten. School district homeless liaisons, school nurses, school counselors, mental health specialists, and other district staff should work together to ensure continuity of educational services for these youth. During times of school building closure, districts are reminded that all of the protections of the federal McKinney-Vento Act remain in place.

- Continue to identify and enroll students experiencing homelessness.
- Strive to remove barriers to access and participation.
- Be flexible with deadlines and participation requirements.

- Access McKinney-Vento grant funds and/or Title I homeless set-aside funds to support the needs of students experiencing homelessness.

Take advantage of excellent national resources addressing education and other supports for students experiencing homelessness while school facilities are closed:

- [Schoolhouse Connection COVID-19 Resources](#)
- [National Center for Homeless Education COVID-10 Resources](#)

## Student Support Services

- Some school districts are purchasing hotspots for families to check out. In addition, schools may consider the following:
  - Provide a list of free internet providers in the interim of school building closures.
  - Park buses in neighborhoods to use as hotspots for internet access.
  - Within available resources, consider providing limited in-person direct internet access services if needed, following state and local health jurisdiction social distancing requirements.
- Account for ALL students when surveying family and student needs by phone, email, mail, or other connection in order to provide appropriate accommodations or referrals, when needed.
- Be responsive to family and student surveys and create a plan based on the needs of your populations.
- Devices – if possible, attempt to provide at least one device in each student’s home.
  - Partner with a business that may be willing to donate devices.
  - Ensure that each child’s device is adequate for what the child is going to be asked to do on the device (e.g., the child may have access to a device but that device could be so old that the app or platform the district administrator or educator decides to use cannot be downloaded onto the device).
- Offer a variety of ways to engage continuous learning without devices or internet.
  - All provided schoolwork should have both tech and non-tech options for completion, if not all students have access to necessary devices/internet.
  - Provide supplies for non-tech options (e.g., paper, pencils).
  - Provide ongoing, consistent communication with students and families and clear expectations and/or outlines of how continuous learning will be completed.

- Academic supports – in addition to educator “office hours,” explore possible utilization of available and willing high school students to provide peer tutoring through phone, email, or a distance learning platform.
- Health services – Student health conditions do not go away when learning occurs at a distance. Families may struggle with accessing healthcare supports during this time.
  - Consider daily nursing “office hours” to be available to educators, students, and families.
  - Check in with families of students with life-threatening and chronic medical conditions regularly.

## Opportunities for Voice and Choice

- Encourage families to establish routines at home for academic and mental health check-in with students as needed.
- Develop a process for student check-ins with certified staff to ask students about their ideas/needs (daily or weekly).
- Encourage students to continue accessing their High School and Beyond Plans (HSBP) to use some of this time for personal reflection, adjusting goals, and exploration of careers and post-high school options.
- [Washington Career Bridge](#) is a FREE online tool that is generally great for career exploration and has a Career Interest Inventory that meets state requirements for getting middle school students started with their HSBP.
- OSPI’s [Career Guidance WA](#) has FREE customizable guidance lesson plans (30 each per grades 6–12) that cover career and college exploration, financial literacy, Social Emotional Learning (SEL), etc.
- Schools not yet using an online platform may need to provide opportunities, within current safety guidelines, for students—especially seniors—to pick up their HSBP.
- Educators should consider multiple ways to provide support, to seniors especially, with completing required elements of the HSBP.



# PROVIDING FAMILY SUPPORTS

Families may be in need of support to help them to understand the impact of school closures and the alternative education formats that are now being provided to their children. Family-School partnerships build collaborative relationships and lead to the concept of shared responsibility for the education of students. Information in this section is divided into two areas. The first provides guidance for school and district staff as they support their families in meeting the challenges they are currently facing. The second section is provided as a resource for schools and districts to use to inform families of educational activities and opportunities they may take to support their children.

## General Recommendations

- Make personal connections a high priority
- Remain in contact with your students
- Provide families with resources they need to meet the family's basic needs so that they can support their student(s)
- Prioritize social emotional learning (SEL)
- Provide families with the resources they need to meet their students' academic needs so that they can support their student(s)
- Provide culturally responsive options and variety so that families can participate to their fullest capabilities; this may necessitate the use of translation services to provide accessible information for non-English speaking families
- Share general information about how cross-curricular work benefits students by streamlining continuous learning work

## Roles of Schools and Districts to Support Families

- Acknowledge and validate the challenges families may be experiencing in their daily life, including their health, caregiving, employment, finances and housing, etc.
- Identify and provide consistent and ongoing communication using the preferred method of communication and language
- Connect families to information and resources to meet basic needs so that they can support their student(s)
- Provide a variety of participation options and supports to encourage families to participate to the level they desire and/or are capable of (due to the stress of the

pandemic, many families are attending to other necessities right now and may not be able to participate at high levels)

- Provide ongoing and critical information to families so that they have realistic expectations for their students' learning based upon child development, special needs, available time and resources, and other circumstances
- Provide options and flexibility for assignments and activities that integrate or make connections across subject areas and allow for use of available resources and creativity
- Involve educators of family engagement programs (e.g., Parents as Teachers and Early Intervention) and others (McKinney-Vento staff, school counselors)

## **Considerations for Districts and Schools to Partner with Families**

- Consider what you are asking of families to support their student's learning and be aware that families may lack the time and ability to engage in continuous learning, or it may be a sibling or neighbor that is responsible for the child's supervision and continuous learning
- Remember that appropriate levels of support and guidance can reduce stress for students and families
- Determine the school's capacity for educator contact with families during the school building closure, and let families know what to expect
- Provide families with a point person to reach out to if they have questions about the continuous learning process or the latest district information and impact on schools
- Send guidance out to the community as a whole to ensure all community members may best support students and families using community languages and formats
- Consider creating a parent leadership or guidance team, or rely on current structures already in place (e.g. PTA's, PTO's) that can meet periodically to discuss needs and trends
- Consider mailing resources and information in community languages or in alternate formats for families with communication disabilities to ensure that notices are delivered and accessible to all families

## **Essential Tasks for Districts and Schools**

- Provide families with information about community resources (e.g., food, childcare, county health department, parent resources, academic resources, resource helplines (See Sample Chart Below))

- Establish and communicate a district and/or building-level resource (phone number to call or text, email, website, etc.) for families to contact with questions
- Create a schedule and priority list plan for continuous guidance for families to continue learning, address concerns, and recognize success

**Sample Chart: Identifying Local and Statewide Resources to Support Families**

Need: Food	Need: Clothing	Need: Childcare	Need: WiFi / Tech	Need: Mental Health Support
<p><a href="#">Search by county for the status of your local food bank</a></p> <p><a href="#">Feeding America: Nationwide network of food banks</a></p>	<p><a href="#">United Way 211: Free, referral and informational website that connects people of all ages and from all communities to the essential health and human services</a></p>	<p><a href="#">Find available childcare (DCYF)</a></p> <p><a href="#">Get Help Paying for Childcare (DCYF)</a></p> <p><a href="#">Child Care Aware of Washington: If your childcare facility closes, call Family Center at 1-800-446-1114 and they can help you search for alternative childcare</a></p>	<p><a href="#">Xfinity hot spots</a></p> <p><a href="#">Internet essentials for low-income households (\$9.95+tax)</a></p> <p>Dedicated phone numbers 1-855-846-8376 for English and 1-855-765-6995 for Spanish</p>	<p>For 24-hour emotional support and referrals: Contact the Washington Recovery Help Line: 1-866-789-1511 (24/7)</p> <p><a href="#">County crisis line list</a></p> <p><a href="#">Wisconsin DPI - Trauma Sensitive Schools and Harvard's University's FAQ about ACEs and Toxic Stress</a></p> <p><a href="#">United Way 211: Free, referral and informational website that connects people of all ages and from all communities to the essential health and human services</a></p>

# Resources for Families

## Roles of Families

### *Keep Children Healthy*

- Watch your child for any signs of illness
- If you see any sign of illness consistent with [symptoms of COVID-19](#), particularly fever, cough, or shortness of breath, keep your child at home and away from others as much as possible
- Follow CDC's guidance on "[What to do if you are sick](#)"
- Teach and reinforce [everyday preventive actions](#)
- Teach children to wash their hands and model by washing your hands or make [handwashing a family activity](#)
- Encourage your child to play outdoors—it's great for physical and mental health
- Take a walk with your child or go on a bike ride
- Use indoor activity breaks (e.g., stretch breaks, dance breaks) throughout the day to help your child stay healthy and focused
- Review the social distancing guidance from the [State Department of Health and plan to keep children away from large groups or in-person activities with friends](#)

### *Help Your Child Stay Socially Connected*

- Help your child reach out to friends and family via phone or video chats
- Help your child write cards or letters to family members they may not be able to visit
- Review and use social and emotional learning resources from your school district, school, and [Collaborative for Academic, Social, and Emotional Learning](#) and [The Yale Center for Emotional Intelligence](#)

### *Talk with Your Child About COVID-19 Impact*

- Help children make sense of what they hear in a way that is honest, accurate, and minimizes anxiety or fear.
- Consider Centers for Disease Control and Prevention (CDC) guidance to help adults have conversations with children about COVID-19 and ways they can avoid getting and spreading the disease, including the following:
  - Remain calm and reassuring
  - Make yourself available to listen and to talk

- Avoid language that might blame others and lead to stigma
- Pay attention to what children see or hear on television, radio, or online
- Provide information that is honest and accurate

### *Family Support for Continuous Learning*

Families may want to think about the following as they support the continuous learning of their child:

- Stay in touch with your child's teacher and school
- Stay in contact with the educator providing learning opportunities to your child
- Consider your child's age group and adjust time, environment, and activities based on their learning preferences
- Identify areas of interest to your child
- Look for ways to make learning fun

## Building a Daily Schedule for Your Child

Please adjust the sample daily schedule based on your child’s grade level and needs. Recommended guidelines are listed below.

Recommended guidelines for maximum student commitment each day are as follows:

- Pre-K: 30 minutes
- Grades K–1: 45 minutes
- Grades 2–3: 60 minutes
- Grades 4–5: 90 minutes
- Grades 6–8: 20 minutes per class (2.5 hours maximum per day)
- Grades 9–12: 30 minutes per class (3 hours maximum per day)

### *A Sample Daily Schedule for Your Child*

Your child’s school will likely create a learning schedule, but here is a sample daily schedule of what that might look like.

Time	Activity	Suggestions
8:00 am	Breakfast	Share the schedule for the day with your child
9:00 am	Learning time	Review lessons, use online learning resources, or work by phone with your teacher
11:30 am	Take a break	Go outside and take a walk, practicing social distancing
Noon	Lunch time	Talk with your family about what was learned earlier in the day
1:00 pm	Continued learning time Reading time	Continue with teacher assignments Read a favorite story, maybe out loud to a younger sibling. Older students, read a recommended book from your teacher’s reading list.

2:30 pm	Math practice or do the lesson provided by your teacher	For practice, there are several online math games, even on the cell phone
3:15 pm	Snack break	On your own time, give your adult a break
3:45 pm	Time to explore something you have always wanted to learn about	Use your computer, science channel on the TV or your cell phone to learn something new to talk about at dinner
5:00 pm	Your time	Do something fun
6:00 pm	Dinner	Share the new knowledge you gained when you explored an interest earlier in the day
7:00 pm	Get some exercise Play	Dance in the front room or go outside and shoot baskets Get out the games

# APPENDICES

## Appendix A: Sample Five-Stage District-Level Plan for Continuous Learning

Develop a plan with assistance, if available, from education stakeholders, including administrators, teacher leaders, local labor groups, technology departments, food service professionals, and local community-based partners to involve them in discussions and decision-making. These examples can be applied flexibly and adjusted to allow districts less or more time in preparation.

Stage 1 focuses on district-level communication and educator readiness. Districts already providing supports to students will continue to do so.

<b>Stage 1</b>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluate previous OSPI Guidance on the website and communications from district leaders to their workforce and families on expectations. Determine which, if any, messages need to be updated to workforce and community.</li> <li><input type="checkbox"/> Celebrate successes with your community, including your efforts to continue food services and childcare for those in need.</li> <li><input type="checkbox"/> Send out surveys on access to technology and educational resources to students and families to determine available resources in homes. Surveys will provide feedback to preferred method of communication, language needs, access to technology and learning supplies, device capabilities and internet reliability, as examples. <b>Sample surveys may be found in Appendix C.</b></li> <li><input type="checkbox"/> Send out surveys on access to technology, educational resources, and supports needed to use during instruction to educators.</li> <li><input type="checkbox"/> Review and apply district policies which address communication between educators and students.</li> </ul> <p><b>Student Learning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Establish plans to reach special populations of students such as, students with disabilities, English learners (ELs), and migrant students, those who are medically fragile, and/or students who are experiencing homelessness.</li> <li><input type="checkbox"/> Consider adoption of pass/no credit grading, competency-based credit, or other grading methods to honor student work and learning. <i>(NOTE: Since the time of this publication, OSPI has published updated <a href="#">Student Learning &amp; Grading Guidance</a> [published April 21, 2020]. The updated guidance should be referred to, as it is the most current guidance.)</i></li> </ul> <p><b>Support for Staff</b></p>
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	<ul style="list-style-type: none"> <li><input type="checkbox"/> Schedule and hold building-level small group meetings with elementary, middle, and high school leaders. Convene remotely to discuss expectations, develop and prepare for continuity of learning.</li> <li><input type="checkbox"/> Identify and prepare to connect with teacher leaders in curriculum and technology integration, including those who work with vulnerable populations.</li> <li><input type="checkbox"/> Identify learning platforms and existing print materials already in place for educators to utilize to support instruction.</li> <li><input type="checkbox"/> Identify and prepare plan for documenting contacts with students as communication plans are developed.</li> <li><input type="checkbox"/> Identify and engage stakeholders to discuss student accountability, including attendance.</li> </ul>
<b>Stage 2</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue and complete any Stage 1 tasks that remain.</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Administration communicates school community expectations for each building to develop a plan for each student to receive at least one contact prior to the end of the week. For example, using Skyward to send a classwide message.</li> </ul> <p><b>Student Learning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adjust plans to reach special populations of students such as, students with disabilities, EL, and migrant students, those who are medically fragile, and/or students who are experiencing homelessness.</li> </ul> <p><b>Support for Staff</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Continue to schedule and hold building-level small group meetings with elementary, middle, and high school leaders. Convene remotely to discuss expectations, develop and prepare for continuity of learning.</li> <li><input type="checkbox"/> Principals plan to provide daily updates to building staff on health and safety circumstances and available resources and define continuity plans (back up plans for staff illness).</li> </ul>
<b>Stage 3</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue and complete any Stage 1 or Stage 2 tasks that remain.</li> <li><input type="checkbox"/> Prioritize activities related to <a href="#">OSPI guidance from previous bulletins</a>.</li> </ul> <p><b>Student Learning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review student and family and educator survey results (if available) and identify and fill gaps.</li> </ul> <p><b>Support for Staff</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Continue to schedule and hold building-level small group meetings with elementary, middle, and high school leaders. Convene remotely to discuss expectations, develop and prepare for continuity of learning.</li> <li><input type="checkbox"/> Train staff on technology, as needed.</li> </ul>

<p><b>Stage 4</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue and complete any Stage 1–3 tasks that remain.</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Establish a plan to communicate with students/families each week (log contacts and identify how information collected by individual staff can be accessed by school personnel, as needed). Provide translation services as needed.</li> <li><input type="checkbox"/> Identify which staff will be contacting which students, partnering with Education Support Personnel (ESPs) for routine communication.</li> <li><input type="checkbox"/> School teams establish and communicate a daily/weekly routine for students and adjust for learners with unique needs.</li> <li><input type="checkbox"/> Answer new questions and problem solve.</li> </ul> <p><b>Student Learning and Support for Staff</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Plan to deliver content in a flexible and adaptable way that is accessible for all students (e.g., printed learning materials, phone, email, videos, or online).</li> <li><input type="checkbox"/> Begin planning for using specialized certificated personnel to provide support for differentiated instruction and accessibility.</li> </ul>
<p><b>Stage 5</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue and complete any Stage 1–4 tasks that remain.</li> <li><input type="checkbox"/> Answer new questions and problem solve.</li> </ul>

## Appendix B: Technology Planning Guide for Continuous Learning

We believe...	
✓	Continuous learning is not hours of screen time for educators, parents, or students.
✓	Less is more. Districts should seek to implement a few high-quality, intuitive solutions for communication lines, teaching and learning, and student support.
✓	Collaboration and growth mindset are key. We recommend collaboration with all district stakeholders in the decision-making process to select accessible digital tools and resources for continuous learning to address a variety of student needs.
✓	Learning success begins with streamlined learning platforms for both elementary and secondary levels.
✓	Technology can open doors and break down barriers for children, youth, and adults, with and without disabilities.
✓	Student, family, and educator privacy must be protected.
✓	Online learning may need to be supplemented with equal opportunity low-technology options for students/families who lack access

Access and Usage Considerations	
<b>Devices at Home</b>	<input type="checkbox"/> Based on student and family survey data, create a system for devices to be checked out to students/families and how/when they will be returned to school. Be sure to follow health and safety guidelines, including sanitizing devices when they are returned.
	<input type="checkbox"/> Develop/revise a tips and tricks document for device care.
	<input type="checkbox"/> Develop/revise IT support help protocols for students, families, and educators to use for troubleshooting.
	<input type="checkbox"/> Develop/revise internet safety policies and other related district policies.
<b>Equity &amp; Accessibility</b>	<input type="checkbox"/> Simple accessibility tools such as closed captions, text-to-speech, voice recognition, word prediction, or the ability to change text properties are helpful to anyone and should be embedded or made available.
	<input type="checkbox"/> Consider the needs of students with low-incidence disabilities, such as students who are deaf/hard of hearing, students who have visual impairments, and students with significant cognitive disabilities.
	<input type="checkbox"/> Review accommodations and/or assistive technology (AT) currently documented in the student’s IEP or 504 Plan and consider how the accommodations or assistive technology supports will be provided through continuous learning, whether online or through other means, including printed learning material.

<b>Access and Usage Considerations</b>	
	<input type="checkbox"/> Create and curate Accessible Educational Materials (AEM) to benefit all learners; see SETDA eLearning Accessibility for resources to support students with IEPs and 504 plans.
	<input type="checkbox"/> Communicate with the student and family on how to access the accommodation or assistive technology.
	<input type="checkbox"/> Consider if the learning environment poses additional barriers to student access to the general education curriculum and progress toward IEP goals.
	<input type="checkbox"/> <a href="#">The Special Education Technology Center (SETC)</a> has developed online resources for educators and parents to support the instructional integration of assistive technology for learning and communication and provides additional accommodations and/or AT for student access to continuous learning.
<b>Internet Access</b>	<input type="checkbox"/> Keep in mind that Internet access will be an issue for many families in Washington. Educators and families may lack the resources to connect remotely. Create non-technology-based options for students to use.
	<input type="checkbox"/> Consider reaching out to local internet service providers to see what options are available for community members.
	<input type="checkbox"/> Many cell phone providers are removing the data usage cap for current subscribers. We recommend reaching out to local cell phone providers for how best to relay this information to parents and for instructions on how to utilize cell phones as hotspots.
	<input type="checkbox"/> <p><b><u>AT&amp;T</u></b></p> <ul style="list-style-type: none"> <li>• For 60 days, AT&amp;T will not terminate services due to inability to pay</li> <li>• Waive late payment fees</li> <li>• Keep public WiFi hotspots open for anyone who needs them</li> <li>• The service will also be offering unlimited internet data and offer access for limited-income households at \$10 a month through "Access from AT&amp;T" program</li> </ul>
	<input type="checkbox"/> <p><b><u>Comcast</u></b></p> <ul style="list-style-type: none"> <li>• Hotspots will be available for anyone who needs them for free, including non-subscribers</li> <li>• Data plans will be paused for 60 days, which will give all customers unlimited data for no additional charge</li> <li>• No late disconnects or late fees for those who contact the company</li> <li>• Internet Essentials, their broadband adoption program, is free to customers</li> </ul>

**Access and Usage Considerations**

	<p><b>Verizon</b></p> <ul style="list-style-type: none"> <li>• Company will not terminate service to any residential or small business customers because of inability to pay bills</li> <li>• Waiving late fees for those impacted by COVID-19</li> <li>• Tripling data allowance for Verizon Innovative Learning School</li> </ul>
<p><b>Learning &amp; Media Platforms</b></p>	<p>Review the <a href="#">SETC Equitable Learning Resources and Links</a>, which include online learning supports being used by school districts in Washington state grouped by:</p> <ul style="list-style-type: none"> <li>• Online learning environments</li> <li>• Online engagement tools</li> <li>• Supplemental online learning sites</li> <li>• Reading supports, accessible books, and math supports</li> </ul>
	<ul style="list-style-type: none"> <li>□ Develop educator guidance for using online communication platforms, like Zoom, Microsoft Teams, and Google Hangouts.</li> </ul>
	<ul style="list-style-type: none"> <li>□ <a href="#">Read&amp;Write for Google Chrome™</a> is free for educators and provides personalized support to make documents, web pages, and common file types in Google Drive.</li> </ul>
<p><b>Online Libraries</b></p>	<ul style="list-style-type: none"> <li>□ Establish a protocol to provide library and media resources to educators, students, and families. Consider providing links to free online books and read-alouds for students.</li> </ul>
	<ul style="list-style-type: none"> <li>□ <a href="#">EPIC</a> – free, online collection of 35,000 books for students age 12 and under. Educators can assign books to students based on reading level and student’s personal interest. Free for all educators. Includes an app version.</li> </ul>
	<ul style="list-style-type: none"> <li>□ <a href="#">Renaissance myON® Reader</a> is a student-centered, personalized literacy environment that gives students access to more than 6,000 enhanced digital books. Titles are matched to student’s interests, grade and Lexile® reading level. Free for students.</li> </ul>
	<ul style="list-style-type: none"> <li>□ <a href="#">Vooks</a> – A kid-safe, ad-free, streaming library of read-aloud animated storybooks. Students can also stream books.</li> </ul>

**Security Considerations**

<p><b>Copyright &amp; Privacy</b></p>	<ul style="list-style-type: none"> <li>□ Consider how you might share copyright guidelines for educational fair use during continuous learning; review <a href="#">Fair Use Copyright Laws</a>.</li> </ul>
	<ul style="list-style-type: none"> <li>□ Not all educational technology companies, services, and systems are student-privacy sensitive. Consider how you might increase awareness for student-data privacy during continuous learning, including ensuring student privacy at home (e.g., don’t have device camera facing a bathroom).</li> </ul>
	<ul style="list-style-type: none"> <li>□ Check with district policies and consider HIPAA, FERPA, and COPPA laws with regard to student privacy before implementing any online resources</li> </ul>

<b>Security Considerations</b>	
	<p>or apps. In addition, district policies related to Washington’s Student User Privacy in Education Rights (SUPER) Act should be considered.</p> <p>FERPA/Sherpa is a great resource center aimed at answering student data privacy questions. It is divided into sections aimed at multiple audiences, including educators, students, parents, and local education agencies.</p> <p>□ Educators must consider student privacy and FERPA as they connect with students and distribute summaries of learning opportunities and student participation or results.</p>
<b>Username &amp; Passwords</b>	<p>□ Be mindful of digital resources that require educators or students to create online accounts. Please check with district policies and consider Washington's SUPER Act, as well as HIPAA, FERPA, and COPPA laws with regards to student privacy BEFORE implementing any of these resources.</p>
	<p>□ Districts will provide usernames and passwords to essential technology programs (previous and new) that students require access to.</p>
	<p>□ Develop a plan to distribute that information to students and families.</p>
	<p>□ If students use a single sign-on, badge, or QR code sign-in, consider developing a strategy to inform families on these protocols during continuous learning.</p>
<b>Educator &amp; Student Safety</b>	<p>□ Consider alternatives to one-on-one live videoconferencing with a student, such as including two adults or two students for accountability and liability. Utilizing classified educators to be video partners on live calls is another idea.</p>

<b>Supports for Accessibility and Usage</b>	
<b>IT Support</b>	<p>□ Create and communicate protocols for providing IT support.</p>
	<p>□ Consider how educators, students, and families will submit a tech request if needing support.</p>
	<p>□ Consider IT support beyond school hours for students, families, and educators as some won’t necessarily be working during “school hours.”</p>
	<p>□ Consider creating and communicating a response time expectation as requests may come in during off-hours or may be overlapping.</p>
<b>Student &amp; Family Supports for Learning Platforms</b>	<p>□ Bloomz – <a href="#">Parent Support</a>; <a href="#">Parent Overview</a> (YouTube video)</p>
	<p>□ Google Classroom – <a href="#">Guardian Email Summaries</a>; <a href="#">Parent Guide</a> (YouTube video)</p>
	<p>□ Microsoft Teams – <a href="#">Parent/Guardian Support Guide</a></p>
	<p>□ <a href="#">Remind for Families</a> – <a href="#">How to create an account</a>; <a href="#">How to join a class</a>; <a href="#">Getting Started for Parents</a> (YouTube video)</p>
	<p>□ <a href="#">Seesaw for Families</a>; <a href="#">Intro to Seesaw for Parents</a> (YouTube video)</p>

<b>Supports for Accessibility and Usage</b>	
	<input type="checkbox"/> Zoom – <a href="#">How to attend a Zoom meeting</a> ; <a href="#">How to use Zoom</a>
<b>Checking out Equipment</b>	<input type="checkbox"/> Provide protocols for equipment to be checked out to educators (e.g., ELMO, document cameras, extra screens).
<b>Educator Professional Learning</b>	<input type="checkbox"/> Consider the essential educator professional learning that is needed for educator, family, and student success.
	<input type="checkbox"/> Professional learning should be delivered online or through distance technology.
	Utilize how-to tutorials and other professional learning resources already created. Our state has many resources, including OSPI Resources for <input type="checkbox"/> Professional Learning Opportunities, options available through Educational Service Districts (ESDs), and <a href="#">OSPI Open Education Resources (OER) Commons Hub</a> .
	<input type="checkbox"/> This is a great time for teacher leaders, including the Washington Fellows and National Board-Certified Teachers (NBCTs), to step up to the plate. Think about what skills the individuals in your district have and empower those people to help take the lead.
	<input type="checkbox"/> Consider recording sessions or inviting others to virtual meetings to learn to use digital tools and applications effectively.
	<input type="checkbox"/> Students are also great resources. Be creative in ways to empower and engage them in this process.
	Remember, we are in this together. Our best resource is each other! <input type="checkbox"/> Consult or collaborate with other districts to provide professional learning on these tools. Don't be afraid to ask for help!

## Appendix C: Sample Technology Surveys

### Sample Technology Survey Questions for Students and Families

<p>1. Check all that apply – do you have access to these devices:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Laptop, tablet or desktop computer – Windows 7 or higher</li> <li><input type="checkbox"/> Laptop or desktop computer – Mac OS X 10.9 or higher</li> <li><input type="checkbox"/> iPad tablet – iOS 10 or higher</li> <li><input type="checkbox"/> Chromebook – Chrome OS 75 or higher</li> <li><input type="checkbox"/> Other internet-connected tablet (e.g., Samsung, Kindle)</li> <li><input type="checkbox"/> Internet-connected gaming device (e.g., Xbox, Playstation)</li> <li><input type="checkbox"/> Smartphone (e.g., iPhone, Android, or other)</li> </ul>	<p>2. Check all that apply – do you have Internet access via:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Broadband (via cable)</li> <li><input type="checkbox"/> Broadband (via hotspot)</li> <li><input type="checkbox"/> DSL (through phone company)</li> <li><input type="checkbox"/> Dial-up (must connect via phone dial)</li> <li><input type="checkbox"/> Cell phone (via hotspot)</li> <li><input type="checkbox"/> None</li> </ul>
<p>3. How would you describe your internet access at home?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> No internet access</li> <li><input type="checkbox"/> Occasional access (e.g., through family, library, or public wifi)</li> <li><input type="checkbox"/> Poor – unreliable and/or very limited data</li> <li><input type="checkbox"/> Average – mostly reliable and a sufficient amount of data</li> <li><input type="checkbox"/> Excellent – reliable and unlimited</li> </ul>	<p>4. Check all that apply – do you have access to the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Printer</li> <li><input type="checkbox"/> Ability to stream content</li> <li><input type="checkbox"/> Ability to download content</li> <li><input type="checkbox"/> Ability to play videos</li> </ul>
<p>5. Check all that apply:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> My child needs translation services If checked, what language: _____</li> <li><input type="checkbox"/> My child needs closed caption services</li> <li><input type="checkbox"/> My student needs other accessibility tools If checked, describe: _____</li> </ul>	



## Sample Technology Survey Questions for Educators

<p>1. Check all that apply – do you have access to these devices:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Laptop, tablet, or desktop computer – Windows 7 or higher</li> <li><input type="checkbox"/> Laptop or desktop computer – Mac OS X 10.9 or higher</li> <li><input type="checkbox"/> iPad tablet – iOS 10 or higher</li> <li><input type="checkbox"/> Chromebook – Chrome OS 75 or higher</li> <li><input type="checkbox"/> Other internet-connected tablet (e.g., Samsung, Kindle)</li> <li><input type="checkbox"/> Internet-connected gaming device (e.g., Xbox, Playstation)</li> <li><input type="checkbox"/> Smartphone (e.g., iPhone, Android, or other)</li> </ul>	<p>2. Check all that apply – do you have Internet access via:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Broadband (via cable)</li> <li><input type="checkbox"/> Broadband (via hotspot)</li> <li><input type="checkbox"/> DSL (through phone company)</li> <li><input type="checkbox"/> Dial-up (must connect via phone dial)</li> <li><input type="checkbox"/> Cell phone (via hotspot)</li> <li><input type="checkbox"/> None</li> </ul>
<p>3. How would you describe your internet access at home?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> No internet access</li> <li><input type="checkbox"/> Occasional access (e.g., through family, library, or public wifi)</li> <li><input type="checkbox"/> Poor – unreliable and/or very limited data</li> <li><input type="checkbox"/> Average – mostly reliable and a sufficient amount of data</li> <li><input type="checkbox"/> Excellent – reliable and unlimited</li> </ul>	<p>4. Check all that apply – do you have access to the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Printer</li> <li><input type="checkbox"/> Ability to stream content</li> <li><input type="checkbox"/> Ability to download content</li> <li><input type="checkbox"/> Ability to play videos</li> </ul>
<p>5. Check all that apply:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I need closed caption services</li> <li><input type="checkbox"/> I need other accessibility tools</li> </ul> <p>If checked, describe:</p> <p>_____</p>	

## Appendix D: Sample Five-Day Educator Professional Learning Plan

### Before Starting

- Administrators will develop the district philosophy for continuous learning opportunities
- Clarify social distancing requirements for educators and work out distance professional learning opportunity for them
- Team leaders and technology leaders should be notified of the need for their expertise

**[Insert Date] [Insert Time]** Administrators, team leaders, and technology integration leaders meet through distance technology. The goal here is to communicate safety expectations and continuous learning philosophy to team leaders and answer questions that team leaders have. A few thoughts to share with them:

- Establish clear communication on your team
- Develop team agreements/norms/wellness checks:
  - What will your team do to stay connected moving forward?
  - What time each week will you meet and how? Zoom? Google Hangout?
  - What are the essential outcomes to be addressed for the remainder of the school year?
- Develop daily and weekly expectations
  - How much time do we expect students to spend each day and how is that distributed?
- Comment on at least one piece of student work each day or call a student each day to check in
- Establish weekly touchpoint meeting between district/building administrators and educators to troubleshoot/promote positive culture/answer questions/help each other
- Establish weekly touchpoint meeting with district grade or content team, educational support personnel, and school counselors who will work with classroom teachers to develop cross-curricular content to meet a variety of standards. These will be provided to teachers to be uploaded at their discretion. Please consider the recommended guidelines for maximum student commitment each day:
  - PreK: 30 minutes
  - Grades K–1: 45 minutes
  - Grades 2–3: 60 minutes
  - Grades 4–5: 90 minutes
  - Grades 6–8: 20 minutes per class (2.5 hours maximum per day)
  - Grades 9–12: 30 minutes per class (3 hours maximum per day)

<ul style="list-style-type: none"> <li><input type="checkbox"/> Remember everyone processes differently; this is an unprecedented situation and can be traumatic for some</li> <li><input type="checkbox"/> Have gracious assumptions toward others; people are having different life experiences than normal right now</li> </ul>
<p><b>[Insert Date] [Insert Time]</b> Whole staff meet through distance technology for staff professional learning</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Video from district administration</li> <li><input type="checkbox"/> 15 minutes to process and list top questions for district administration</li> <li><input type="checkbox"/> Answer questions</li> <li><input type="checkbox"/> Describe what and when are we are communicating to parents</li> <li><input type="checkbox"/> Overview of the week</li> <li><input type="checkbox"/> Length of learning expectations (maximum time allowed per day)</li> <li><input type="checkbox"/> Introduction to learning platforms to be used</li> <li><input type="checkbox"/> Communicate plans for food service, learning kit drop-offs, and technology access</li> <li><input type="checkbox"/> Share need for educators to care for each other</li> </ul>
<p><b>[Insert Time]</b> Meet with district teams through distance technology</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Establish grade level vision</li> <li><input type="checkbox"/> Determine essential outcomes</li> <li><input type="checkbox"/> Create schedule of each day</li> <li><input type="checkbox"/> Plan first three weeks (divide and conquer tasks if possible)</li> <li><input type="checkbox"/> Develop “responsibilities” and “possibilities” ideas</li> <li><input type="checkbox"/> Learn and practice using required technology as a team</li> </ul>
<p><b>[Insert Time]</b> Meet in building teams OR grade level teams through distance technology</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reflect together on personal teaching schedule, teaching environment, etc.</li> <li><input type="checkbox"/> Start making materials (videos, materials, schedules, resource lists)</li> <li><input type="checkbox"/> Group reflection and problem solving</li> <li><input type="checkbox"/> Personal work time</li> <li><input type="checkbox"/> Learn from technology leaders</li> </ul>
<p><b>[Insert Date] [Insert Time]</b> District update Zoom call (with chat for questions)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Continue making videos and materials</li> <li><input type="checkbox"/> Begin gathering supplies for students as needed</li> <li><input type="checkbox"/> Check in with district and content teams</li> <li><input type="checkbox"/> Continue preparing lessons, videos, and materials</li> </ul>
<p><b>[Insert Time]</b> District update Zoom call (with chat for questions)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Continue making videos and materials</li> <li><input type="checkbox"/> Finish gathering supplies for students as needed</li> <li><input type="checkbox"/> Ensure each students’ supplies are available and clearly labeled</li> </ul>

- Provide to students through a safe delivery method

**[Insert Date] [Insert Time] Work Day**

- Work on own or with team as needed (stuff to do/will need to be done/shared)
- Gather supplies for students
- Make sure device chargers are available
- Develop plans for food service, distribution of materials, and technology
- Communicate and problem solve a coherent plan for delivery of student technology and property (Administrator)
- Provide graphics/handouts for educators and parents for continuity across schools
- Read aloud should happen in private groups only available to students
- Student passwords shared with parents
- Chart showing what resources each grade/content level will be using
- Facilities need to create shared documents so that teachers and support personnel can drop modified and accommodated assignments in for classroom teachers to add them into their learning platform
- Norms and expectations for students using devices at home

**Questions to Consider While Planning**

- What about student intervention team meetings? Monitoring of student progress?
- What does this look like for students with adaptive/resource needs and services on an individualized education program (IEP) or 504 Plan?
- How can educational support personnel (ESPs) provide additional support?
- Technology issues for student – whom do they contact for support?
- Will students be able to download new applications on school hardware while at home?

## Appendix E: Washington State PBS Resources for Educators and Families

Your Washington State PBS Member Stations Support You! PBS member stations throughout Washington are partnering with OSPI to support educators as they embark on a new journey of providing distance learning for students. As we all understand the importance of equity in education, especially during this time, please note that in addition to our regularly scheduled educational programming available on broadcast, we are now partnering with the [WORLD Channel](#) to broadcast content for grades 6–12 from 9 am–2 pm weekdays starting Monday, March 30. Thank you for all that you do for the students in Washington.

### Resources for Educators

- [PBS LearningMedia](#) has FREE, preK–12 standards-aligned videos, interactives, lesson plans and more for educators.
  - PBS LearningMedia integrates with many learning platforms schools are using, including Google Classroom, Clever, Remind, and Schoology.
  - There's a [recording of a distance learning webinar](#) for educators
  - A new [PreK–12 Spanish language collection](#) is now available
- Responding to the need for educational resources for students as schools closed due to the coronavirus, all PBS member stations in Washington and WORLD Channel, in partnership with [PBS LearningMedia](#), will begin broadcasting [At-Home-Learning programs](#) intended for grades 6–12 on Monday, March 30, from Monday–Friday, 9am–2pm. These daily, free, over-the-air broadcasts will feature the best in public media science, history and other educational programming. All programs in the block have associated [PBS Learning Media](#) assets.
- Educational programming for younger students will continue to be available on member station main broadcast channels and the 24/7 PBS KIDS broadcast channel.

### Resources for Parents

- [PBS KIDS for Parents](#) offers information, activities and tips for parents
  - Resources on "[How to talk to your kids about coronavirus.](#)"
  - PBS KIDS' new weekday newsletter offers activities and tips parents can use to help kids play and learn at home. [Sign up here!](#)
  - With kids at home, many parents are wondering about screen time. Parents should check out the new PBS KIDS for Parents blog, "[Making the Most Out of Screen Time: Conversation Starters.](#)"

### Resources for Kids

- The PBS KIDS 24/7 channel offers anytime access to trusted educational series for kids ages 2–8.

- The PBS KIDS Video app is available on mobile, tablet, and connected TV devices and offers on-demand educational videos and a livestream of the PBS KIDS 24/7 channel. No subscription required.
- The PBS KIDS Games app offers nearly 200 educational games, which can be downloaded for offline play anytime, anywhere. Learn more about these and PBS KIDS' other apps here: <https://pbskids.org/apps>

**CONTACT:** Cathryn Burby at [cburby@kcts9.org](mailto:cburby@kcts9.org).

# Appendix F: Summary of Continuous Learning Guidance for Elementary and Secondary Educators

These guidelines are provided for consideration and should be adjusted as needed by educators and families to meet individual student needs and reflect the nature of the learning experiences.

Pre-K/Elementary
<ul style="list-style-type: none"> <li>✓ Educators should prioritize Maslow’s Hierarchy of Needs, SEL, and student and family access to technology</li> <li>✓ Educators should identify prioritized learning standards when planning</li> <li>✓ Content and resources should align with district adopted policies</li> <li>✓ Educators may find additional support through <a href="#">continuous learning resources curated by OSPI</a></li> <li>✓ Consider ways to support content integration, enabling students to make connections across content areas</li> </ul>
<p><b>Daily Learning Time</b></p> <p>PreK: 5–10-minute increments, a total of 30 minutes</p> <p>K–1: 5–10-minute time spans, a total of 45 minutes</p> <p>2–3: 10–15-minute time spans, a total of 60 minutes</p> <p>4–5: 20-minute time spans, a total of 90 minutes</p>
<p><b>Grading and Instruction</b></p> <ul style="list-style-type: none"> <li>• Continuous learning requires educators to think about the enduring concepts of a content; learning being for learning’s sake, without the expectation to cover an entire content or subject area; developmentally appropriate tasks or projects that provide opportunities for students to engage meaningfully in content through different ways; and providing feedback to students in a variety of ways. Students should be invited to apply their learning in a way that demonstrates they are building understanding of the concepts.</li> <li>• Generating daily assignments or expecting students to turn in assignments as is done when school is in session in school facilities should not occur. Grading should be limited to broad categories of pass or no credit, with passing grades assigned to students who are generally participating in learning. <i>(NOTE: Since the time of this publication, OSPI has published updated <a href="#">Student Learning &amp; Grading Guidance [published April 21, 2020]</a>. The updated guidance should be referred to, as it is the most current guidance.)</i></li> </ul>
<p><b>Planning Considerations</b></p> <ul style="list-style-type: none"> <li>• Based on students’ progress before the closure, prioritize content and skills to be taught.</li> <li>• Focus on student progress and learning, not assignment completion and due dates.</li> <li>• Communicate first with students using tools and resources teachers and students are already familiar with.</li> </ul>

### Pre-K/Elementary

- Connect with each of your students every week however you can make it work—video chat, Zoom, phone calls, email, Skype, etc. Consider ideas such as weekly check-ins with each family, open-ended discussions with the child, having parents take pictures of work and submitting it through app/email, weekly or daily “challenges” to showcase learning, etc.
- Establish “office hours” for communication with families. This will be a consistent time you are available to answer questions and provide guidance. Family communication is critical to your students’ success.
- Provide resources/directions for all activities (the learning may be being directed by older siblings helping with instruction).
- Help families create predictable routines for learning; share recommendations for minutes of each activity that families can easily accomplish.
- Establish a timeline to complete work with caregivers.
- Work with families to create a predictable routine each day for learning and play, in whatever time frame works best for each family.
- Create learning opportunities that resemble classroom content using familiar wording.
- Create cross-curricular work when possible to maximize efficiency. For example, read a science or history article, using evidence-based questions for comprehension, discussion, and/or writing.

#### **Non-Digital Options**

- Grab-and-Go Packets: Print materials, games, school supplies, books, manipulatives.
- Make kits with hands-on materials to have families pick up/be delivered (weekly or bi-weekly).
- Emphasize the importance of time outdoors. At an early age it offers emotional and physical health benefits, along with improved academic outcomes.
- Emphasize the importance of daily reading with children.

#### **Opportunities for Voice and Choice**

- Help parents understand what voice and choice look like in the classroom, and how that translates to the home setting. For instance:
  - Provide guidance in how to follow a child’s lead and what success with continuous learning looks like.
  - Provide prompt questions/video sources for families to use during play and reading that encourage critical thinking (Examples: “Tell me about what you are drawing.” “What made you think of that?” “How could you ...?”).
- Provide variety to address different learning styles.
- Share what you do in your classroom that could work at home (use resources your students are familiar with).



## Secondary

- ✓ Educators should prioritize Maslow's Hierarchy of Needs, SEL, and student and family access to technology
- ✓ When planning, educators should prioritize the learning standards they will emphasize
- ✓ Content and resources should align with district-adopted policies
- ✓ Educators may find additional support through [OSPI's Instructional Resources](#)
- ✓ Consider ways to support content integration, enabling students to make connections across content areas

### Daily Learning Time

- 6–8: 20 minutes for each class (2.5 hours maximum per day)
- 9–12: 30 minutes for each class (3 hours maximum per day)
- All: After each class, strongly recommend students get up to move

### Planning Considerations

- Based on students' progress before the closure, prioritize content and skills to be taught. Use teacher check-ins to monitor progress.
- Focus on student progress and learning, not assignment completion and due dates.
- Communicate with students first using tools and resources teachers and students are already familiar with.
- Be as consistent as possible with previous class content and processes.
- Provide students with examples or models to self-check their progress.
- Offer a delivery that is manageable by students.
- Create a schedule so that students do not have to choose which class to "attend" online.
- Communication is important. Find a communication avenue you are comfortable with so that students may ask questions, connect with their class, and get more individual help
- Emphasize texts and activities that engage students in high-level thinking and that make connections to the students' world.
- Break assignments into manageable parts.
- Promote and support cross-curricular tasks or activities.

### Grading and Instruction

- Focus on no more than one or two essential learning targets a week.
- Include opportunities for open-ended problem solving.
- Focus on core competencies and skills.
- Incorporate inquiry and provide compelling questions.
- Support students with structures to ensure success and well-being.
- Work creatively and across content areas, when possible, to develop meaningful learning experiences.
- Assure that suggested materials and resources are culturally responsive and equitable.

## Secondary

- Embed or make available accessibility tools.
- Focus on mastering competencies (outcomes) versus reproducing each experience, worksheet, test, and/or quiz given in the typical classroom.
- Provide options for completing work online or through printed learning materials.
- Maintain flexibility for completion of assignments.
- Students should be invited to apply their learning in a way that demonstrates building their understanding of these concepts.
- Districts should give careful consideration before moving grading to broad categories of pass or no credit. *(NOTE: Since the time of this publication, OSPI has published updated [Student Learning & Grading Guidance \[published April 21, 2020\]](#). The updated guidance should be referred to, as it is the most current guidance.)*

### Non-Digital Options

- Coordinate distribution of packets or online work.
- Provide weekly packets or printouts for students without access to technology that mirrors online work.
- Suggest simple hands-on tasks with materials found in or around most homes.
- Create “project packs” for students in need of supplies (e.g., paper, pencils, consumable manipulatives or supplies)
- Construct “continuous learning kits” that could be either picked up, dropped off, or made available through parent email for those without devices, reliable internet, or printer access. Note: If the kits are reusable, make a plan for how kits will be returned safely without transmitting the virus.

### Digital/Online Options

Post personalized videos for the hook, connection, and content of current learning (maximum 5–7 minutes).

- Create or share video tutorials about how to use resources for students.
- Set up live online sessions (regular meeting times or “office hours”). Provide a forum for students to communicate as a class/in groups.
- When possible, or if possible, utilize cell phones in activities.
- Keep it simple with little streaming, as data may be limited.
- Provide lessons that include daily instruction/practice, screen tutorials (daily/weekly), YouTube videos, and/or podcasts.
- Communication platform examples: ZOOM, Skype, Google Meeting, Google Hangouts

### Opportunities for Voice and Choice

- Provide independent reading resources such as:
  - School or public library information and instructions

## Secondary

- Links to free online books on district websites or classroom communication platforms
- Encourage reading and writing through project-based or inquiry-based learning when applicable.
- Provide guidelines/expectations/parameters for students and encourage self-advocacy.
- Facilitate written and visual discussion boards (e.g., [Flipgrid](#)).
- Organize student partners or workgroups via online chats, email, phone calls, or other systems available to your students.
- Provide multiple ways to demonstrate learning (checklists/choice boards).
- Create a central location/time for student questions, concerns, etc. (e.g., educator "office hours").
- Provide opportunities for students to explain their reasoning and ask questions about the reasoning of others (discussion boards, etc.).
- Allow students to generate topics of interest to them and allow for time to work on their projects.
- Focus on providing opportunities to encourage behaviors and workplace skills as outcomes rather than specific content (e.g., observe, envision, express, develop skill, engage and persist, reflect).
- Focus on mastering competencies (i.e., outcomes) versus reproducing each experience, worksheet, test, and/or quiz given in the classroom.
- Develop and work project-based activities or other portfolios to hone their workplace skills by developing online skills, virtual field trips, remote conversations with a mentor or job shadow.
- Provide CTE work-based and/or project-based learning projects that will cover competencies needed to complete class requirements

# Appendix G: A Planning Guide for Graduating Seniors

## Graduation Guidance and Resources for Graduating Seniors during Long-term School Closures

- ✓ [Bulletin 022-20](#): Guidance for meeting Class of 2020 graduation requirements, dated March 20, 2020.

### Credit Requirements

#### *Collect Information, Assess Gaps, and Inform Planning*

- Work with school counselors, graduation specialists, and student data to assess and catalog in a priority ranking:
  - Which seniors are “on track” to graduate, meaning they had a plan to meet credit requirements prior to the school closure; and
  - Which courses seniors NEED to complete (e.g., senior-level classes, third year math/science, and other [“foundational” courses vs. electives/“flexible” credits](#)).
- For educators who teach senior-year and significantly-needed courses, using OSPI’s [Resources by Content Area](#) and [Bulletin 022-20](#), determine:
  - Which course standards to prioritize; and
  - All feasible methods of delivery to provide continuous learning opportunities.
- For educators who have mixed grade-level classes, consider pooling together the seniors enrolled in less widely needed “foundational” and “elective” classes into single course-related groups who can be supported by one educator.
  - Then determine which standards to prioritize and all possible methods of delivery.

#### *Dual Credit*

- Establish protocols to maintain ongoing collaboration between K–12 and higher education staff to ensure continued access to dual credit opportunities.
- Establish staffing oversight (e.g., AP/IB Coordinator, Registrar, P223 Report Facilitator, School Counselors, CTE Director, etc.) to coordinate services with district/building and higher education partners.
  - Educators should check regularly for updates to develop timely communication updates and utilize updated guidance from college and organizational partners to ensure smooth running of these programs.
    - AP’s [guidance page](#) and [instructional supports](#) page.
    - IB’s [guidance page](#) and [instructional supports](#) page.
    - CI’s [guidance page](#) and [instructional supports](#) page.

- ❑ As colleges shift to online learning, schools should collaboratively work with college partners to ensure technology access and help facilitate and communicate about academic support options for College in the High School (CHS), CTE Dual Credit and Running Start students.
  - ❑ Based on recent [guidance posted by the National Association of Concurrent Enrollment Programs](#), schools should check with CTE Consortium Directors regarding CTE Dual Credit and with sponsoring colleges regarding CHS courses as colleges may expect seniors to transition to online to complete their course.

## High School and Beyond Plans (HSBP)

### *Collect Information, Assess Gaps, and Inform Planning*

- ❑ Work with school counselors, graduation specialists, career specialists, advisors and online HSBP reporting (if available) to assess and catalog in a priority ranking:
  - ❑ Which HSBP components seniors still need to complete; and
  - ❑ Which seniors have completed a graduation pathway that is aligned with their post-high school goal, as documented in their HSBP.
- ❑ If no systemic attempt has yet been made to inform seniors about financial aid options per the [new HSBP requirements in House Bill 1599](#), we recommend connecting with Washington Student Achievement Council’s (WSAC) ReadySetGrad webpage for FREE [12th Year Campaign resources](#) and WSAC staff support.

### *Support Seniors to Meet this Graduation Requirement*

- ❑ Schools should consider outreach to ensure all seniors can access their HSBPs.
  - ❑ If online, can they connect (correct login, password, etc.)?
  - ❑ If printed learning materials, establish and communicate a distribution process, maybe in connection with existing food and/or academic packet distribution.
- ❑ Educators directly connecting to helping seniors with their HSBP should provide “office hours” when they can be available for technical assistance.
- ❑ In light of current school closures and in accordance with new HSBP requirements from House Bill 1599, schools may consider any seniors with disabilities who have current IEP Transition Plans to have “met” their HSBP graduation requirement.

## Graduation Pathways

### *Collect Information, Assess Gaps, and Inform Planning*

- ❑ Work with school counselors, graduation specialists, and advisors to review available information from HSBPs (if available) to assess and catalog in a priority ranking
  - ❑ Which seniors still need to complete a graduation pathway that is aligned with their post-high school goal, as outlined in their HSBP; and
  - ❑ What relevant coursework or aligned assessment(s) need to be completed.

- When determining what continuous learning opportunities to provide seniors, priority should be given to assisting seniors with specific course requirements that could lead to completion of a graduation pathway.

### *Support Seniors to Meet this Graduation Requirement*

- Schools should outreach directly to seniors who need to meet a graduation pathway and develop a plan for completing necessary coursework or possible assessments.
- Educators should provide “office hours” when they can be available for technical assistance.

# Appendix H: Family Resources to Support Continuous Learning

Find Childcare
<p><a href="#">Child Care Aware of Washington</a>: If your child care facility closes due to COVID-19 concerns, please call our Family Center at 1-800-446-1114 and our team can help you search for alternative child care.</p>

Access to Basic Needs
<p><a href="#">United Way 211</a>: 211 is a free, confidential referral and information helpline and website that connects people of all ages and from all communities to the essential health and human services they need, 24 hours a day, seven days a week. You'll find additional information about supplemental food and nutrition programs, shelter and housing options and utilities assistance, emergency information and disaster relief, and more.</p>
<p><a href="#">Feeding America</a>: The Feeding America nationwide network of food banks secures and distributes 4.3 billion meals each year through food pantries and meal programs throughout the United States and leads the nation to engage in the fight against hunger.</p> <p><i>Note: Please also reach out to your school district's Office of Family and Community Engagement for additional information. Many school districts are partnering with their local food banks to ensure all students (and in some cases all members of the family) have access to meals.</i></p>
<p><a href="#">PCs for People</a>: To receive technology from PCs for People a potential recipient must be below the 200% poverty level or be currently enrolled in an income-based government assistance program.</p>
<p><a href="#">Internet Essentials from Comcast</a>: In response to emergency measures associated with Coronavirus (COVID-19), Internet Essentials will increase speeds from 15/2 Mbps to 25/3 Mbps for all customers. This speed increase will happen automatically – no action is required by customers. In addition, new customers will receive two months of free service.</p>

## Specific Resources

[Resources for Undocumented Communities](#): A comprehensive list of supports and services for undocumented communities.

[FERPA and Virtual Learning Related Resources](#).

- [Protecting Student Privacy: FERPA and the Coronavirus](#) (March 12, 2020)

## Behavioral Health

Consider adverse childhood experiences (ACES), their impact, and how to minimize trauma. [Harvard University ACEs and Toxic Stress: Frequently Asked Questions](#)

[Taking Care of Your Behavioral Health](#): Tips for Social Distancing, Quarantine and Isolation During an Infectious Disease Outbreak

## Technology for Engaging Families

[Talking Points](#): Reach all your students' families in their home languages to build strong partnerships. This free-for-educators app supports two-way communication in multiple home languages. It is easy to use via the web or on the app. It will translate 100+ languages and can send individual or group messages up to 200 individuals per teacher.

## Learning Resources for Parents and Caregivers

[Structuring Days](#): The next several weeks are going to feel different. They may be challenging but they can also be fun. Some days may be totally unstructured – but other days can have some structure.

[450 Ivy League courses you can take online right now for free](#): More than 400 free online classes are available in subjects as varied as Machine Learning for Data Science and Analytics from Columbia University; HOPE: Human Odyssey to Political Existentialism from Princeton University; The Science of Well-Being from Yale; and Gamification from the University of Pennsylvania.



## Learning Resources for Parents and Caregivers

[Institute for the Advancement of Family Professionals](#): Multiple modules to assist professionals in engaging families on a variety of topics, including trauma.

[Global Family Research Project](#): An independent, entrepreneurial nonprofit organization that supports effective engagement practices and policies so that all children find success in and out of school.

[University of Washington School of Education's Equitable Parent-School Collaboration](#)

[SETDA Parent Resources](#): Provides a variety of resources for families as they coordinate long term eLearning days, consider content to create or supplement lessons, and as parents look to collaborate with one another

[Audible Audiobook service](#): Offering free streams on a select number of children's stories across six languages. (owned by Amazon)

[Storyline Online](#): From the Screen Actors Guild, featuring actors reading picture books

[National Association for Education of Young Children \(NAEYC\) Backpack Learning Resources](#): Available in multiple languages.

[Free On-line Drawing Instruction from the Kennedy Center](#)

[One Hundred Museums Transformed Their Collections Into Free Coloring Pages](#)

[Virtual concerts, plays, museums and other culture](#): List of worldwide cultural activities to engage in online.

[Google Arts & Culture Collections](#) teamed up with over 500 museums and galleries around the world to bring anyone and everyone virtual tours and online exhibits of some of the most famous museums around the world.

[Free educational resources for K-12 students \(kindergarten through high school\) and their parents and teachers](#)

## Resources about COVID-19

[Washington's Coronavirus Response website](#)

[CDC's COVID-19 website:](#)

- [Protect Yourself and Your Family](#)
- [Talking with Children about Coronavirus Disease 2019](#)
- [Caring for Children and Keeping them Healthy While School's Out](#)
- [Helping Children Cope with Emergencies](#)

[Fact Sheet: Addressing the Risk of COVID-19 in Schools While Protecting the Civil Rights of Students](#) (March 16, 2020)

The Office for Civil Rights issued a [letter on preventing and addressing potential discrimination associated with COVID-19](#).

- [OCR Webinar on Online Education and Website Accessibility Webinar \(Length: 00:07:08\)](#) (March 16, 2020)

[Fact Sheet: Impact of COVID-19 on Assessments and Accountability under the Elementary and Secondary Education Act](#) (March 12, 2020)

The resources in the *OSPI COVID-19 in Schools: A Parent Guide* ([English](#) and [Spanish](#)) are intended to help families understand the school's role during a school building closure, commitments to students, and what making days up at the end of the school year looks like.

[How do I talk to my child about the Coronavirus?:](#) Compiled by the National PTA, this list has great information on how to talk to your child(ren) about COVID-19 and more.

[Parent/Caregiver Guide to Helping Families Cope With the Coronavirus Disease 2019 \(COVID-19\):](#) A fact sheet for families from the National Child Traumatic Stress Network.

[Coronavirus Infographic and Game:](#) Free resources for teaching children about the Coronavirus and hygiene from Tumblehome

[Talking to Children About COVID-19 \(Coronavirus\): A Parent Resource:](#) Guidelines from the National Association of School Psychologists (NASP)

[Parent/Caregiver Guide to Helping Families Cope with the Coronavirus Disease 2019:](#) This resource will help parents and caregivers think about how an infectious disease outbreak

## Resources about COVID-19

might affect their family—both physically and emotionally—and what they can do to help their family cope. (National Child Traumatic Stress Network)

[Resources for Families During the Coronavirus Pandemic](#): A range of information from Common Sense Media.

# GLOSSARY OF TERMS

**504 Plans:** A plan developed for a student with a disability under Section 504 of the Rehabilitation Act of 1973 that identifies the accommodations, aids, and services needed in order for them to access and benefit from education.

**Administrators:** Includes both district-level and building-level leadership.

**Continuous Learning:** Establishing and maintaining connections with students and families to provide learning materials and supports using a variety of modalities (e.g., email, phone, printed learning materials, and available online platforms). The terms “online learning,” and “remote learning” are both defined in RCW and any use of those terms in this document should not be construed as superseding those definition and are simply used to communicate various ways of providing “continuous learning.”

**Distance Learning:** An umbrella term for any learning that takes place across distance and not in a traditional brick-and-mortar classroom.

**Educational Staff Associate (ESA):** Includes school counselors, school psychologists, school nurse, school social worker, occupational therapists, physical therapists, speech language pathologist/audiologist, and behavior analysts.

**Educator:** Includes a variety of roles ranging from providing direct instruction to supporting student learning and success. Educators can be teachers, educational staff associates, and education support professionals.

**Education Support Professionals (ESP):** Includes clerical, custodial, food, health, para-educators, security, technical, transportation, and facilities and maintenance personnel.

**English Learners (EL):** A student whose primary language is other than English and whose English language skills are not at a proficient level to enable meaningful access to grade level curricula and instruction.

**Family Educational Rights and Privacy Act (FERPA):** A federal law that protects the privacy of student education records.

**Health Insurance Portability and Accountability Act (HIPAA):** A national standard to protect individuals’ medical records and other personal health information.

**Individualized Education Program (IEP):** A written statement for each student eligible for special education that identifies the student’s present levels of academic achievement and functional performance, measurable annual goals, a description of the special education and related services to be provided, secondary transition planning for students turning 16 and older, and other information regarding supports needed as a result of the student’s disability.

**Multi-Tiered System of Supports (MTSS):** A framework with an evidence-based process that emphasized data-based decision-making. The instruction, assessment, and intervention are delivered to students with varying intensity based upon student need.

**Learning Platform:** An integrated set of interactive online services that provide educators, students, and families with information, tools, and resources to support education delivery and management.

**Office Hours:** Published times that educators will be available for students and families to contact and ask questions, get assistance, and receive feedback.

**Open Educational Resources (OER):** Free and accessible openly licensed text, media, and other digital materials and tools that are useful for teaching, learning, and assessing learning.

**Student Support Team (SST):** A team of educational professionals who assists students and educators with a wide range of concerns related to students' school performance and experience. The purpose of the SST is to identify and intervene early in order to design a support system for students having difficulty in the general education classroom. \*Also referred to as "Student Study Team."

**Virtual Learning:** A form of learning that includes the utilization of computers and/or the internet both outside (i.e., distance learning) and inside the facilities of an educational organization.

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Download this material in PDF on OSPI's Novel Coronavirus (COVID-19) Guidance & Resources webpage (<https://www.k12.wa.us/about-ospi/press-releases/novel-coronavirus-covid-19-guidance-resources>) 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: 20-0006.



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