

Connect to Audio

You can **join** by computer audio or call in.

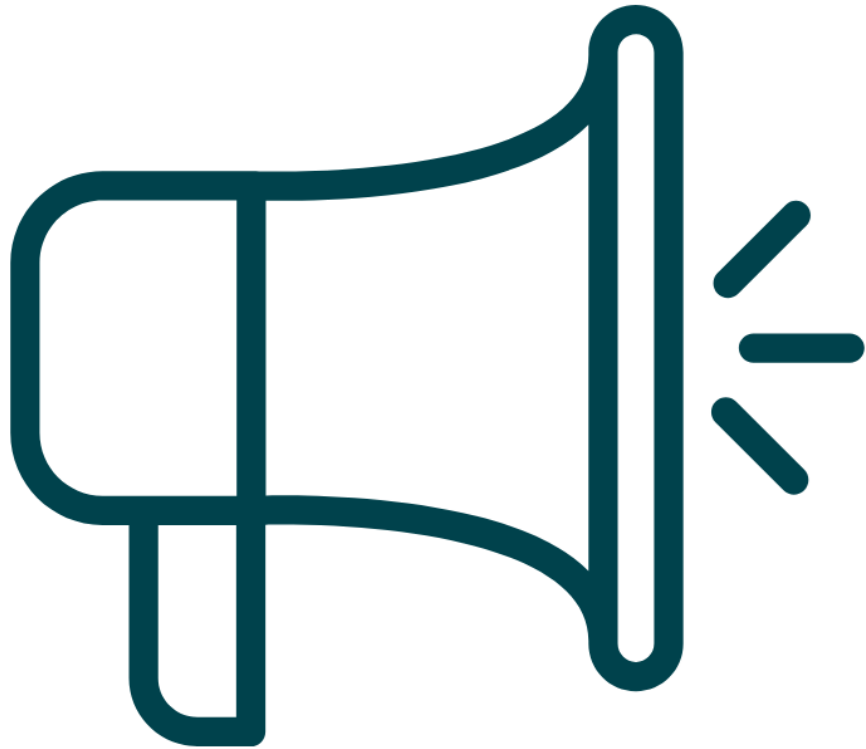
Welcome!
We'll be starting in a few minutes.

Test Audio



The screenshot shows a meeting interface with a dark teal speech bubble at the top containing the text "Welcome! We'll be starting in a few minutes." Below the speech bubble is a "Talking:" indicator. The main area displays meeting details: "Meeting Topic:", "Host:", "Invitation URL:", and "Participant ID:". A dark grey audio settings menu is open, showing "Select a Microphone" with "Microphone Array (Realtek High Definition Audio) Same as System" selected, and "Select a Speaker" with "Speakers (Realtek High Definition Audio) Speakers (Microsoft Docking Station Audio Device) Same as System" selected. Other options in the menu include "Test Speaker & Microphone...", "Switch to Phone Audio...", "Leave Computer Audio", and "Audio Settings...". To the right of the menu are "Share" and "Invite Others" buttons. At the bottom is a toolbar with icons for "Unmute", "Start Video", "Invite", "Manage Participants", "Share", "Chat", "Record", "Breakout Rooms", and "End Meeting".

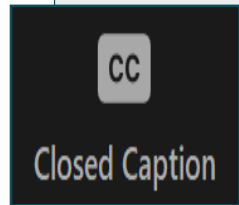
Public Practice Awareness



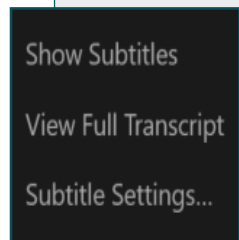
Everything you say
aloud and in the chat
is subject to public
disclosure.



Closed Captioning is Available Today



You may turn subtitles On or Off by clicking the arrow on the "Closed Caption" icon at the bottom of your screen.



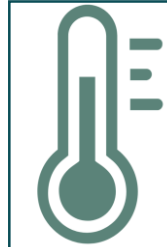
Then you can click "Show subtitles".



Our OSPI team is working to ensure each other's health and safety



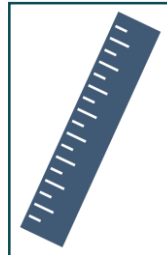
We all feel well



Took temperatures to verify no fevers



Tables and equipment have been sanitized



Seating for 6 feet apart



Continue to use sanitizer throughout the day



Reopening Washington Schools 2020-2021

Learning, Health, and Safety Recommendations



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Chris Reykdal

Superintendent of Public Instruction



Land Acknowledgement



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



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Equity Statement

Each student, family, and community possesses 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.



Washington Office of Superintendent of
PUBLIC INSTRUCTION

OSPI Moderators



Michaela Miller



Tennille Jeffries-Simmons



Cindy Rockholt



Martin Mueller



Maria Flores



T.J. Kelly



Zoom Team



Kefi Andersen



Bonnie
Zimmerman



Megan
Holmgren



Patti Tucci



Community-
Based
Organizations

Education Partners

Observers

Legislators

Our Stakeholder Group



School
District
Operations

Appointed
Statutory Advisory
Groups

Advisory Committees

Students



Group Representatives

Group A Panelists

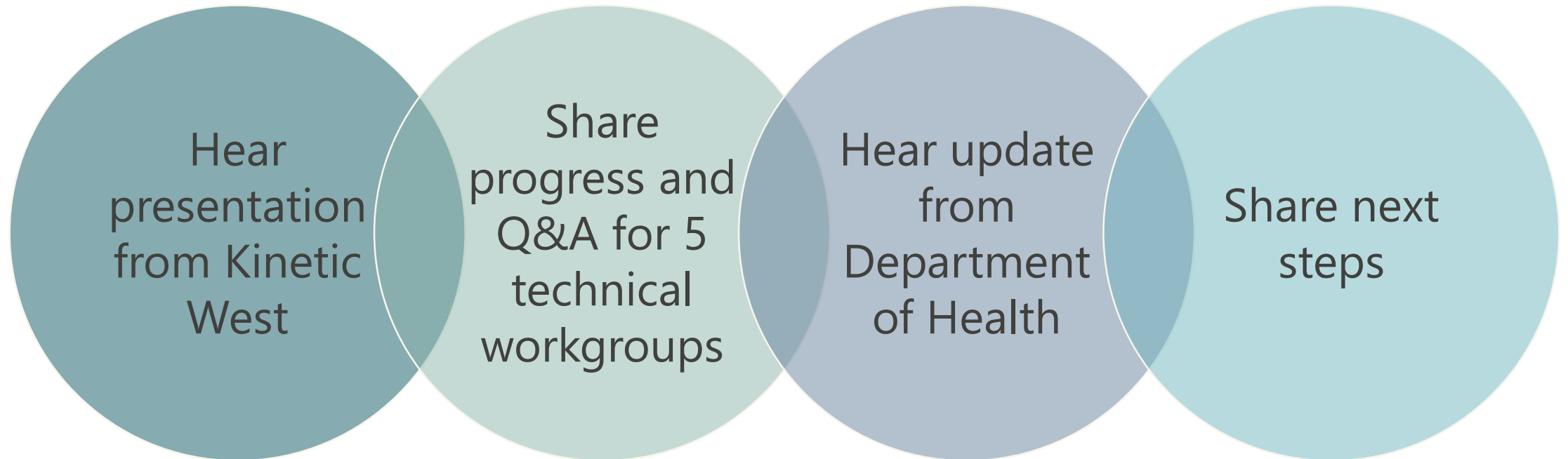
- Amy Campbell
- Brian Jeffries
- James Everett
- Mark Ross
- Rita Peterson
- Tammy Campbell

Group B Panelists:

- Carrie Suchy
- Kim Leger
- Liz Pray
- Michelle Whitney



Purpose for Today's Meeting



Pre-Survey

Link in the chat

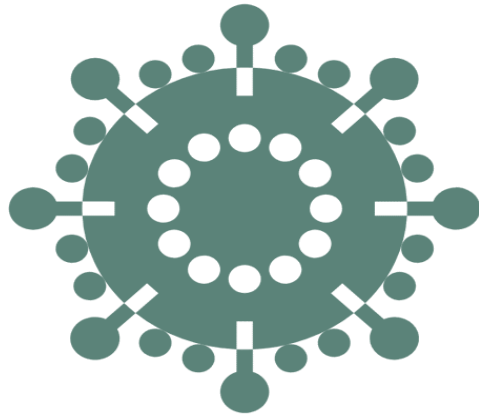
Link in chat

Workgroup members are ambassadors back to your organizations and constituencies

Your results will help us plan future communications and support

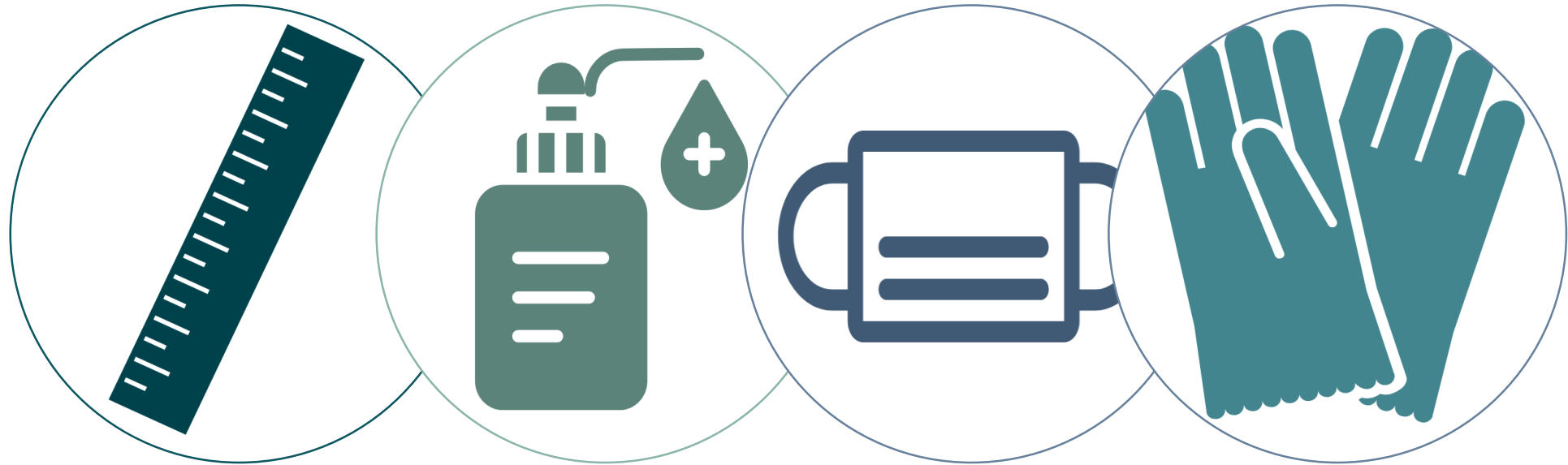


Department of Health Update



Lacy
Fehrenbach

Personalized Protective Equipment Considerations





KINETIC WEST

Researching solutions



Lessons Learned



International Strategies



Questions & Answers



Break

Let's Meet
Back in 5
Minutes!



Bio Break

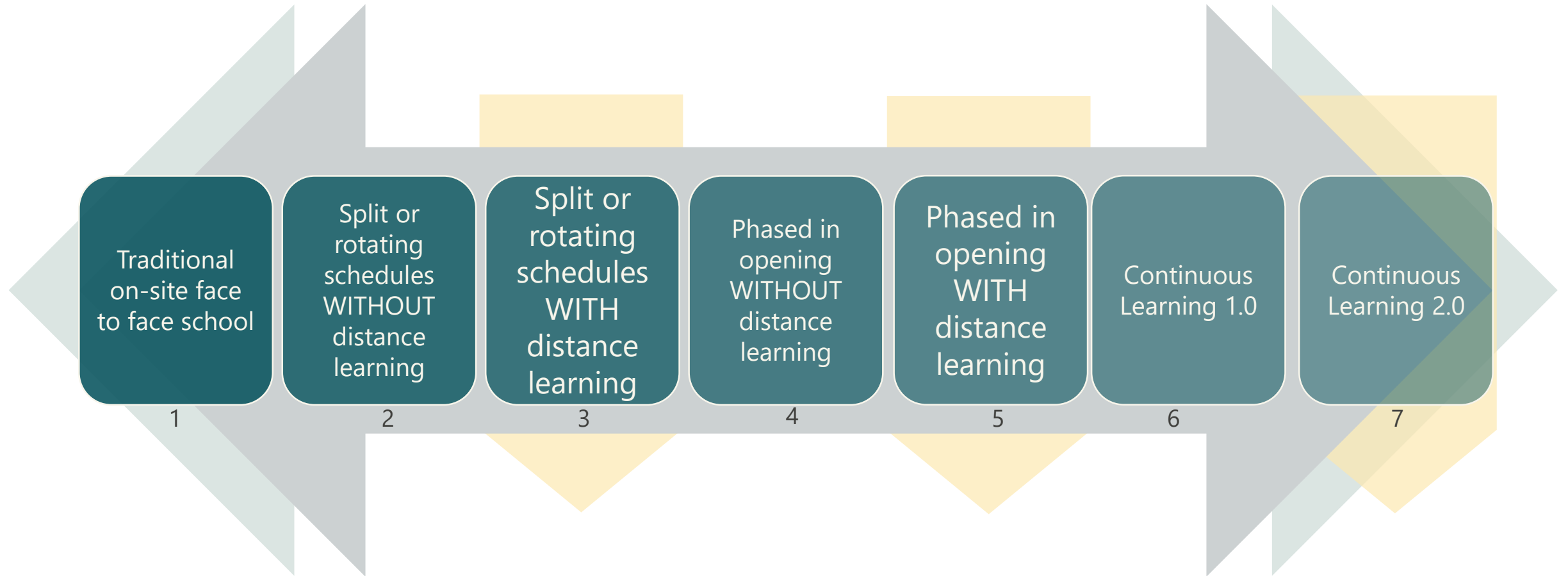


Refreshments



Tech Check

Reopening Washington Schools 2020-21—Continuum of Options





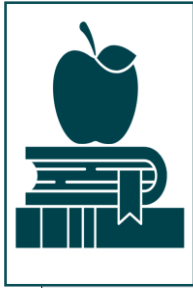
Group A: Schedules and Calendars

Structuring Staff and Time

Curriculum, Instruction and Professional Learning

Student Learning, Grading and Assessments

Identified Themes



Professional Development



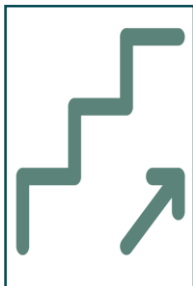
Feedback in a virtual setting



Essential Standards



Safety training & orientation



Supporting transitions for students



Diagnostic or screener



James Everett

Professional Development

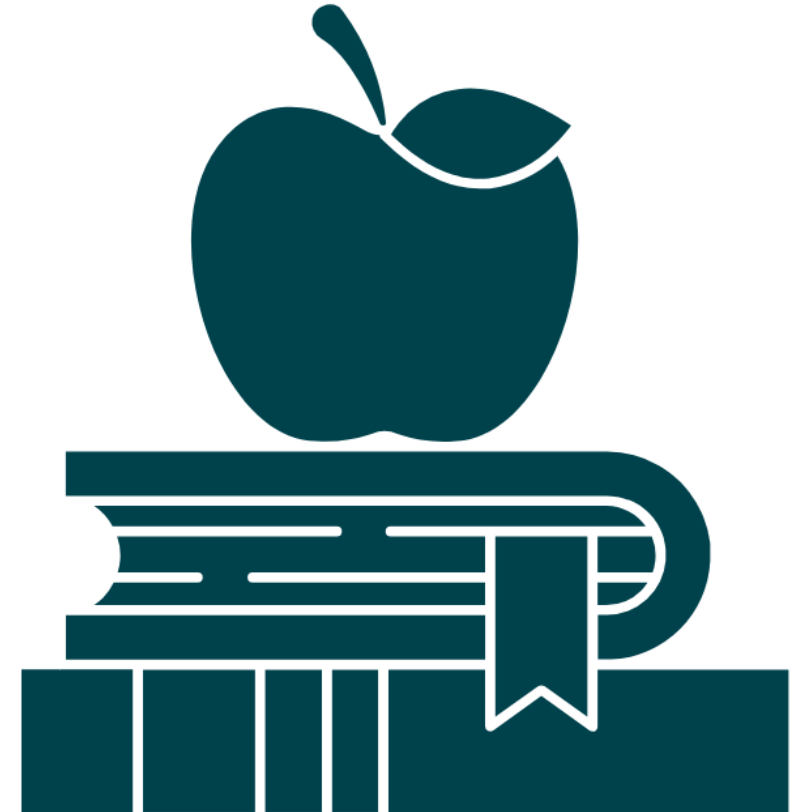
Learning Management System

Culturally Responsive Education (CRE)

Narrowed standards

Social Emotional Learning

Universal Design for Learning



We're Out of Time

Finish Your
Thought



Use the Q&A
button for
questions



Tammy Campbell

Feedback in Virtual Setting



We're Out of Time

Finish Your
Thought



Use the Q&A
button for
questions



Rita Peterson:

Essential Standards



We're Out of Time

Finish Your
Thought



Use the Q&A
button for
questions



Safety Training & Orientation

Designed for:

- Students
- Families
- Staff



We're Out of Time

Finish Your
Thought



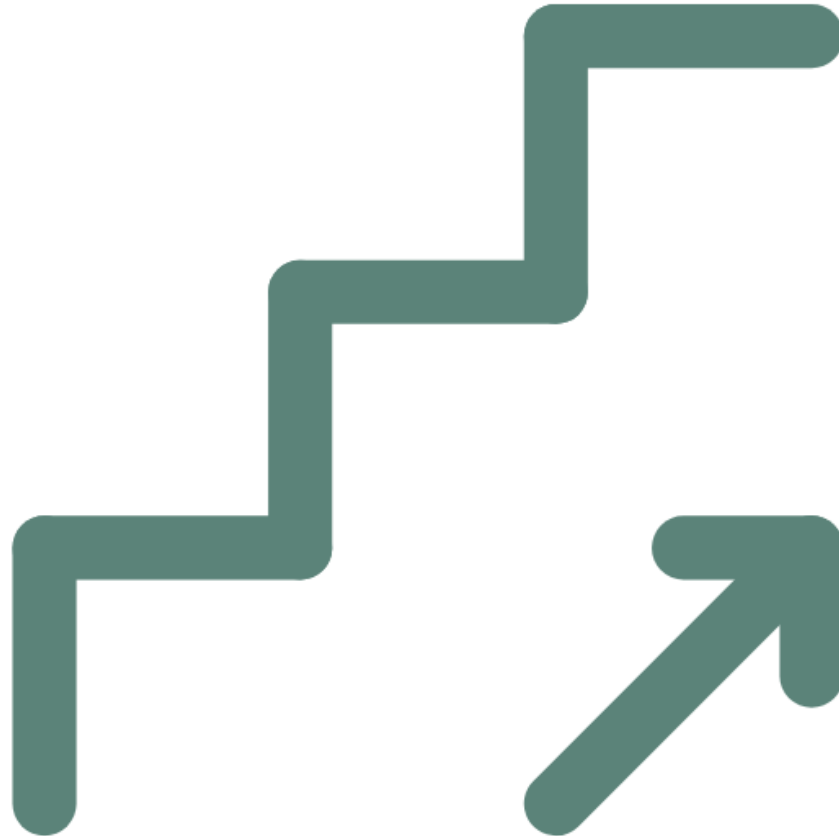
Use the Q&A
button for
questions



Brian Jeffries

Supporting Transitions

Culturally
Responsive
Education



We're Out of Time

Finish Your
Thought



Use the Q&A
button for
questions



Diagnostic or Screener

Authentic, productive
diagnostic
assessments

Universal Design for
Learning student
supports



We're Out of Time

Finish Your
Thought

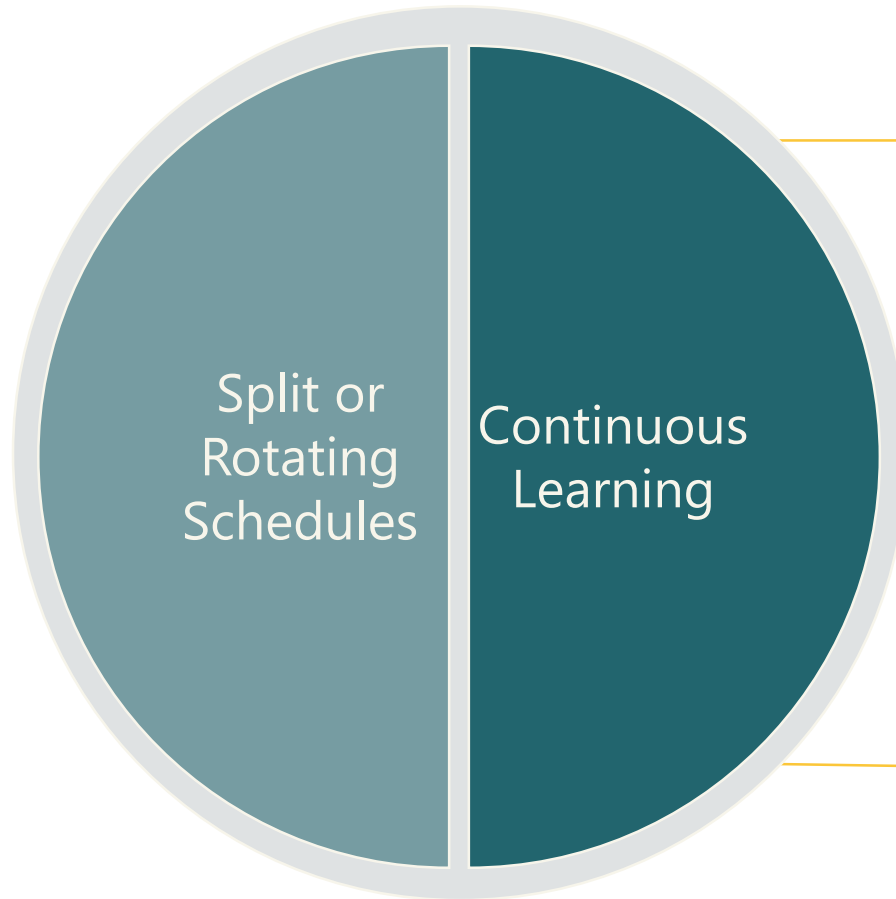


Use the Q&A
button for
questions



Dr. Tammy Campbell,
Amy Campbell, Rita
Peterson

Model 3: Split or rotating schedules with Continuous Learning



1-2 days per week in building

- Additional time in building for interventions and supports for some students on off days



Online networks for some students as needed



Clear expectations for student engagement (so families, students, and staff are aligned)



We're Out of Time

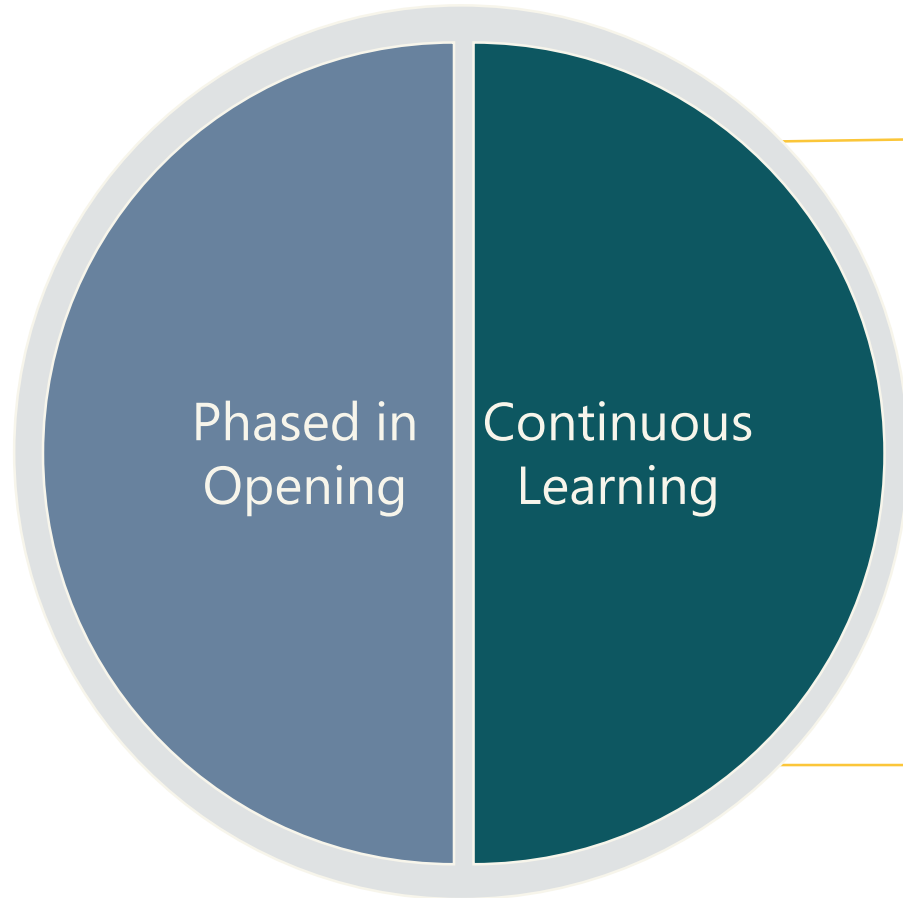
Finish Your
Thought



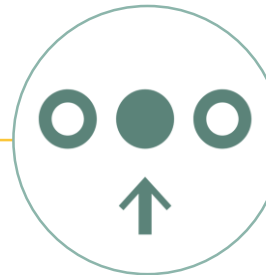
Use the Q&A
button for
questions



Model 5: Phased in opening with Continuous Learning

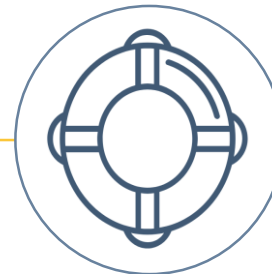


State instructional hour requirements will impact schedule options



Flexible calendar

- to address student needs
- to provide additional time for students disproportionately impacted



Phase in most impacted students first



We're Out of Time

Finish Your
Thought



Use the Q&A
button for
questions



Model 7: Continuous Learning 2.0

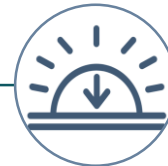
Continuous Learning 2.0



Address learning needs through acceleration vs. remediation



Elementary students in the morning



Secondary in the afternoon



Consistency for families



Predictable access to school staff for families



We're Out of Time

Finish Your
Thought



Use the Q&A
button for
questions



Questions & Answers

Use Q&A

Pose your questions using the Q&A button.

Moderator will pose questions to experts and experts will respond.

We anticipate that your questions will flag things that the small group didn't cover.





Group B: Whole Child

Social-Emotional, Mental and Physical Health Supports
Family and Community Engagement

Focus

**Focus on These
Components**

Identify SEL, Physical, and
Mental Health Supports

Engage Families and
Communities

Consider PBIS, Classroom
Management and
Discipline



Questions that Framed Our Thinking

Student Support

Planning and
Preparation for
Learning

Family & Community
Engagement &
Preparation for
Learning



Common Themes



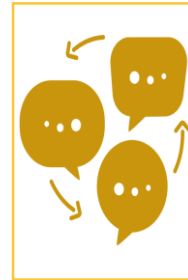
Professional Development & Practices



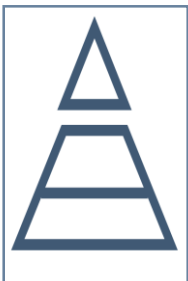
Universal Screening



Partner with community agencies and media



Family and student voice with curriculum & instruction, reciprocal communication, language and disability access



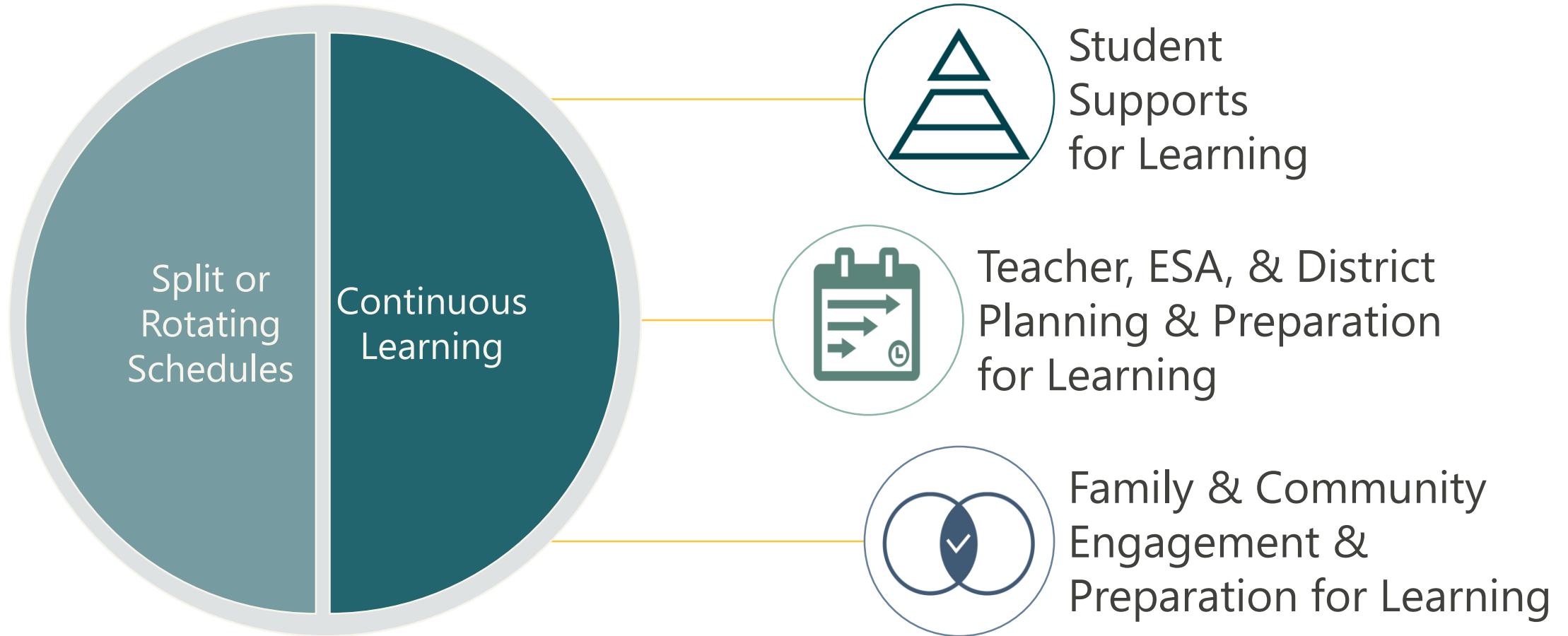
Classroom management, progress supports, and discipline



Lead with social emotional needs and have academic needs follow

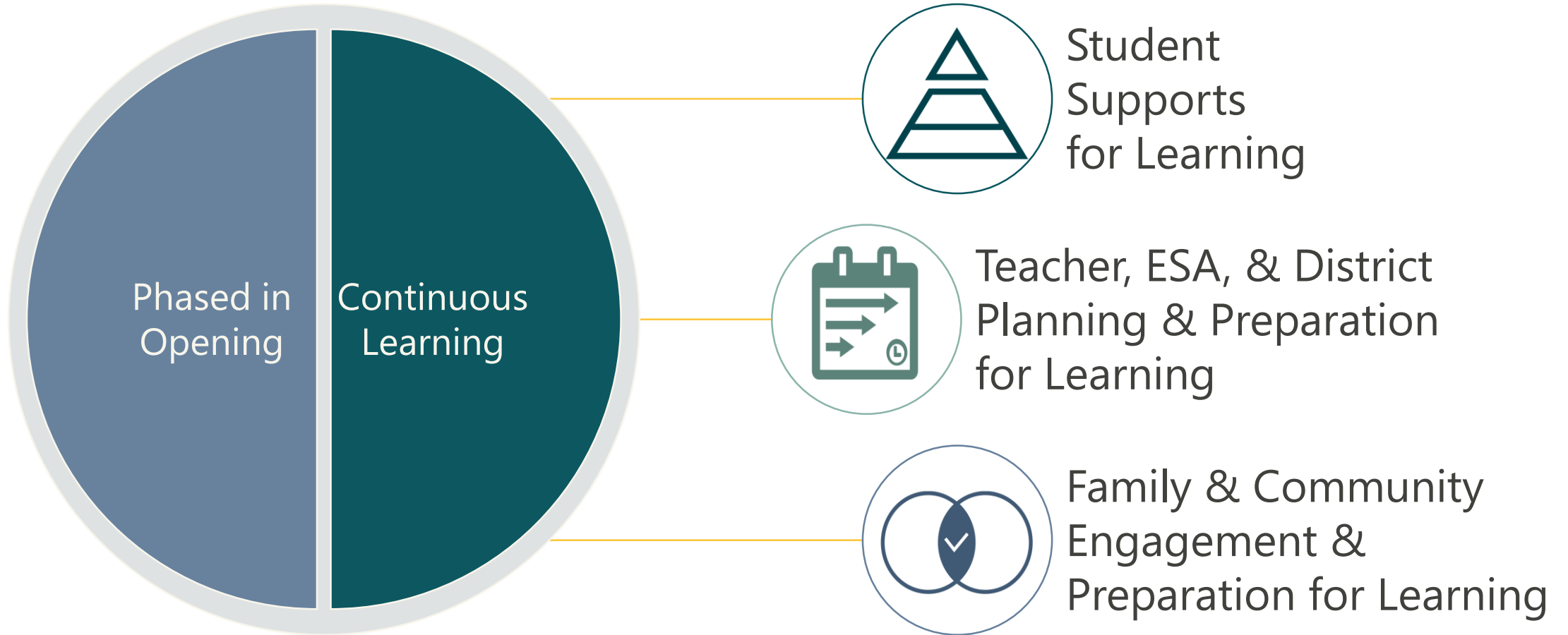


Model 3: Split or rotating schedules with Continuous Learning



Liz Pray

Model 5: Phased in opening with Continuous Learning



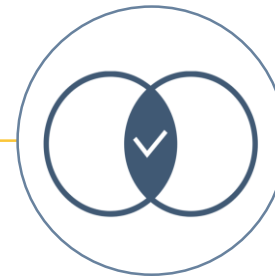
Model 7: Continuous Learning 2.0



Student Supports for Learning



Teacher, ESA, & District Planning & Preparation for Learning



Family & Community Engagement & Preparation for Learning

Michelle Whitney

Other Items of Interest

In person **childcare** availability when school is not in session

Prioritize students in building to those furthest from educational justice

Crosswalk SEL and academic learning **standards** to connect and weave together

Consider an **ACES survey** for every student as they return. Pair with ways to **address ACES**.

Classroom management supports to educators and students who are concerned about safety



Use Q&A

Questions & Answers

Pose your questions using the Q&A button.

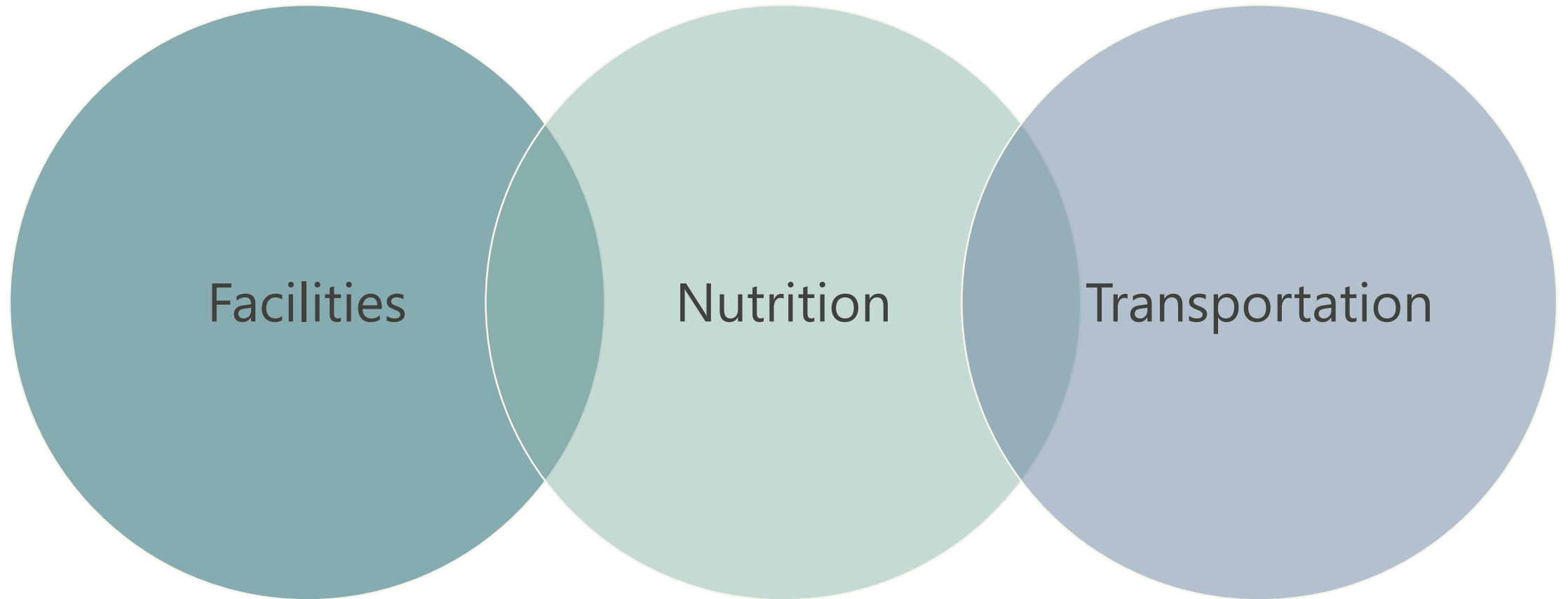
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T.J. Kelly

Operational Workgroup



Transportation Operations Discussion

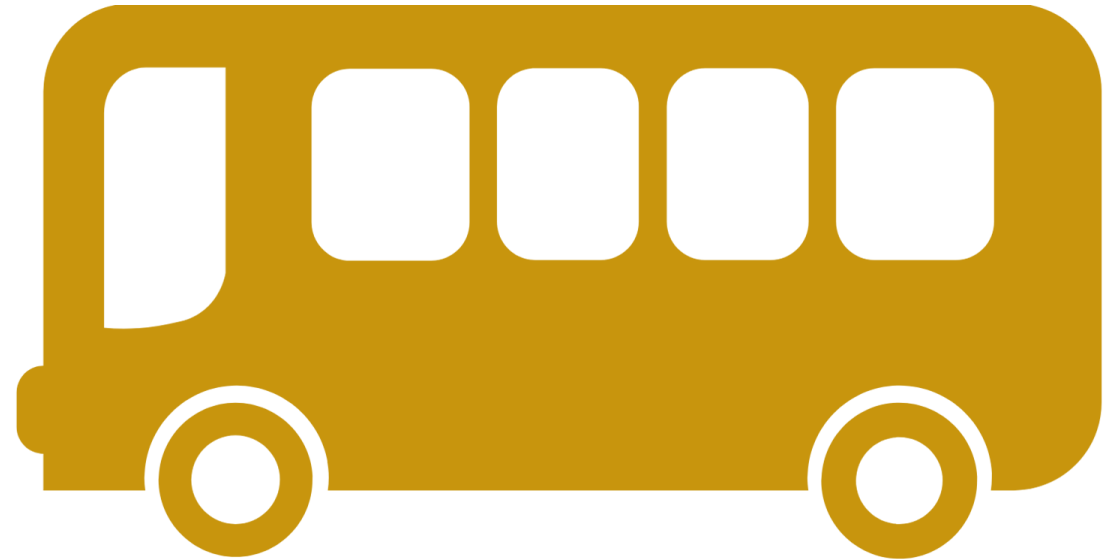
Social Distancing
on a School Bus

Creating the Safest Environment
Possible for All Students

Unique Transportation
Needs for Students.

Creating the Safest Environment
Possible for All Staff

Non-School Bus
Transportation



Challenges

Social Distancing

- Safe transportation is critical to all other school based decisions.
- Safe walking routes.

Split or Rotating Schedules

- Any type of split schedule at the school would have to consider transportation routes.

Safe Transportation for All Students

- Students with Disabilities and McKinney-Vento.

Staff Transition

- Mitigate risk moving in and out of the school bus facility.

Safe Transportation Environments



Health screenings must be the responsibility of parent/guardian.

Ventilation is key.

- Keep windows open.

Loading and unloading procedures.

Drivers and students should wear face coverings.

Assign seating using every other or every third row.

- Students from same household may sit together.

Students who are screened on school grounds to have fever or other COVID symptoms may not ride school bus home.



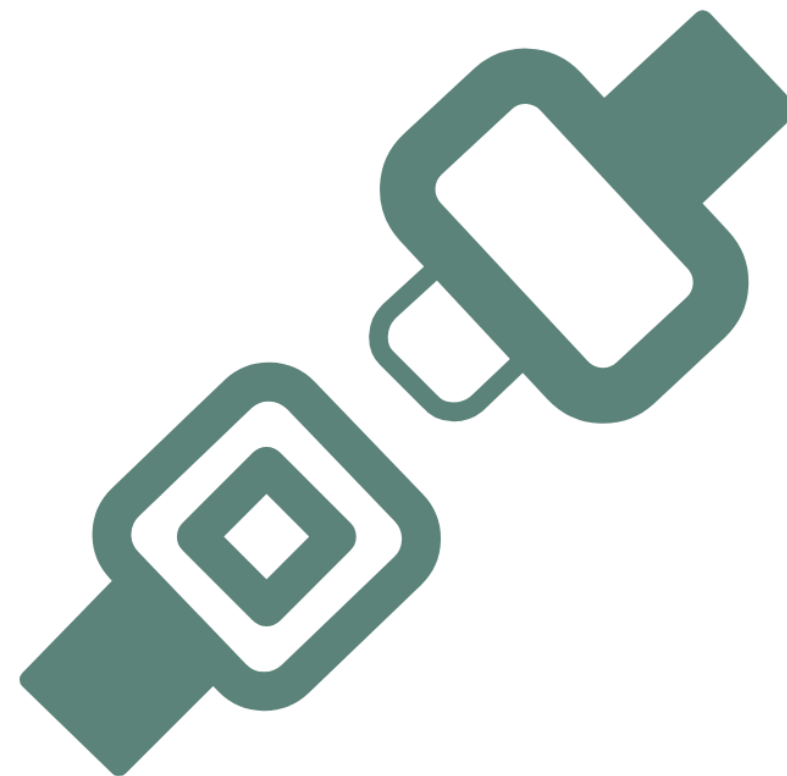
Other Considerations

Districts manage staff migration in and out of bus facility for key pickup/drop-off.

Dispatchers and mechanics will have to remain 6 feet apart and wear face coverings while performing their duties.

Some students require assistance with seat belts or other safety harnesses for transportation.

Number of students transported is one of the variables to determine state funding.



School Facilities Discussion



Social distancing scenarios within the physical footprint of “typical” classroom.

Cleaning and disinfection regiments to create the safest environment possible.

Building systems such as ventilation, handwashing stations, unique instructional settings, and restrooms.



Challenges

Classroom spaces need to be flexible to achieve social distancing guidance.

Need to create learning environments in non-traditional areas such as libraries or common areas.

Lab science classrooms and choir/band/orchestra.

Cafeterias need to be flexible in their set up to meet social distancing guidelines.

Bathrooms may need to close stalls to create more distance.

Limiting traffic in hallways may require a staggering of passing time, or one way traffic.



Keeping Schools Clean

Schools need to have an infection control plan per recommendation of the Washington State Department of Health (DOH).

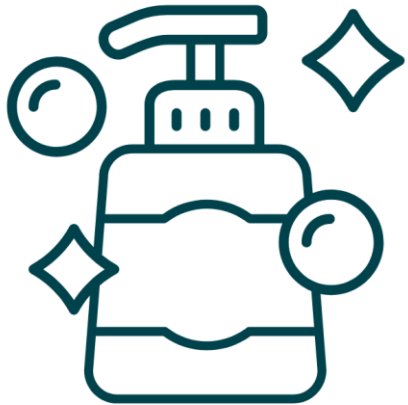


- Establishing a clear protocol.
- Use Independent third party certified cleaning products to ensure products meet criteria to reduce risks to health and the environment.
- Use United State Environmental Protection Agency (EPA) registered sanitizers-disinfectants that meet "Safer Product Standards" and disinfectant products registered for use against the novel coronavirus.
- Follow best practices and procedures.
- Use cleaning equipment designed to reduce amount of chemicals required.
- Provide training to custodial staff.

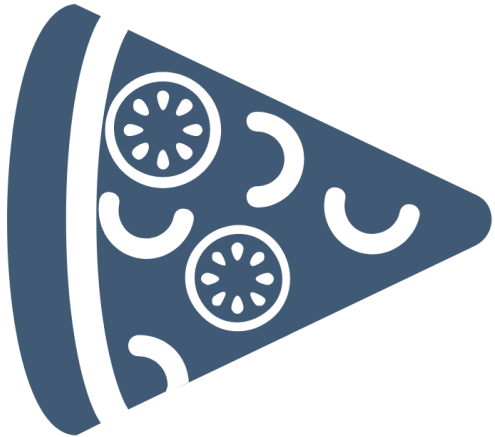
Other Considerations



- Handwashing stations.
- Cost and availability of portable handwashing stations.
- Schools need to have an infection control plan per recommendation of WA Department of Health.
- Frequency of cleaning high touch areas.
- Cost and availability of cleaning supplies.
- Social distancing on common play areas during recess.



Child Nutrition Services Discussion



On-site Dining: Social Distancing

- Distance students at meal times by classroom, split students between cafeteria and classroom, utilize other spaces.
- May require longer meal periods, training/coordination with teachers and staff, decrease in ala carte revenue, and limits menu options.

On-site Dining: Limited days on campus

- Operate multiple models simultaneously.
- Needs multiple USDA waivers, increased staffing, increase cost of food, decrease in ala carte revenue, and limits menu options.



Other Issues & Models

Customer self-service: Not allowed unless safety measures are implemented.

- Little or no salad bar
- Pre-packaged fruits and vegetables
- Pre-order system

Health and Hygiene

- New areas used for food service means increased sanitization.
- Need for additional supplies, additional time for handwashing, and training.

Payment: Limited interaction and touch.

- Increase time to move through cashier line
- Potential cost of software

Staff Health / Additional Notes

Health checks at arrival

Social distancing in kitchen

PPE

Require check-in log of all delivery drivers.

CDC guidance recommends children bring meals from home

School closures would require contingency plans for feeding during emergency school closures (i.e. continuous learning model).



Use Q&A

Questions & Answers

Pose your questions using the Q&A button.

Moderator will pose questions to experts and experts will respond.

We anticipate that your questions will flag things that the small group didn't cover.



Post-Survey

Link in the chat

Link in chat

Workgroup members
are ambassadors

Future communications
and supports



Closing



Dr. Michaela Miller
Deputy
Superintendent



Next Steps



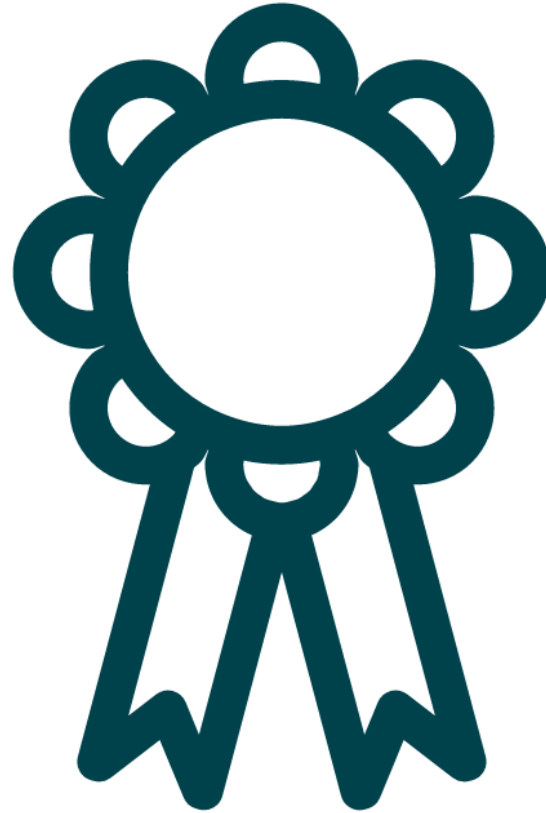
Continuing
workgroups



Reopening
Washington
Schools
Planning Guide



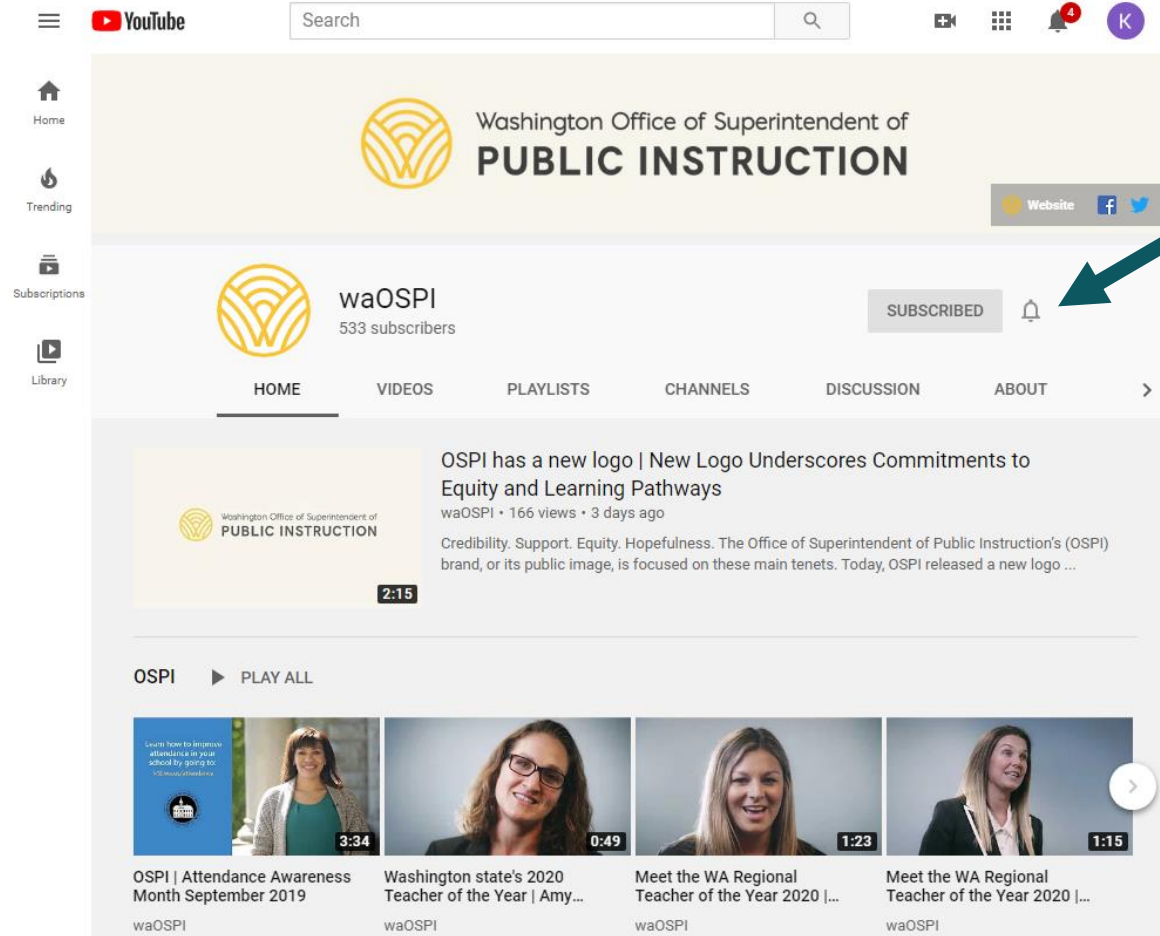
Thank You



OSPI YouTube Channel

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PUBLIC INSTRUCTION

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