

Connect to Audio

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

Dial +12532158782
98160541300# US

Meeting ID: 981 6054 1300

Test Audio

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

The screenshot shows a meeting interface with a dark theme. At the top, there is a 'Talking:' indicator. Below it, the 'Meeting Topic:', 'Host:', and 'Invitation URL:' fields are visible. The 'Participant ID:' field is also present. A central menu is open, showing options for 'Select a Microphone' (with 'Microphone Array (Realtek High Definition Audio)' selected), 'Select a Speaker' (with 'Speakers (Realtek High Definition Audio)' selected), and other options like '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, a toolbar contains icons for 'Unmute', 'Start Video', 'Invite', 'Manage Participants', 'Share', 'Chat', 'Record', 'Breakout Rooms', and 'End Meeting'. A green arrow points from the 'Test Audio' text to the 'Test Speaker & Microphone...' option in the menu. A green circle highlights the 'Unmute' icon in the toolbar.

Reopening Washington Schools 2020-2021

Learning and Safety Recommendations

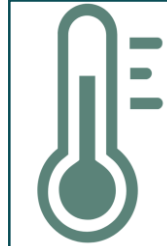


Washington Office of Superintendent of
PUBLIC INSTRUCTION

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



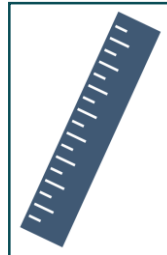
Masks on when away from camera



Took temperatures to verify no fevers



Tables and equipment have been sanitized



6 feet apart



Hand washing & sanitizer



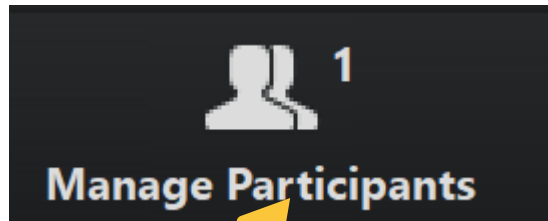
Chris Reykdal

Superintendent of Public Instruction

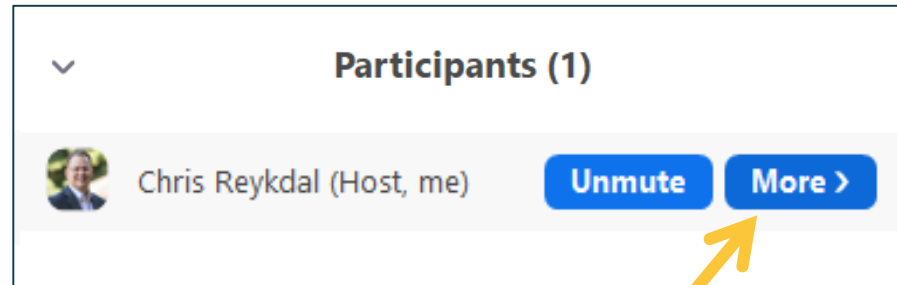


We're Planning to Group You: Let Us Know Your Role

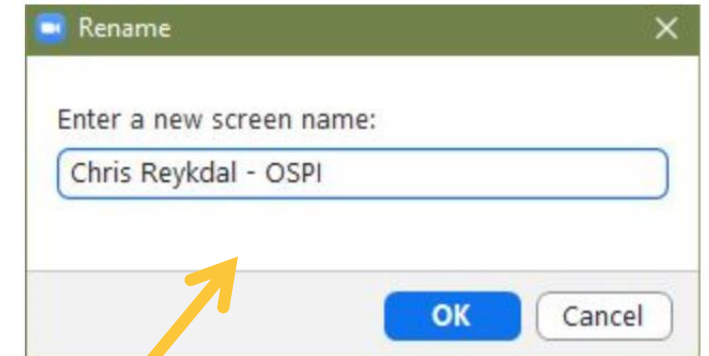
1. Click on
Participants in the
Zoom menu.



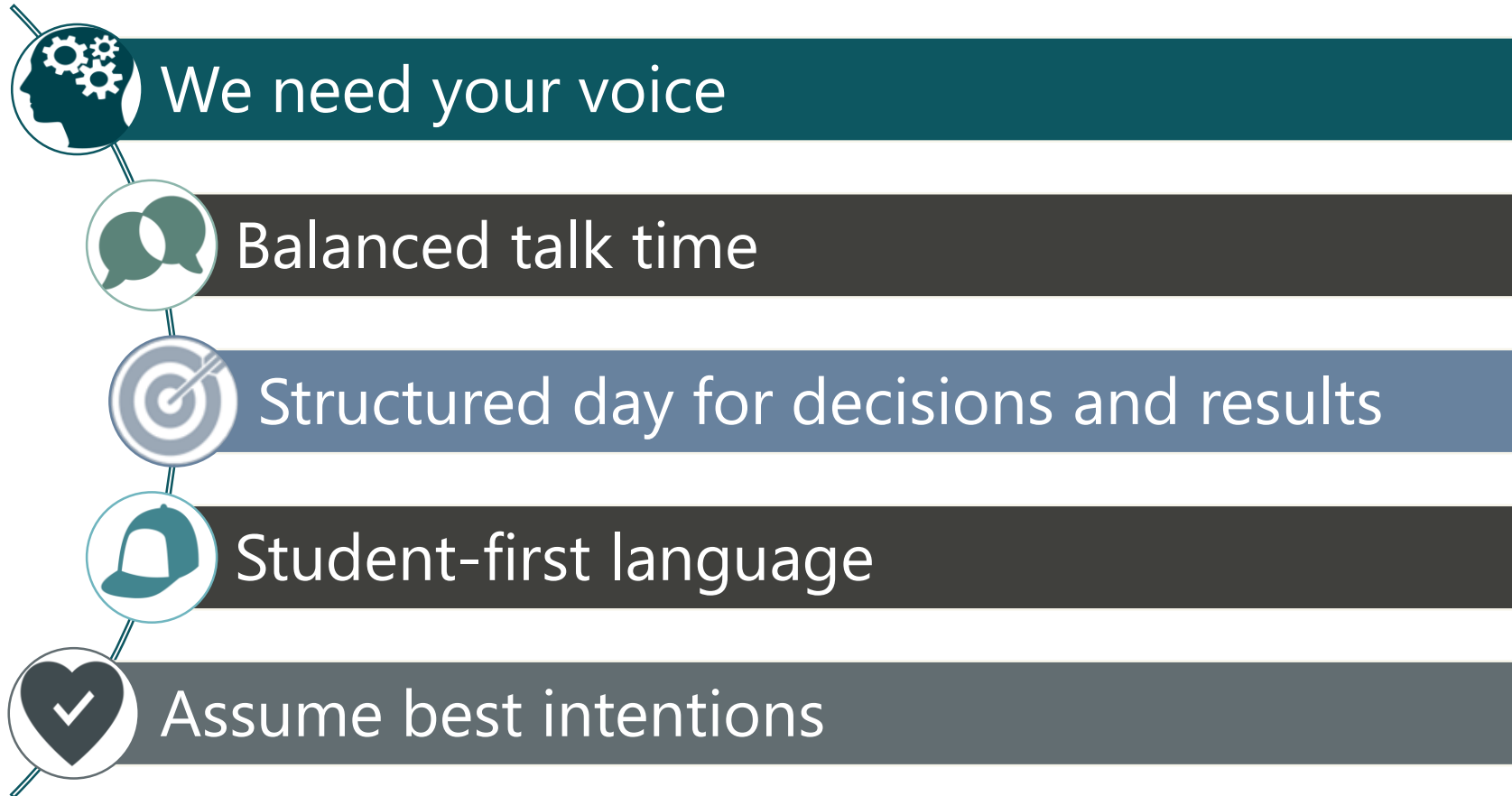
2. Find your name in
the participants list.
Choose **More**.
Click **Rename**.



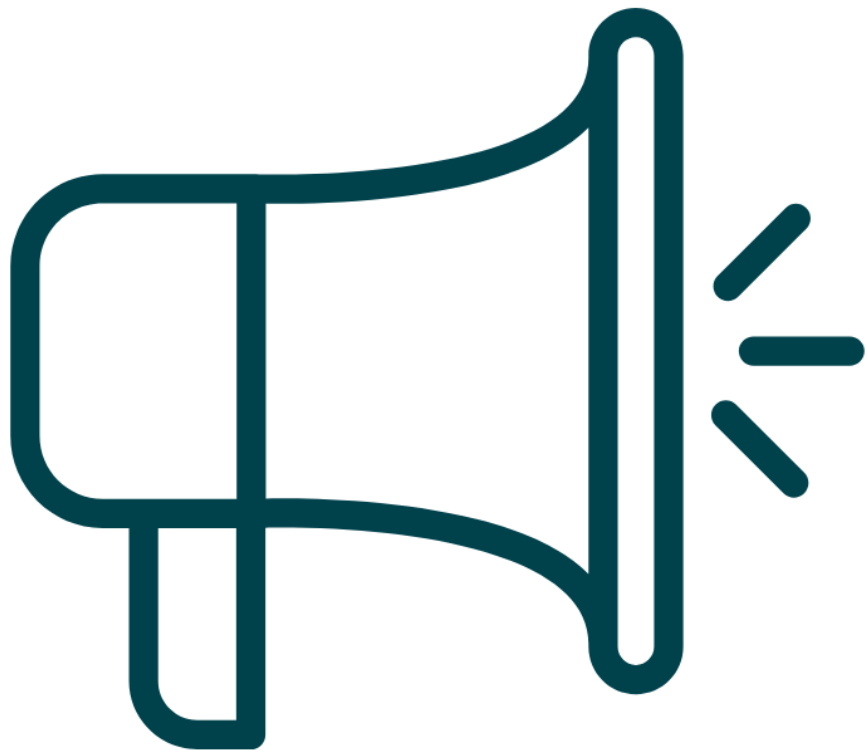
3. Name protocol:
first and **last name, role**



Community Agreements



Public Practice Awareness



The contents of this meeting, including the chat could be subject to public disclosure.



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



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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.



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Land Acknowledgement



Reopening Schools in 2020-2021

How will school districts ensure student learning and safety for students and staff?

What have we already learned?



Workgroup Objectives

Receive Epidemiology Update



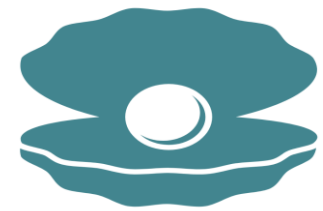
Discuss Options for Reopening Schools
2020-2021



Inform Recommendations and Guidance



Breakout Rooms



Recorder

- Share screens
- Take notes

Reporter

- Convey the group's big ideas to the larger group

Time Keeper

- Remind group of time

Pearl Collector

- Listen carefully
- Ask questions
- Uniform or Local



Supporting Today's Work

"Epi" support

Breakout Groups

See all options; delve into two

Process checks, Parking Lot & Chat



Supporting Today's Work, Cont'd



Governor Inslee's 4-Phase Plan



Data from districts



Input from districts & families



OSPI decisions & milestones



OSPI Guidance since March 13, 2020

Bulletins (9)

Topics:

- Funding
- Meals/Nutrition
- Child care
- Supporting seniors
- Distance learning
- Waivers
- Assessments
- And more

Publications (5)

- Continuous Learning 2020
- Inclusionary Practices
- Learning & Grading
- Supporting Migrant Students
- Supporting English Learners





Workgroup Membership

Community-
Based
Organizations

Education Partners

Elected Officials

Our Stakeholder Group



Appointed
Statutory Advisory
Groups

Advisory Committees



OSPI Facilitators



Michaela Miller



Tennille Jeffries-Simmons



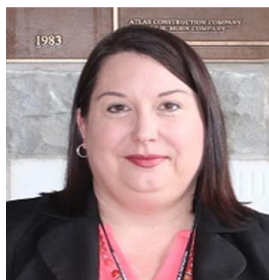
Cindy Rockholt



Martin Mueller



Maria Flores



Glenna Gallo



Gayle Pauley

OSPI's Center for the Improvement of Student Learning

Synthesize group discussion

Flag missing perspectives

Report out emerging themes



Maria Flores
Executive Director

Zoom Team



Akiva Erezim



Megan
Holmgren



Patti Tucci





Getting Started



“You may not always have a comfortable life. And you will not always be able to solve all the world’s problems all at once.

But don’t ever underestimate the impact you can have, because history has shown us that courage can be contagious, and hope can take on a life of its own.”

—*Michelle Obama*



Breakout Rooms: On Quotes

Take a screenshot for your breakout group



Break Into
Groups

12 minutes



Introduce
Yourself
Discuss quotes



Share One
Word
Use the chat

OSPI Guidance Quick Read

Confirm

Question



Reopening WA Schools Template

Reopening Washington Schools 2020-21

Option # Group # Recorder Name

OPERATIONS	LEARNING	WHOLE CHILD	FAMILY AND COMMUNITY
<input type="checkbox"/> Finance/Appointment <input type="checkbox"/> Nutrition <input type="checkbox"/> Transportation <input type="checkbox"/> Facilities <input type="checkbox"/> Communications plan (may depend on size of district) <input type="checkbox"/> Technology access & support (including accessibility and equity) <input type="checkbox"/> Basic education requirements (Instructional hours/days, scheduling) <input type="checkbox"/> Health/Safety <input type="checkbox"/> Personal Protective Equipment (PPE) <input type="checkbox"/> Health screening <input type="checkbox"/> Physical distancing/reduced contact <input type="checkbox"/> Cleaning/sanitizing <input type="checkbox"/> Room size/capacity <input type="checkbox"/> Entrances/exits & student/staff movement <input type="checkbox"/> Handwashing stations <input type="checkbox"/> Data reporting <input type="checkbox"/> Enrollment <input type="checkbox"/> Federal/state reports (CEDARS) <input type="checkbox"/> Accountability (federal/state and programs) <input type="checkbox"/> Governance: <input type="checkbox"/> Legal: RCW/WAC <input type="checkbox"/> State policy <input type="checkbox"/> Local policy <input type="checkbox"/> Other: <input type="text"/> <input type="checkbox"/> Other: <input type="text"/>	<input type="checkbox"/> Student learning <input type="checkbox"/> Preschool (3-5) <input type="checkbox"/> Elementary (5-11) <input type="checkbox"/> Middle (11-14) <input type="checkbox"/> High (14-18) <input type="checkbox"/> Post-high (18-21) <input type="checkbox"/> Learner equity and access <input type="checkbox"/> Students with disabilities (IEP & 504) <input type="checkbox"/> Students with significant needs (e.g., health, behavior, 1:1 instructional services) <input type="checkbox"/> English learners <input type="checkbox"/> Institutional education <input type="checkbox"/> Alternative learning <input type="checkbox"/> Students of color <input type="checkbox"/> Students experiencing poverty <input type="checkbox"/> Students in foster care <input type="checkbox"/> Students experiencing homelessness <input type="checkbox"/> Students who are migratory <input type="checkbox"/> Students who identify as LGTBQIA+ <input type="checkbox"/> Students who are highly capable <input type="checkbox"/> Accessibility tools <input type="checkbox"/> Universal Design for Learning (UDL) <input type="checkbox"/> Other: <input type="text"/> <input type="checkbox"/> Attendance & Engagement <input type="checkbox"/> Human Capital (including negotiated agreements) <input type="checkbox"/> Educator support and professional learning <input type="checkbox"/> Leadership support and professional learning (principals, supt.'s, district admin) <input type="checkbox"/> Assessments (summative & formative) <input type="checkbox"/> Other: <input type="text"/>	<input type="checkbox"/> Student behavioral and mental health <input type="checkbox"/> Social Emotional Learning (SEL) <input type="checkbox"/> Building and maintaining relationships (teacher & student) <input type="checkbox"/> Equity and culturally responsive supports <input type="checkbox"/> Student physical health <input type="checkbox"/> Student classroom management <input type="checkbox"/> Student discipline <input type="checkbox"/> Other: <input type="text"/> <input type="checkbox"/> Other: <input type="text"/>	<input type="checkbox"/> Family & community engagement <input type="checkbox"/> Family & community communication <input type="checkbox"/> Family language <input type="checkbox"/> Preferred mode of communication <input type="checkbox"/> Interpreter/translation <input type="checkbox"/> Schedule/frequency of communication <input type="checkbox"/> Point person in school/district <input type="checkbox"/> Family access to technology/equity <input type="checkbox"/> Supports for the family/student <input type="checkbox"/> Other: <input type="text"/> <input type="checkbox"/> Other: <input type="text"/>

The goal is NOT to check off every item.

Quick Read—Template

Reopening Washington Schools 2020-21

Option # Group # Recorder Name

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Independent Read 2 minutes

- Identify terms new to you
- Seek clarity in your group

Equity & Access

- How will your option serve each student group?



Epidemiology Presentation



3-4 questions

Use the chat

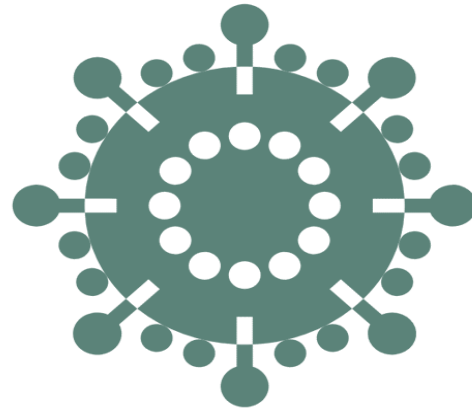
Experts with us
all day



On Epidemiology



Kathy Lofy

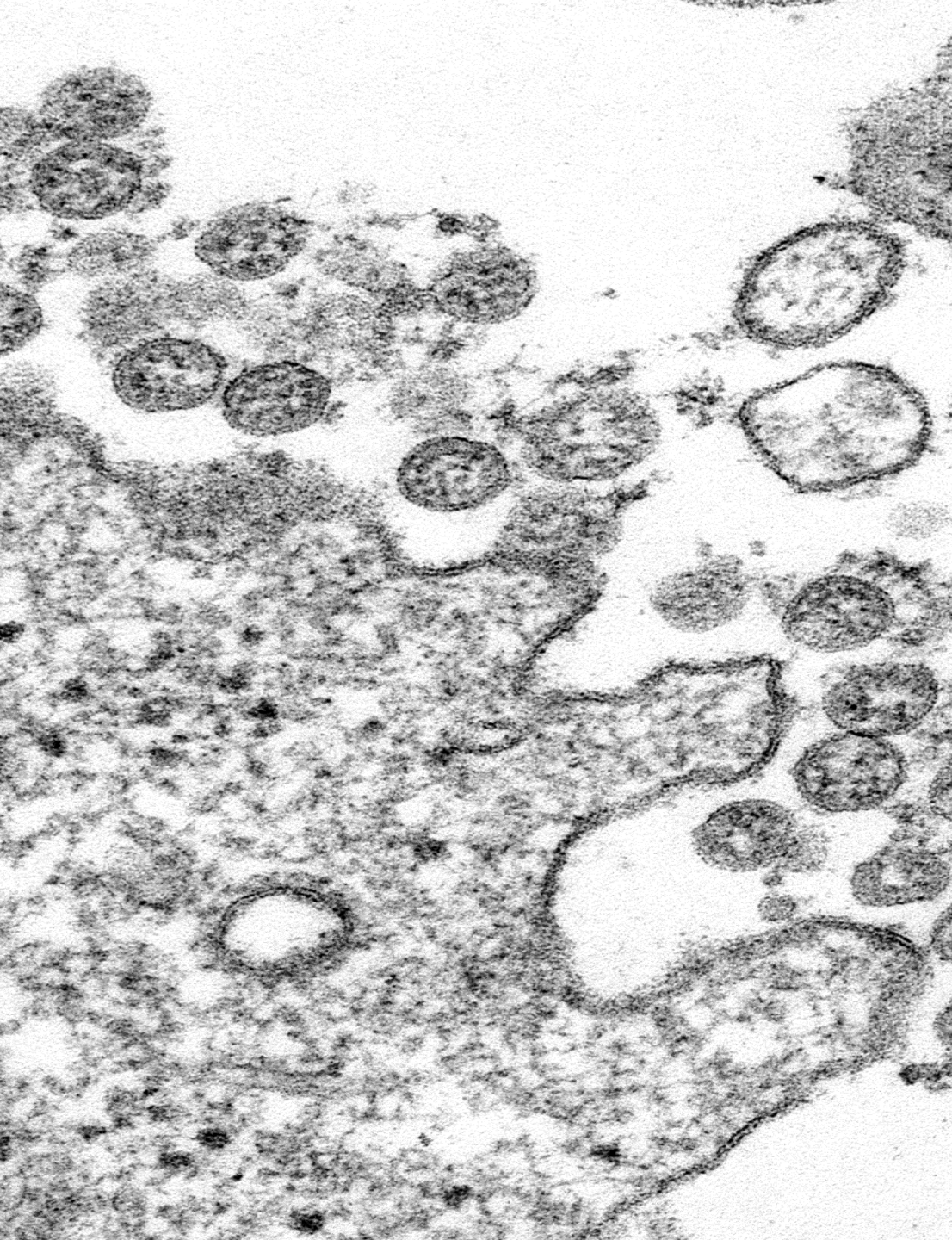


Lacy
Fehrenbach

Overview

- Background on COVID-19 and Pandemics
- Current and Future Situation
- Preparing for Fall
- Question/Answer



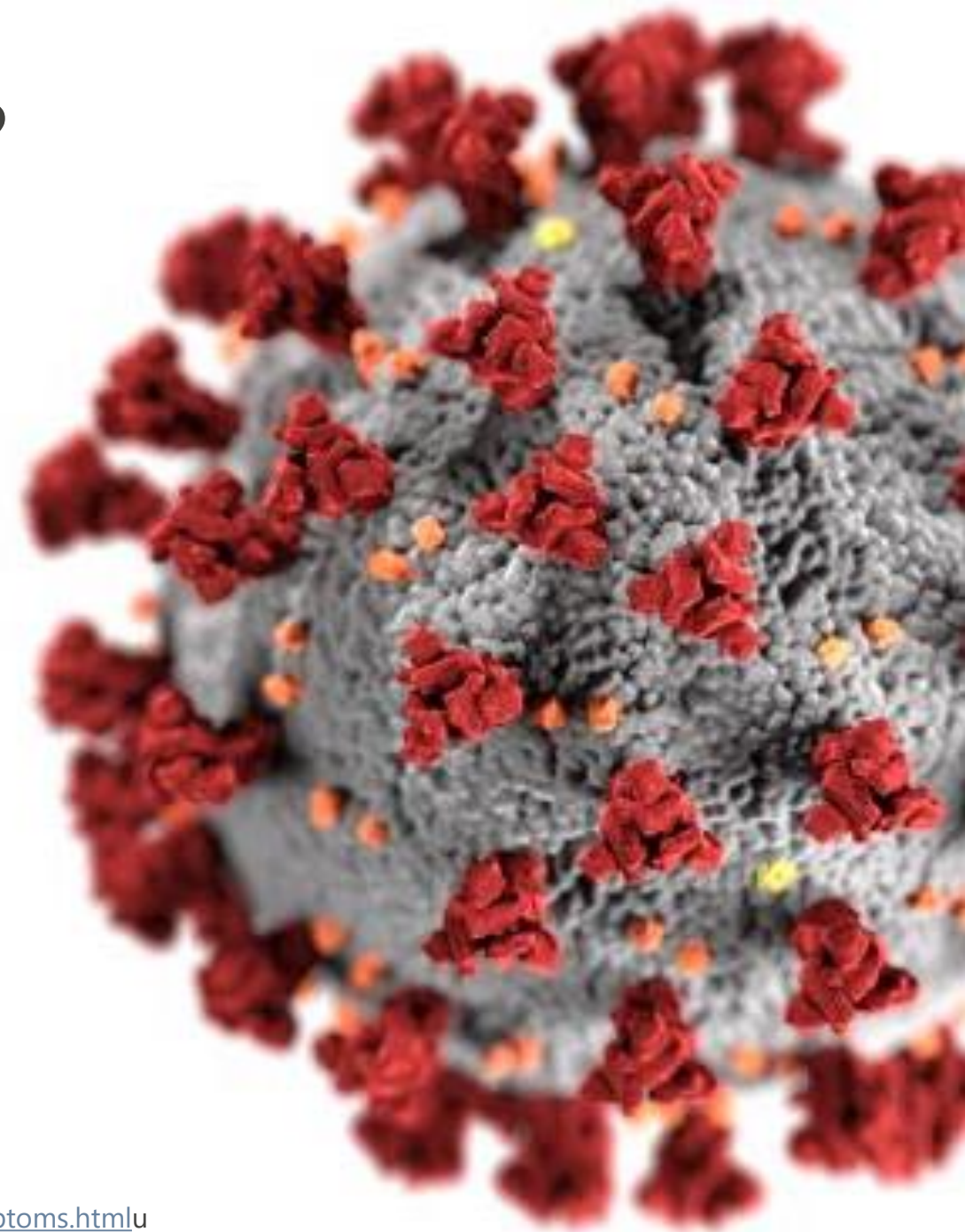


Background

- Coronaviruses cause mild respiratory illnesses, such as the common cold
 - Severe Acute Respiratory Syndrome (SARS)
 - Middle East Respiratory Syndrome (MERS)
- COVID-19 is the name of the "novel coronavirus" disease
- SARS-CoV-2 is the name of the virus that causes COVID-19
- Emerged in China in December 2019
- Arrived to U.S. in January 2020
- Declared Global Pandemic March 2020

What are the symptoms?

- Cough
- Shortness of breath or difficulty breathing
- Fever
- Chills
- Muscle pain
- Sore throat
- New loss of taste or smell



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Source: <https://www.doe.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>

Risk Factors and Severity

- People with COVID-19 can have no symptoms or develop mild, severe, or fatal illness
- Risk Factors
 - Older age
 - Living in long term care facilities or other congregant settings
 - Underlying chronic medical conditions

Source: <https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-higher-risk.html>



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How does the virus spread?

- Primarily spreads person-to-person via respiratory droplets from coughs or sneezes (like the flu)
- Possibly spread by touching an object or surface with the virus on it, then touching mouth, nose, or eyes
- Possibly spread through stool with the virus in it
- It takes approximately 2 to 14 days (median ~5 days) for an infected person to show symptoms
- People likely most infectious while they are most symptomatic (e.g., coughing and sneezing)
 - Spread from people without symptoms appears possible

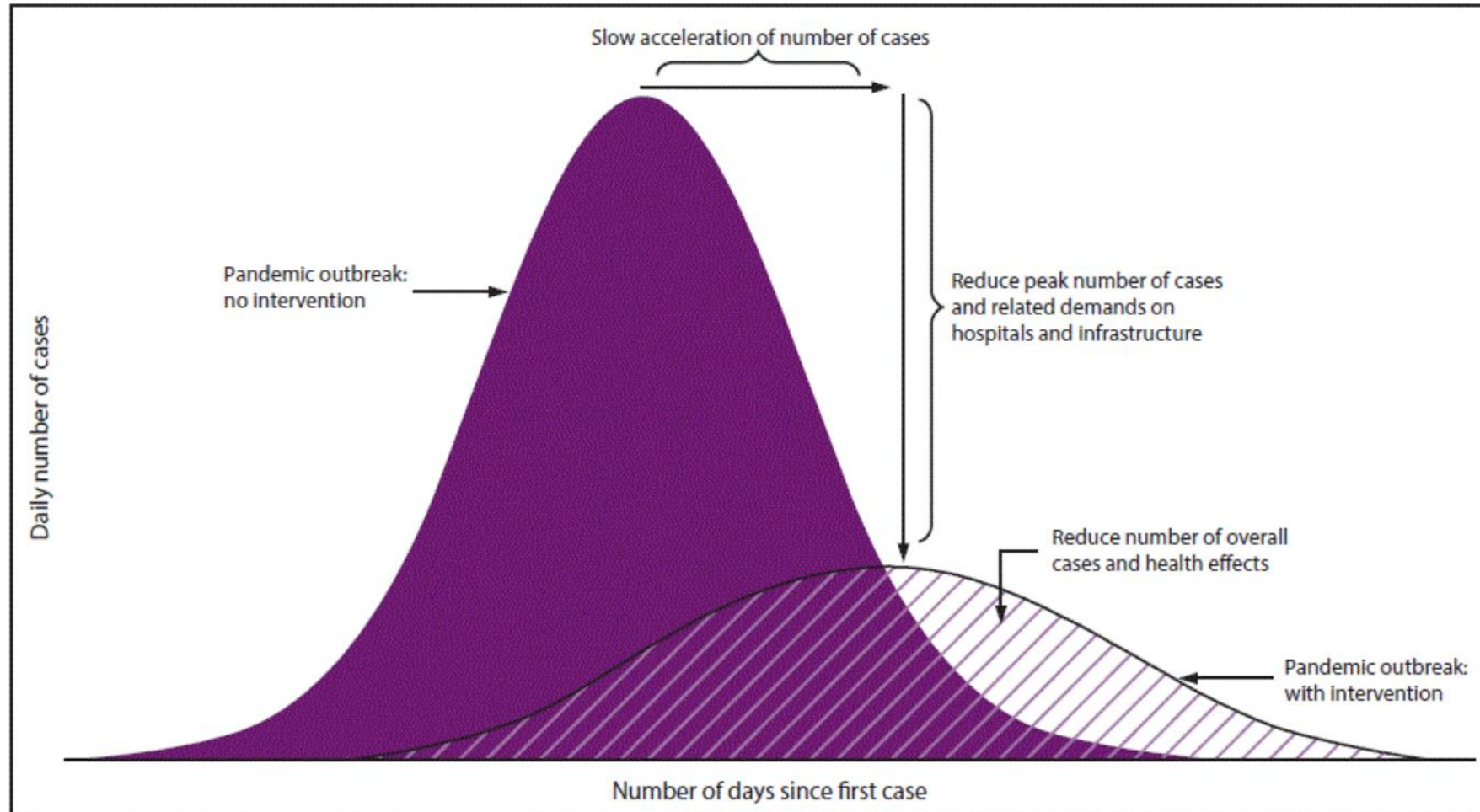


Treatment and Vaccine

- Treatment
 - Limited treatment currently available
 - No FDA approved medications
 - Remdesivir available through emergency use authorization for most severe cases
 - Anti-viral medications under investigation
- Vaccines are under development
 - Multiple vaccines under development
 - Trials underway for limited number
 - Unknown when available
 - Phased implementation expected



Goals of Community Mitigation for Pandemic Influenza



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Source: CDC. MMWR 2017;66(1):1-34. (<https://www.cdc.gov/mmwr/volumes/66/rr/rr6601a1.htm>)

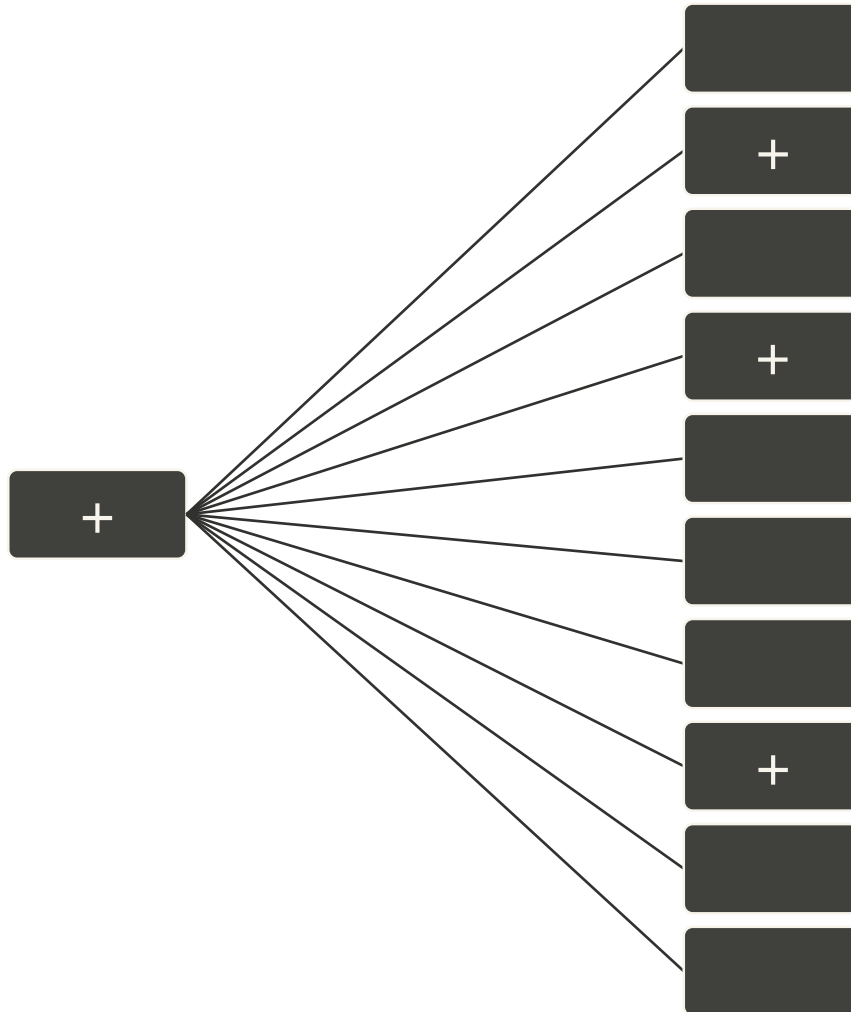
Community Mitigation Planning (Non-pharmaceutical Interventions)

- Personal
 - Hand hygiene, respiratory etiquette, face coverings
 - Home isolation of ill people
 - Home quarantine of well, potentially exposed people
- Social/Physical distancing
 - Social distancing in schools and workplaces
 - School closures and dismissals
 - Postponing or cancelling gatherings
 - Stay Home Orders

Environmental measures (e.g., routine cleaning of frequently touched surfaces)

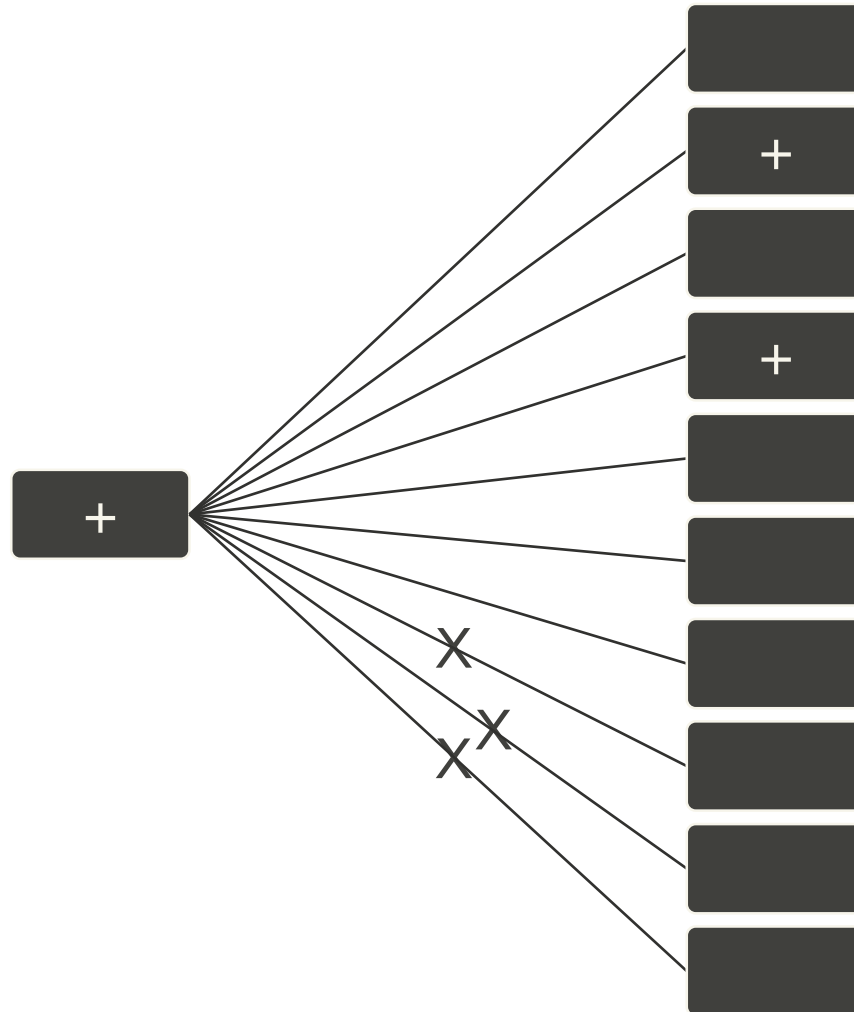


How NPIs Slow the Spread



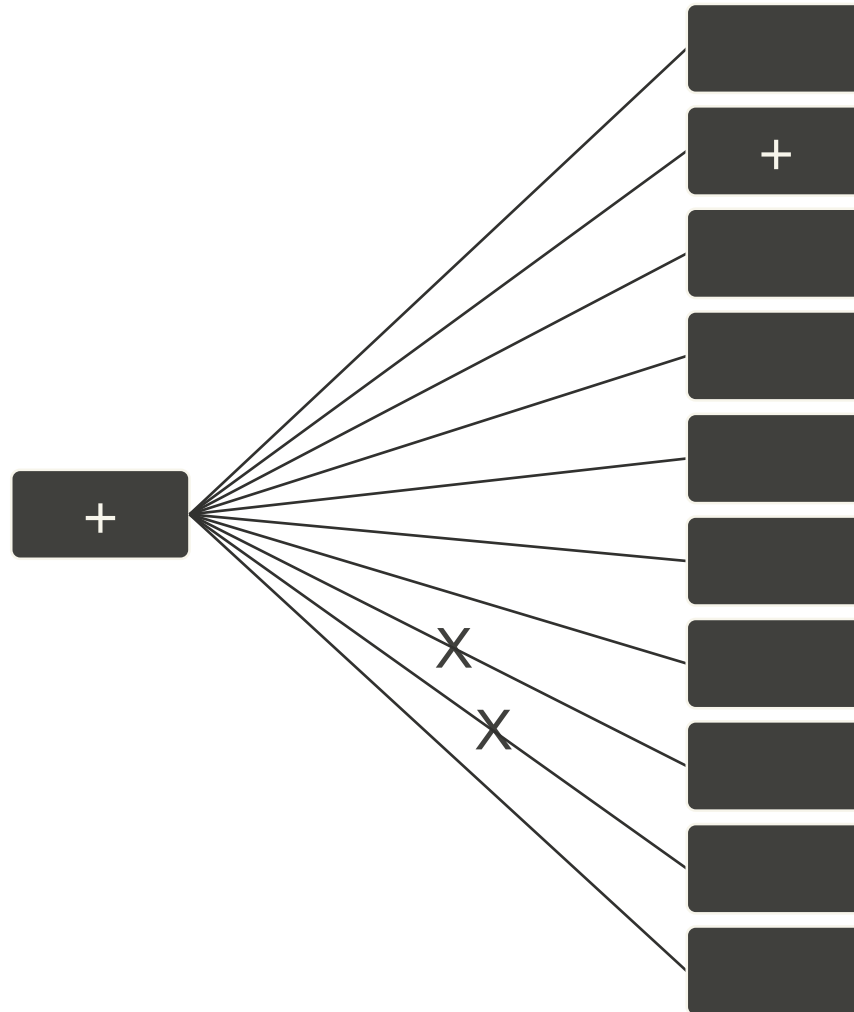
Reproductive rate
 $R_0 = 3$

How NPIs Slow the Spread (cont.)



Reduce the likelihood we pass virus to those near us

How NPIs Slow the Spread



Reduce the likelihood we pass virus to those near us

Reduce the number of people near us

Reproductive rate
 $R_0 = 1$

WHERE WE ARE TODAY

DOH Data Dashboard





<https://www.doh.wa.gov/Emergencies/NovelCoronavirusOutbreak2020COVID19/DataDashboard>



WHAT THE FUTURE HOLDS

NOW

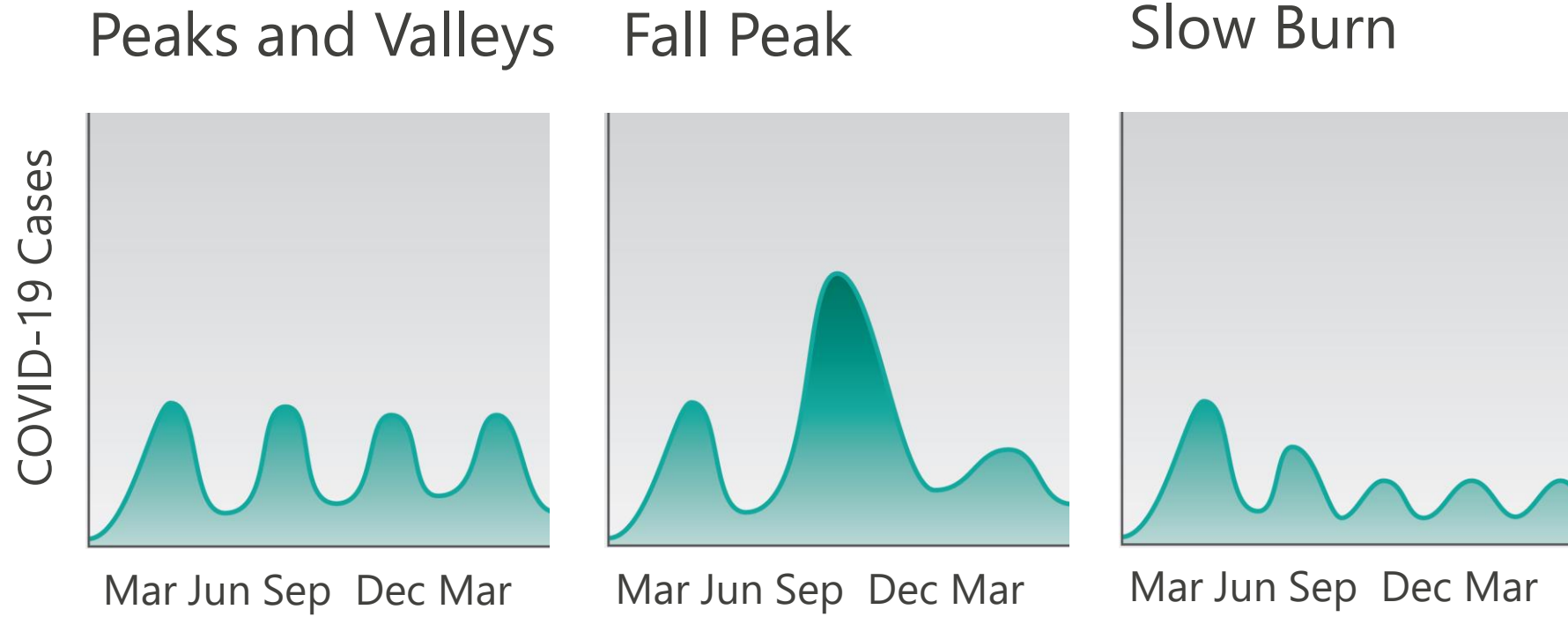
WASHINGTON'S PHASED APPROACH Modifying Physical Distancing Measures as we Reopen the State

	 Phase 1	 Phase 2	 Phase 3	 Phase 4
High-Risk Populations*	Continue to Stay Home, Stay Healthy	Continue to Stay Home, Stay Healthy	Continue to Stay Home, Stay Healthy	Resume public interactions, with physical distancing
Recreation	Some outdoor recreation (hunting, fishing, golf, boating, hiking)	Outdoor recreation involving 5 or fewer people outside your household (camping, beaches, etc.)	<ul style="list-style-type: none"> - Outdoor group rec. sports activities (50 or fewer people) - Recreational facilities at <50% capacity (gyms, public pools, etc.) - Professional sports without audience participation (horseracing, baseball, etc.) 	Resume all recreational activity
Gatherings (social, spiritual)	<ul style="list-style-type: none"> - None - Drive-in spiritual service with one household per vehicle 	Gather with no more than 5 people outside your household per week	Allow gatherings with no more than 50 people	Allow gatherings with >50 people
Travel	Essential travel and limited non-essential travel for Phase I permissible activities	Essential travel and limited non-essential travel for Phase I & II permissible activities	Resume non-essential travel	Continue non-essential travel
Business/Employers	<ul style="list-style-type: none"> - Essential businesses open - Existing construction that meets agreed upon criteria - Landscaping - Auto/RV/boat/ORV sales - Retail (curb-side pick-up orders only) - Car washes - Pet services 	<ul style="list-style-type: none"> - Remaining manufacturing - Additional construction phases - In-home/domestic services (nannies, housecleaning, etc.) - Retail (in-store purchases allowed with restrictions) - Real estate - Professional services/office-based businesses (telework remains strongly encouraged) - Hair and nail salons/barbers - Pet grooming - Restaurants/taverns <50% capacity table size no larger than 5 (no bar-area seating) 	<ul style="list-style-type: none"> - Restaurants/taverns <75% capacity/ table size no larger than 10 - Bar areas in restaurant/taverns at <25% capacity - Movie theaters at <50% capacity - Customer-facing government services (telework remains strongly encouraged) - Libraries - Museums - All other business activities not yet listed except for nightclubs and events with greater than 50 people 	<ul style="list-style-type: none"> - Nightclubs - Concert venues - Large sporting events - Resume unrestricted staffing of worksites, but continue to practice physical distancing and good hygiene

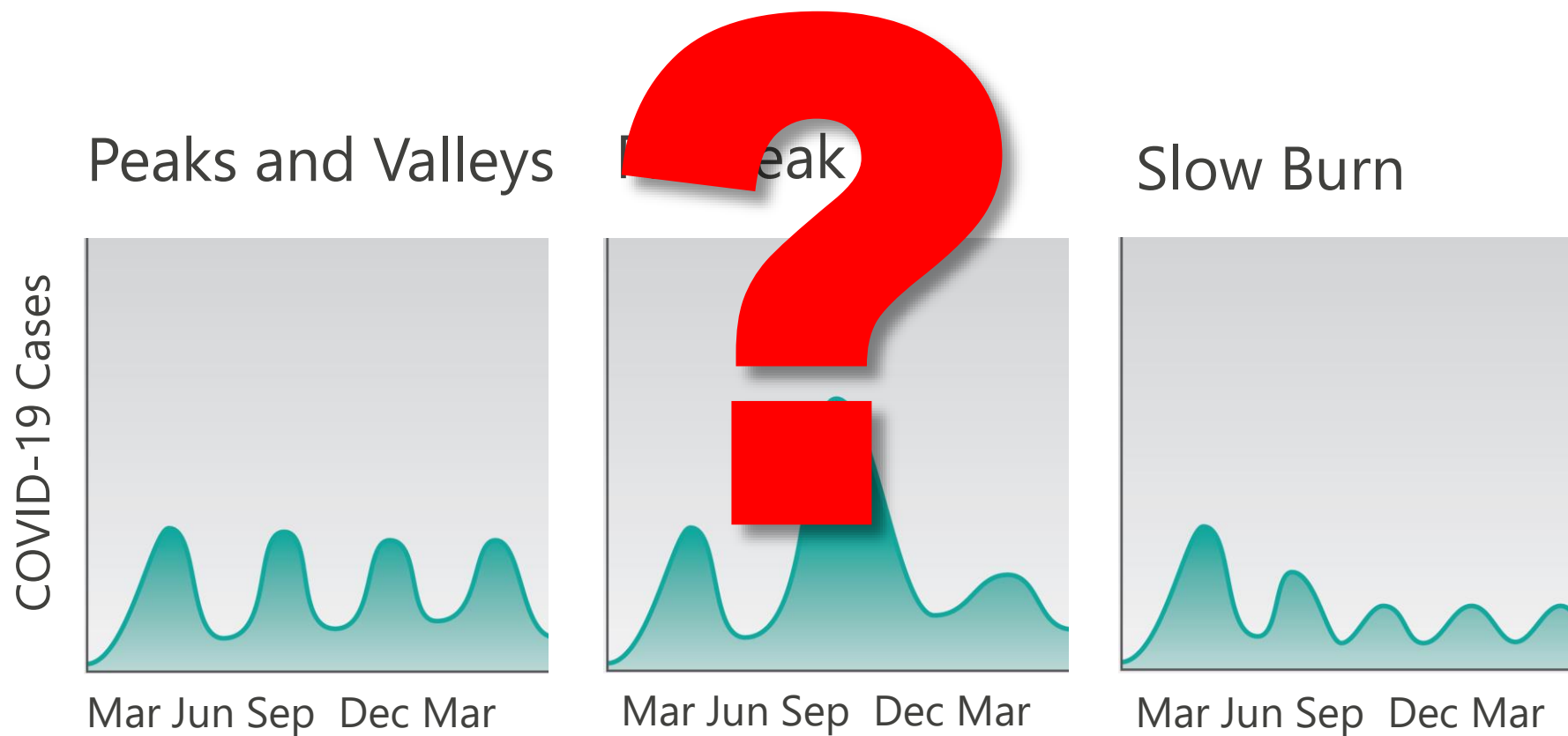


* High-risk populations are currently defined by CDC as: persons 65 years of age and older; people of all ages with underlying medical conditions (particularly not well controlled), including people with chronic lung disease or moderate to severe asthma, people who have serious heart conditions, people who are immunocompromised, people with severe obesity, people with diabetes, people with chronic kidney disease undergoing dialysis, and people with liver disease; people who live in a nursing home or long-term care facility.

Three Possible Scenarios



Three Possible Scenarios



NOW

FALL?

FALL?

WASHINGTON'S PHASED APPROACH

Modifying Physical Distancing Measures as we Reopen the State



Phase 1



Phase 2



Phase 3



Phase 4

	Phase 1	Phase 2	Phase 3	Phase 4
High-Risk Populations*	Continue to Stay Home, Stay Healthy	Continue to Stay Home, Stay Healthy	Continue to Stay Home, Stay Healthy	Resume public interactions, with physical distancing
Recreation	Some outdoor recreation (hunting, fishing, golf, boating, hiking)	Outdoor recreation involving 5 or fewer people outside your household (camping, beaches, etc.)	<ul style="list-style-type: none"> - Outdoor group rec. sports activities (50 or fewer people) - Recreational facilities at <50% capacity (gyms, public pools, etc.) - Professional sports without audience participation (horseracing, baseball, etc.) 	Resume all recreational activity
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Planning for School

Expectations throughout Safe Start

- Stay home when sick
- Frequent hand washing
- Avoid touching face
- Cough/sneeze etiquette
- Maintain 6+ feet of distance between people
- Wear cloth face coverings
- Provide adequate supplies for good hand hygiene
- Increased cleaning and disinfection, especially frequently touched surfaces



Roles

Department of Health

Issues guidance for safety, health, and well being of the public based on available science.

Labor & Industries

Issues requirements or recommendations for employee safety.

L&I Info on COVID

<https://www.lni.wa.gov/safety-health/safety-topics/topics/coronavirus>



Personal Protective Equipment (PPE)

- Scarce resource and difficult to procure across the state, nationally, and internationally
- Healthcare system still operating in conservation mode
- Guidelines
 - Symptom screening
 - School nurse
 - Most faculty and staff
 - Most students



Goals

- Promote health of students and staff—COVID and more broadly
- Ensure students have access to learning
- Equity
- Good guidelines that are flexible enough for multiple districts and schools
 - Infrastructure
 - Workforce
 - Student needs and families' capacities



Safety Plans Needed

- Hand and face hygiene
- Cloth face covering
- Physical distancing
- Intensified cleaning
- Reduced sharing of items
- Health and safety training for staff



Monitoring Plans

- Symptom screening and monitoring
- Supporting students and staff in staying home if sick
- How to handle students or staff who become sick onsite
- Flexible leave and absence policies
- Closure policies
- Communication with local public health, staff, families
 - Ongoing
 - When there are cases, exposures, changes in community spread





Washington State Department of Health is committed to providing customers with forms and publications in appropriate alternate formats. Requests can be made by calling 800-525-0127 or by email at civil.rights@doh.wa.gov. TTY users dial 711.

Break

Let's Meet
Back in 10
Minutes!



Bio Break



Refreshments



Tech Check

Poll: Did you hear what you anticipated?

- Yes, this is what I anticipated
- Slightly different than what I anticipated
- Significantly different than what I anticipated



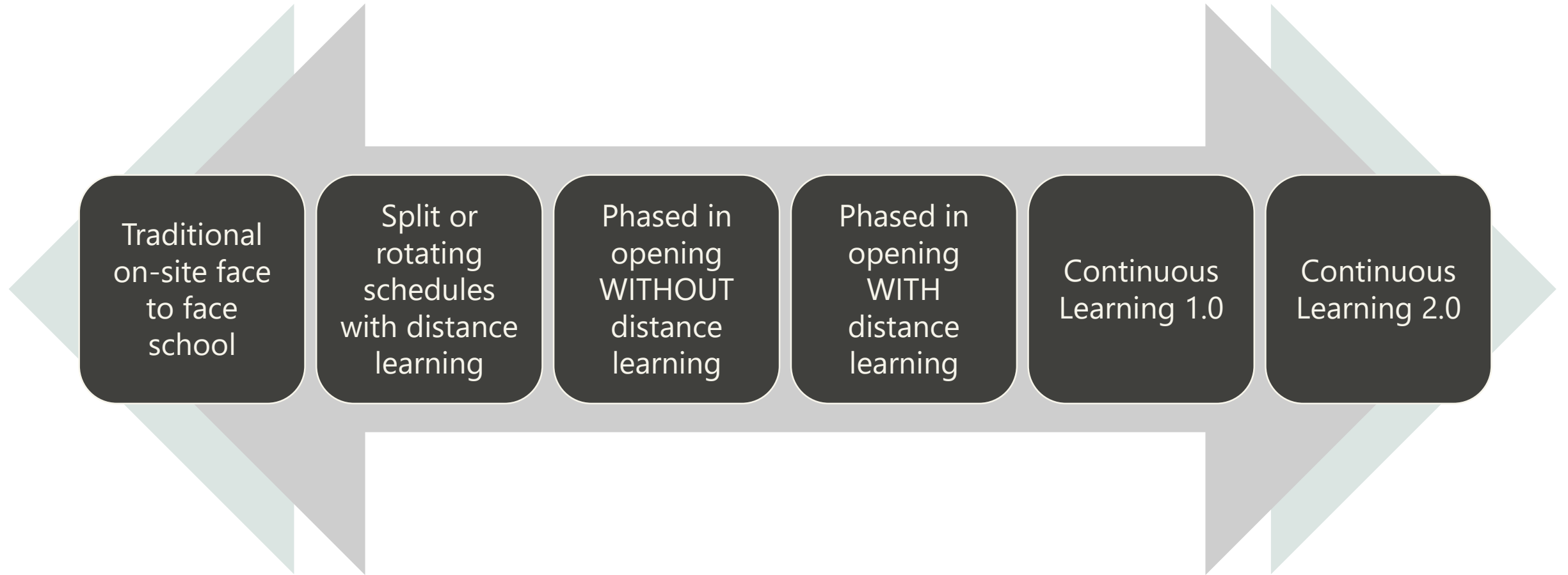
Learning & Safety

How will school districts ensure student learning and safety for students and staff?

Each dive will help us answer this question.



Reopening Washington Schools 2020-21—Continuum of Options



Quick Read—Continuum of Options

Open from Chat

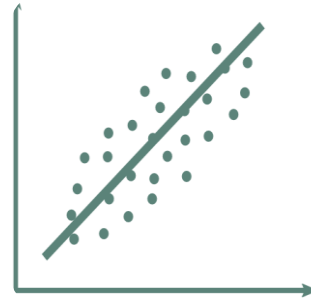
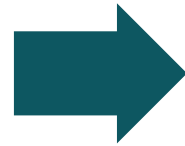
1 min. silent read



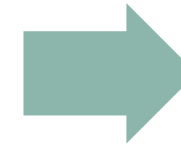
First Dive



Work together
to construct a
shared
understanding
of the option



Summarize
your initial
impressions of
the option



Begin to
identify what
is missing

Take a screenshot for your
breakout group

Breakout Room Roles



Recorder

- Will share screens
- Will take notes

Reporter

- Will convey the group's big ideas to the larger group when we reconvene

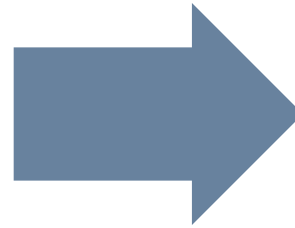
Time Keeper

- Reminds group of time

Pearl Collector

- Listen carefully
- Ask questions
- Uniform or Local

Sharing Our Work



Recorders Share
Your Screens to
Help the Reporters

Reporters

- 2 minute Share Outs
- We'll call on you

Lunch Time! 30 Minutes



OSPI's Center for the Improvement of Student Learning

Synthesize group discussion

Flag missing perspectives

Report out emerging themes



Maria Flores
Executive Director

Option #7 Groups



Reporters will share key aspects of option with whole group before 3rd Dive



Second Dive

Take a screenshot for your breakout group

Task

- Become experts
- Improve option
- Serve each student group
- Identify district preparation needs

Template

- Operations
- Learning
- Whole Child
- Family & Community



Breakout Room Roles



Recorder

- Will share screens
- Will take notes

Reporter

- Will convey the group's big ideas to the larger group when we reconvene

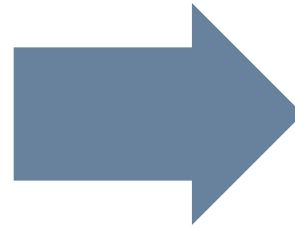
Time Keeper

- Reminds group of time

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Sharing Our Work



Recorders Share
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Reporters

- 2 minute Share Outs
- We'll call on you



OSPI's Center for the Improvement of Student Learning

Synthesize group discussion

Flag missing perspectives

Report out emerging themes



Maria Flores
Executive Director

Break

Let's Meet
Back in 10
Minutes!



Bio Break



Refreshments



Tech Check

Serving Each Student Group



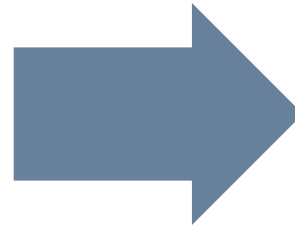
Which students are served by your option? Consider tiered supports...



What should be uniform across the state? Varied for local needs?



Continuous Learning 2.0 (Option 7)



Reporters share
key aspects with
whole group

Plan for shift
within 24-48
hours

Third Dive

Assigned option
and option #7

What is needed
for schools to shift
to option #7?

What is needed to
return to your
option?



Breakout Room Roles



Recorder

- Will share screens
- Will take notes

Reporter

- Will convey the group's big ideas to the larger group when we reconvene

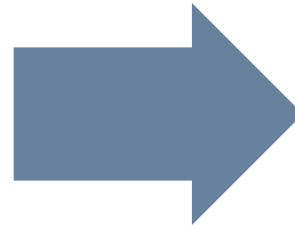
Time Keeper

- Reminds group of time

Pearl Collector

- Listen carefully
- Ask questions
- Uniform or Local

Sharing Our Work



Recorders Share
Your Screens to
Help the Reporters

Reporters

- 1 minute Share Outs
- We'll call on you



OSPI's Center for the Improvement of Student Learning

Overarching themes

Technical considerations
needed

Celebrate the work



Maria Flores
Executive Director

Next Steps & Closing



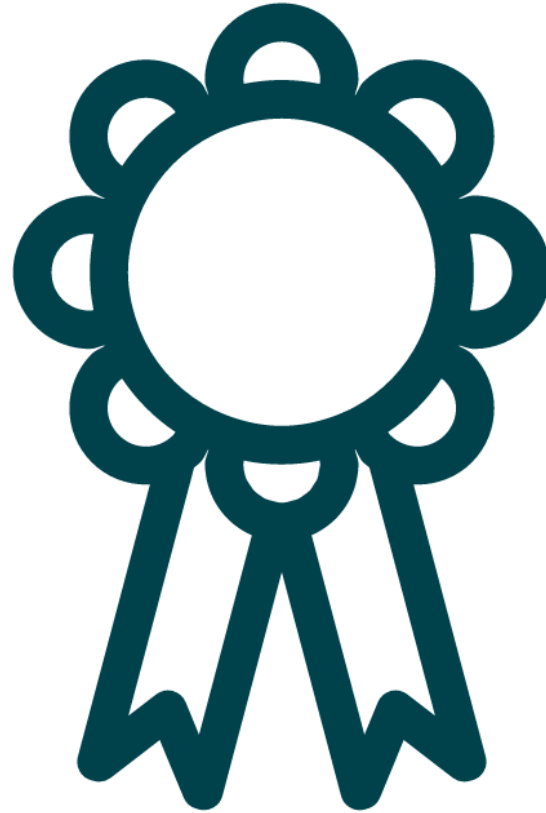
Dr. Michaela Miller
Deputy Superintendent

Small groups
for technical
work

Guidance in
early June



Thank You



OSPI YouTube Channel

Did you know you can **subscribe** to the OSPI YouTube Channel?

[Watch our past webinars!](#)

[Youtube.com/waOSPI](https://www.youtube.com/waOSPI)

The screenshot shows the YouTube channel page for the Washington Office of Superintendent of Public Instruction (OSPI). The channel name is 'waOSPI' with 533 subscribers. The 'SUBSCRIBED' button is highlighted, and a green arrow points to the notification bell icon next to it. The video player shows a video titled 'OSPI has a new logo | New Logo Underscores Commitments to Equity and Learning Pathways' with 166 views and posted 3 days ago. Below the video, there is a 'PLAY ALL' button and a carousel of four video thumbnails with their respective durations: 3:34, 0:49, 1:23, and 1:15.



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