

Board Special Meeting

Fall 2020 Reopening

August 12, 2020, 1:00 – 3:00 p.m.

Meeting to be held remotely

By [Microsoft Teams](#)

By Teleconference: 206-800-4125 (Conference ID: 680 958 067#)

[By SPSTV Broadcast and YouTube Streaming \(see details below\)](#)



Agenda

Call to Order

1:00pm

Action Item

1:00pm

- Board Action Report: Approving Resolution No. 2020/21-4, Adopting a Reopening Plan for the 2020-21 School Year
 - Amendment 1: Proposed Substitute Resolution No. 2020/21-4 (Directors Hampson, Hersey, and Rankin)

Adjourn

3:00pm*

This meeting will be streamed and broadcast by SPSTV:

- Online Streaming via SPS YouTube page:
https://www.youtube.com/channel/UCbWeZY-zLJlpQG-xsJ1Xy2Q?view_as=subscriber
- Broadcast in Seattle
 - [Comcast 26 \(standard-def\) 319 \(hi-def\)](#)
 - [Wave 26 \(standard-def\) 695 \(hi-def\)](#)
 - [Century Link 8008 \(standard-def\) 8508 \(hi-def\)](#)

IMPORTANT NOTE: This meeting will be held remotely without an in-person location per the Governor’s proclamation prohibiting public agencies from conducting meetings subject to the Open Public Meetings Act in-person to curtail the spread of COVID-19, and consistent with [School Board Resolution 2019/20-29](#). The public is being provided remote access through Microsoft Teams and teleconference as noted above. There is a maximum capacity of 350 meeting participants and other attendees [joining by Microsoft Teams and phone](#) for this remote meeting, and a “waiting room” may be utilized to address capacity. Additional attendees will be admitted from the waiting room as capacity permits. **[There is also public access through SPSTV broadcast and streaming, as indicated above.](#)**

*Special meetings of the Board, including work sessions and retreats, may contain discussion and/or action related to the items listed on the agenda. Executive sessions are closed to the public per RCW 42.30. *Times given are estimated.*



SCHOOL BOARD ACTION REPORT

DATE: July 27, 2020
FROM: Denise Juneau, Superintendent
LEAD STAFF: Sherri Kokx, Senior Advisor to the Superintendent; Diane DeBacker, Chief Academic Officer; Wyeth Jessee, Chief of Schools & Continuous Improvement; Fred Podesta, Chief Operations Officer; JoLynn Berge, Chief Financial Officer; Clover Codd, Chief Human Resources; Keisha Scarlett, Chief of Equity, Partnerships, and Engagement; Greg Narver, Chief Legal Officer

For Introduction: August 12, 2020

For Action: August 12, 2020

1. TITLE

Approving Resolution No. 2020/21-4, Adopting a Reopening Plan for the 2020-21 School Year

2. PURPOSE

Approval of Resolution No. 2020/21-4, adopting the completed Seattle Public Schools 2020-21 Reopening Plan. Every district must adopt, through board resolution, a reopening plan following the template provided by the Office of Superintendent of Public Instruction (OSPI), and then file that plan with OSPI and the State Board of Education.

3. RECOMMENDED MOTION

I move the School Board:

- Approve Resolution No. 2020/21-4, adopting a 2020-21 Reopening Plan, as attached to the Board Action Report;
- ~~Waive all Board policies and Board procedures, in whole or in part, in contradiction to or preventing implementation of Resolution No. 2020/21-4 or the 2020-21 Reopening Plan, including but not limited to, Policy Nos. 2420, High School Grade and Credit Marking; 2015, Selection and Adoption of Instructional Materials; 6705, Food Service and Student Nutrition; 6600, Transportation (including suspension of the adopted 2020-21 Transportation Service Standards); 6810, Natural Resources Conservation; and 6882, Rental, Lease, and Sale of Real Property.~~ Waive in part the following Board policies, to the extent explained in the Policy Implication discussion below: Policy No. 2420, High School Grade and Credit Marking; and Policy No. 2015, Selection and Adoption of Instructional Materials.; and
- ~~Placeholder~~—Approve the purchase from Open Up Education of Expeditionary Learning Education's of 6-8 ELA curriculum materials and accompanying professional development for an amount not to exceed \$800,000.00 for an emergency pilot due to COVID-19.

Immediate action is in the best interest of the district.

4. BACKGROUND INFORMATION

a. Background:

- In January 2020, United States authorities and news outlets became aware of a virus outbreak in China that would be referred to as a ‘novel coronavirus’ with the first known case appearing in the US that same month.
- On March 5, 2020, Public Health began recommending, but not requiring, social distancing and avoidance or cancellation of events with 10 persons or more.
- On March 11, 2020, the World Health Organization characterized COVID-19 as a pandemic.
- On March 11, 2020, there is a confirmed case of COVID-19 at Aki Kurose Middle School. Aki Kurose is closed until further notice. There are one or more suspected cases of COVID-19 at Cleveland High School. Cleveland High School is closed for one day to allow for custodial crews to sanitize building.
- On March 12, 2020, following guidelines received from King County Health Department, Seattle Public Schools closed due to the impacts of COVID-19. The decision to close schools was based on:
 - The rapid expansion of COVID-19 cases and suspected cases;
 - Unparalleled student absences;
 - Reaching the brink of no longer being able to staff schools due to staff and substitute absences; and
 - Reaching the brink of ability to properly sanitize buildings with suspected and/or confirmed cases of COVID-19 exposure.
- To slow the spread of the virus, on March 13, 2020, Governor Jay Inslee ordered all public and private K–12 schools in Washington state to close through April 24.
- March 13 – 27, 2020, efforts to provide student instruction continued throughout the district. Teachers were instructed to contact students, supply supplemental learning activities remotely, and provide formative feedback and assessment as able.
- On March 30, 2020, Seattle Public Schools’ Continuous Learning Plan was fully implemented. Remote instruction began.
- On April 6, 2020, Governor Inslee announced that school buildings will not reopen until the 2020-21 academic year. The district’s Continuous Learning Plan continued through June 19, 2020, the last day of the district’s academic school year.
- State law (RCW 28A.150.220) requires school districts to provide a district-wide average of 1,027 instructional hours and 180 school days within each academic year.
- Prior to reopening in Fall 2020, it is a state law requirement that every district adopt, through board resolution, a 20-21 reopening plan following the template provided by the Office of Superintendent of Public Instruction (OSPI), and then file that plan with OSPI and the State Board of Education.
- On July 22, 2020, based on the increased COVID-19 cases in our community and after communicating with King County Public Health, OSPI, Governor Inslee's office, and neighboring school districts, the Superintendent announced that she is recommending to the School Board that Seattle Public Schools start the 2020-21 school year remotely.

6-8 ELA Emergency Pilot Curriculum

In the Spring survey to gauge Seattle Public Schools (SPS) efforts with remote learning due to the school closure caused by the COVID-19 virus, fewer than half of SPS educators reported they had the curricular resources they needed to support remote instruction. As we begin the 2020-2021 school year with remote learning for students, we must provide our educators with high-quality curriculum, aligned with state standards, and culturally appropriate, especially for our African American boys and teens. The Curriculum, Assessment and Instruction (CAI) department reviewed our adopted curricular resources in Math and English Language Arts to determine if the resources met the standards of high-quality, aligned with state standards, and culturally appropriate. Additionally, the adopted resources were reviewed for the availability of digital components that would be readily available for use by our educators. Our review revealed a deficiency in the adopted 6-8 Math curriculum in terms of the lack of digital resources. While the adopted curriculum, enVision, was approved by the Board in 2018 and, SPS-we did not purchase the digital resources, the digital resources in the 2020 version are much more robust. Since the 2018 adoption, enVision has a 2020 edition which includes a more robust digital component. It is the recommendation of the CAI department to upgrade to the 2020 curriculum in order to receive the accompanying digital resources. The cost of the upgrade to the 2020 edition is not anticipated to reach an amount requiring Board approval. However, we're including the recommendation in this Board Action Report for full transparency and for its relevancy to remote instruction.

The second finding of our review of adopted curricular resources revealed a significant deficiency in 6-8 English Language Arts (ELA). The last adoption of 6-8 ELA was in 1998⁴. Due to the age of this curriculum, it is not of high-quality, it does not meet state standards, and it is not culturally appropriate. Additionally, the materials are out of print and no longer available for purchase. A full-scale 6-8 ELA adoption was scheduled for the coming year; however, due to the urgency of getting high-quality, standards aligned, and culturally appropriate curriculum for our educators and, most importantly, for our students in remote learning, the CAI department is recommending an emergency pilot curriculum for the 2020-21 school year. To determine what curricular options to review, we looked at several available options starting with those that OSPI recommended and those that have received high ratings from EdReports for Text Quality and Complexity, and Alignment to Standards with Tasks Grounded in Evidence, Building Knowledge with Texts, Vocabulary, and Tasks, and Instructional Supports and Usability. We also reviewed these options for cultural inclusiveness and diversity of text authors, cost, and connection to professional development support. In addition, CAI emailed ELA educators to gather input on curricular options that met our initial screening criteria. Input from these reviews and educators will inform the recommendation we make to the Board at the August 12 meeting.

After this review, the CAI team recommends that SPS pilot Expeditionary Learning (EL) Education as provided by Open Up Education. Based on educator feedback (61 responses to a survey), CAI's analysis of texts and other instructional materials, and other criteria referenced above, CAI identified EL Education as the most promising curriculum to pilot at this time. In addition, based on cost comparisons of vendors who support EL Education, CAI recommends using Open Up Education's EL Education materials and related professional development.

The estimated cost for instructional materials and related professional development in 2020-2021 for this potential pilot is up to \$800,000. The final cost will depend on the level of participation and CAI is developing an opt-in process for schools to determine participation. This estimate

includes: student and teacher materials (print and digital) for a full year; required trade books; orientation to the curriculum for teachers and principals; and ongoing training for teachers on use of instructional materials, offered virtually.

At the same time and as has been discussed with the Board, 6-8 ELA is slated to be one of our next districtwide curricular adoptions as soon as is feasible and likely by Fall 2021. At that point, we will look at more than the options we had time to review during this abbreviated search, and we will develop and implement a more comprehensive engagement process following our approach to previous adoptions and in alignment with the requirements of Policy 2015 and its accompanying procedures.

Finally, CAI plans to inform the Instructional Materials Committee at their August 10th meeting of this potential emergency pilot.

b. Alternatives:

While the Board could include additional information beyond what is included in the templates from OSPI and the Washington State School Directors' Association (WSSDA), the approval of a resolution adopting a reopening plan is required by state law.

c. Research:

WSSDA provided a model resolution for school boards to use in approving a reopening plan. OSPI provided a reopening plan template that details the information that must be submitted to OSPI and the State Board of Education prior to school districts reopening in Fall 2020.

During May 2020, Seattle Public Schools, in collaboration with Attuned Education Partners, invited all families, educators, school leaders, and central office staff to participate in stakeholder surveys intended to inform future improvements to the district's capacity to support continuous remote learning.¹ Representatives from Seattle Public Schools have actively participated and contributed to weekly convenings of area school districts hosted by the Puget Sound Education Service District and weekly meetings with the Council of Great City Schools to learn what districts in the region and from across the country have done to successfully transition to remote learning due to COVID-19.

Educator survey results (from the May 2020 survey) revealed that fewer than half of the respondents reported they had the curricular resources they needed to support remote instruction.

5. FISCAL IMPACT/REVENUE SOURCE

¹ Attuned's work for Seattle Public Schools was underwritten by the Bill & Melinda Gates Foundation. Because that work was accepted while Seattle Public Schools was operating under Resolution 2019/20-36 (https://www.seattleschools.org/UserFiles/Servers/Server_543/File/District/Departments/School%20Board/Resolutions/2019-20/Resoution%201920-36%20Approval%20to%20Affirm%20the%20District's%20Continuous%20Learning%20Plan.pdf), there is no Board Action Report accepting the value of Attuned's services.

The budget development process for 2020-21 was developed over the course of the 19-20 school year and adopted on July 8, 2020. The budget office has continued to monitor and predict the budgetary impact of COVID-19, as circumstances keep changing. While the overall fiscal impact of providing a remote model for the 2020-21 school year is unable to be known at this time, the following information is available:

- For Health and Safety costs, including masks, hand sanitizer, gloves, soap and extra cleaning in a hybrid model, SPS estimated those costs to be \$15m for 2020-21. Because most students will not be coming to our buildings, we estimate costs for Health and Safety to be lower than originally estimated. General fund revenues will be used for this purpose.
- Additional costs will be incurred to support online platforms such as Seesaw. This is estimated to be \$500,000 for 2020-21. Grades 6-8 ELA costs will come from the 20-21 curriculum budget, that set aside funding for that purpose.
- Transportation funding will be significantly impacted, however exact impacts are unknown. At this time OSPI has stated they will be reimbursing districts for actual ridership. For SPS this likely means revenue for transportation to decline from over \$35m to less than \$5m. While some expenditures will also be reduced it is not known at the current time what expenditures will be in comparison to updated revenue projections. That work is currently underway. If there is a shortfall, general fund revenues will be used to backfill expenditures above state transportation revenues.
- Child Nutrition will continue to provide free meals to students under age 18. No revenue is expected for paid lunches in a remote model. SPS is in the process of updating both revenue and expenditure projections. General fund revenues will be used for any increase in the deficit for Child Nutrition services.
- About \$8.3m in devices, mainly for elementary 1:1 device deployment has been ordered. As previously discussed with the Board, BEX V funding for devices will be used and those purchases accelerated. Other costs for increasing the number of licenses will also be funded out of BEX V funding. If needed, funding in BEX V for our enterprise system (SAP) replacement project will be delayed and will be used for COVID-19 requirements.
- Moving to a remote model may also have an impact on enrollment, with enrollment being lower than projected. Enrollment for 20-21 had been projected to increase slightly, by about 300 students. The district has set aside funding \$4m for Fall enrollment needs and is prepared to also use funding (estimated to be \$15m, actual amounts to be determined as part of year end close) that had been earmarked to increase our Economic Stabilization Fund above the minimum 3%.
- CARES act funding of just over \$10m was awarded to SPS. It is estimated that those revenues will cover costs from 2019-20. In addition, SPS expects to put in a claim for close to \$300k for federal FEMA funding, again to cover costs from 2019-20.
- SPS does not know if it will receive any Federal funding for COVID-19 for school year 2020-21, or what those amounts might be. It is also unknown if the state legislature will reduce state funding by any amounts of federal funding received.

Expenditure: One-time Annual Multi-Year N/A

Revenue: One-time Annual Multi-Year N/A

6. COMMUNITY ENGAGEMENT

With guidance from the District’s Community Engagement tool, this action was determined to merit the following tier of community engagement:

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

This spring, Seattle Public Schools launched four engagement teams that included parents, educators, school leaders, community partners, students, and central office staff. Just under 100 representatives and support staff participated in the fall planning kick-off meeting. External participants on the engagement teams were selected by community organizations that have relationships with families, the Seattle Council PTSA, and school leaders.

Teams analyzed three scenarios and recommendations were guided by these principles:

- The physical, intellectual, and emotional health and safety of our staff, students, and families;
- Predictable and consistent services and supports for students, families, and staff with special attention to reducing anxiety and stress for students and acknowledging the needs of families returning to work;
- Approaches and practices that mitigate, monitor, and minimize spread of COVID-19;
- Prioritize anti-racist practices, including identity safety, culturally responsive teaching practices, and equity-focused resource allocation; and
- Provide high-quality, culturally responsive, and developmentally appropriate social emotional and academic learning.

In addition, during May 2020, Seattle Public Schools, in collaboration with Attuned Education Partners, invited all families, educators, school leaders, and central office staff to participate in stakeholder surveys intended to inform future improvements to the district's capacity to support continuous remote learning.

The School Board also held three public meetings – June 30, August 5, and August 12.

7. EQUITY ANALYSIS

The Department of Racial Equity Advancement adapted the SPS Racial Equity Analysis Tool to create a COVID-19 Racial Equity Analysis Summary Tool to plan and process how teams will ensure racially equitable responses to crises which also includes **Supplemental Reflection Questions** for deeper analysis based on the standard SPS Racial Equity Toolkit. This work is rooted in the SPS Strategic Plan and Board Policy 0030.

A racial equity analysis of the results from the surveys conducted in May 2020 with SPS families revealed that fewer families of Black and Brown students completed the online survey. As a result of missing these critical family voices, SPS, in partnership with community-based organizations, our research and evaluation department, and the University of Washington, conducted focus groups and other small group convenings to gather opinions and information on remote learning during the spring and how to plan for the 2020-2021 school year.

8. STUDENT BENEFIT

OSPI's Reopening Plan Template covers a variety of student health and academic needs that must be addressed in order to reopen school in Fall 2020, including but not limited to: health screening plans, physical distancing, meals to students, a cleaning regimen, school calendar that meets instructional hours requirements, grading policy, technology, family engagement process, professional learning for educators, and insuring instructional time and professional learning are tied to the reopening plan.

9. WHY BOARD ACTION IS NECESSARY

- Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)
- Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)
- Adopting, amending, or repealing a Board policy
- Formally accepting the completion of a public works project and closing out the contract
- Legal requirement for the School Board to take action on this matter
- Board Policy No. _____, [TITLE], provides the Board shall approve this item
- Other: Waiver of Board policies

10. POLICY IMPLICATION

~~Any part of a policy in contradiction with or preventing implementation of Resolution 2020/21-4 and the 2020-21 Reopening Plan would be waived as a result of this Board action. All policies and parts of policies not in contradiction or preventing implementation would remain in effect. As the School Board's policy book was written for in-person schooling, there is language that needs to be waived if the district is providing learning in a remote setting during the COVID-19 pandemic.~~

~~Two e~~Examples of partial policy waivers are listed below to demonstrate the types and range of waivers:

~~The 2020-21 Reopening Plan template from OSPI requires the district to explain the 2020-21 Grading Policies. More detail is included in the attached 2020-21 Reopening Plan, but the grading policy proposed would require a partial waiver of Policy No. 2420, High School Grade~~

~~and Credit Marking: The policy currently requires Grades A-E and allows Incompletes. The 2020-21 Reopening Plan allows Grades A-D and Incompletes, but removes the Grade E option.~~

~~Policy 2015, Selection and Adoption of Instructional Materials: This policy details the process by which core instructional materials should be adopted before being utilized in district classrooms for instruction. Although RCW 28A.320.230, Board Policy No. 2015, and Superintendent Procedure 2015SP.B allow for field tests or pilots to occur, the pandemic created a situation where the emergency pilot of 6-8 ELA instructional materials does not clearly align to the provisions of the policy and its associated procedure. The policy infers, and the Superintendent Procedure confirms, that utilizing instructional materials in a pilot/field test is something that would typically occur as part of the overall selection process timeline followed by an adoption committee, and that process is followed only after approval by the Instructional Materials Committee. The resolution is not intended to waive the entire policy; it is intended to only waive those portions that imply that the emergency pilot of 6-8 ELA instructional materials is out of sequence with the normal instructional materials adoption process. It is important to note that RCW 28.320.230(f) states that districts may use and implement instructional materials for a period of time before a general adoption is formalized and also indicates that a district may purchase instructional materials to meet deviant needs or rapidly changing circumstances.~~

~~Policy 3224, Student Dress: The policy currently requires footwear as part of the Universal Dress Code. When learning remotely, students will not be required to wear footwear. However, other elements of the policy, including the policy's prohibition on wearing clothing that is pornographic, contains threats, or that promotes illegal or violent conduct remains in effect when participating in online instruction or district activities.~~

~~Policy 6705, Food Service and Student Nutrition: This policy makes specific references to providing meals in a school cafeteria. This practice will be suspended at the start of school with students picking up meals at distribution sites or being served in classrooms.~~

~~Policy 6600, Transportation (including suspension of the adopted 2020-21 Transportation Service Standards): This policy calls for the annual adoption of Transportation Service Standards, which describe overall to/from service to schools for general education and also specify specific shuttle routes. Those services will not be provided at the start of school.~~

~~Policy 6810, Natural Resources Conservation: This policy requires a resource conservation management plan, which is provided through the accompanying Superintendent Procedure. Superintendent Procedure 6810SP describes specific operating parameters for heating, ventilation, and air conditioning. In order to provide enhanced air circulation in school buildings, there will be some instances where equipment is operated at levels outside the Superintendent Procedure's described parameters.~~

~~Policy 6882, Rental, Lease, and Sale of Real Property: A partial waiver of this policy would relate to the rental or lease of real property. The policy prescribes specific procedures for renting or leasing the district's closed or otherwise unneeded properties. Given that some currently leased properties are being underutilized by tenants, it may be advantageous to quickly amend those leases to support an alternative district or community purpose.~~ Policy 2015, Selection and Adoption of Instructional Materials: This policy details the process by which core instructional materials should be adopted before being utilized in district classrooms for instruction. Although

RCW 28A.320.230, Policy 2015, and Superintendent Procedure 2015SP.B allow for field tests or pilots to occur, the pandemic created a situation where the emergency pilot of 6-8 ELA instructional materials does not clearly align to the provisions of the policy and its associated procedure. The policy infers, and the Superintendent Procedure confirms, that utilizing instructional materials in a pilot/field test is something that would typically occur as part of the overall selection process timeline followed by an adoption committee, and that process is followed only after approval by the Instructional Materials Committee. The partial waiver included in the motion for this Board Action Report is not intended to waive the entire policy: it is intended to only waive those portions that imply that the emergency pilot of 6-8 ELA instructional materials is out of sequence with the normal instructional materials adoption process. It is important to note that RCW 28.320.230(f) states that districts may use and implement instructional materials for a period of time before a general adoption is formalized, and also indicates that a district may purchase instructional materials to meet deviant needs or rapidly changing circumstances.

Policy 2420, High School Grade and Credit Marking: The 2020-21 Reopening Plan template from OSPI requires the district to explain the 2020-21 Grading Policies. More detail is included in the attached 2020-21 Reopening Plan, but the grading policy proposed would require a partial waiver of Policy 2420. The policy currently requires Grades A-E and allows Incompletes. The 2020-21 Reopening Plan allows Grades A-D and Incompletes, but removes the Grade E option.

Because the Board's policy book was written for in-person schooling, it is anticipated that additional policies will be identified that will require complete or partial waiver as long as the district is providing learning in a remote setting during the COVID-19 pandemic. Such policies will be presented to the Board for waiver, when appropriate.

11. BOARD COMMITTEE RECOMMENDATION

This motion was not discussed at a committee meeting. The School Board held three special meetings: June 30, August 5, and August 12.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, the district will submit the resolution and the district's reopening plan to OSPI and the State Department of Education. In addition, the district will implement the approved reopening plan and continue to communicate with families about the plan for Fall 2020.

13. ATTACHMENTS

- Resolution No. 2020/21-4 (for approval)
 - Seattle Public Schools 2020-21 Reopening Plan (adopted as part of the Resolution) ([Question 13 of attachment updated since posted for August 5, 2020 Board Work Session and 2020-21 School Year Calendar added per Question 13](#))

**Seattle School District #1
Board Resolution**



Resolution No. 2020/21-4

A RESOLUTION of the Board of Directors of Seattle School District No. 1, King County, Seattle, Washington adopting a reopening plan and remote learning model for the 2020-2021 school year.

WHEREAS, Chapter 28A.320 RCW authorizes local school boards to govern their respective districts, including the promotion of effective, efficient, and safe district operations, and RCW 28A.330.100 authorizes local school boards with additional powers, and RCW 28A.150.230 assigns local school boards the responsibility for ensuring quality in the content and extent of its educational program;

WHEREAS, on February 29, 2020, Washington Governor Jay Inslee declared a state of emergency in all counties of our state under Chapters 38.08, 38.52, and 43.06 RCW, and directed the implementation of the plans and procedures of the state's Comprehensive Emergency Management Plan in response to the novel coronavirus (COVID-19) and on March 13, 2020, Governor Inslee ordered the closure of all public and private K-12 schools in Washington State until April 24, 2020, to contain the spread of COVID-19, and on April 6, 2020, directed that school buildings remain closed from providing traditional, in-person instruction throughout the remainder of the 2019-2020 school year;

WHEREAS, RCW 28A.150.290 authorizes the State Superintendent of Public Instruction to make rules and regulations as necessary to carry out the proper administration of its statutory duties in unforeseen conditions and on June 11, 2020, the Office of the Superintendent of Public Instruction issued official guidance for reopening Washington schools for the 2020-2021 school year, which included sections on health and safety from the Department of Health and the Department of Labor and Industries, specifying employee and student safety requirements for reopening schools during the COVID-19 pandemic and requiring school boards to adopt and submit reopening plans for the 2020-2021 school year;

WHEREAS, Superintendent Juneau and Seattle Public Schools staff have continued to monitor the increasing number of COVID-19 cases in our community; have been in close communication with King County Public Health, OSPI, and the Governor's office; have reviewed new research from around the world on school safety experiences; have reviewed updated health guidelines from national and state agencies; and have heard and considered the concerns of educators and families;

WHEREAS, having considered the foregoing information, Superintendent Juneau and Seattle Public Schools staff have concluded that it is not possible to open schools without risking significant transmission of COVID-19 cases among Seattle Public Schools students, families, staff and community;

WHEREAS, Superintendent Juneau has recommended that Seattle Public Schools start the 2020-2021 school year remotely, with exceptions for students receiving special education services in alignment with Individualized Education Programs and 504 plans if it is determined on an individual basis that services can be provided safely in-person and services cannot be accessed successfully through remote learning, and has recommended that Seattle Public Schools continue this model until the risk of significant transmission of COVID-19 cases has decreased enough to resume in-person instruction; and

WHEREAS, the proposed remote learning model for the start of the 2020-2021 school year has been endorsed by both the Seattle Education Association and the Principals Association of Seattle Schools;

NOW, THEREFORE BE IT RESOLVED, that Board of Directors of Seattle School District No. 1 (the Board) has reviewed and hereby adopts its reopening plan for the 2020-2021 school year, which addresses the mandatory health requirements, statutory education requirements, and additional expectations, as identified by the Office of Superintendent of Public Instruction's June 11, 2020 official guidance for reopening Washington schools.

BE IT FURTHER RESOLVED that the Board has reviewed and hereby adopts Superintendent Juneau's recommendation that Seattle Public Schools start the 2020-2021 school year remotely, with exceptions for students receiving special education services in alignment with Individualized Education Programs and 504 plans if it is determined on an individual basis that services can be provided safely in-person and services cannot be accessed successfully through remote learning, and has recommended that Seattle Public Schools continue this model until the risk of significant transmission of COVID-19 cases has decreased enough to resume in-person instruction.

BE IT FURTHER RESOLVED that the Board directs that the reopening plan be posted on the district's website two weeks prior to the reopening of school. The Board recognizes that the circumstances related to reopening schools safely are mutable, and both the reopening plan and the decision to start the 2020-2021 year remotely will require monitoring and possible revision. Therefore, the Superintendent will monitor the reopening plan and remote learning model throughout the 2020-2021 year, and the district will revise and update the reopening plan and remote learning model as needed.

BE IT FURTHER RESOLVED that the Board directs the Superintendent to convene a Task Force comprised of students, family members, educators and other Seattle Public Schools staff, and community members to monitor progress, implementation and efficacy of the reopening plan and remote learning model, and to advise the Board and Superintendent throughout the 2020-2021 school year on possible revisions and continuous improvements.

BE IT FURTHER RESOLVED that execution of this Resolution is conclusive evidence of the Board's approval of this action and of the authority granted herein. The Board warrants that it has, and at the time of this action had, full power and lawful authority to adopt this instrument. This resolution pertains exclusively to the 2020-2021 school year and sunsets no later than that time.

ADOPTED this 12th day of August, 2020

Zachary DeWolf, President

Chandra N. Hampson, Vice President

Leslie Harris, Member-at-Large

Brandon K. Hersey

Eden Mack

Liza Rankin

Lisa Rivera-Smith

ATTEST: _____
Denise Juneau, Superintendent
Secretary, Board of Directors
Seattle School District No. 1
King County, WA

Washington Schools 2020 Reopening Plan Template

Each school district, charter school, and state-tribal education compact school (“local education agency” or “LEA”) must adopt a reopening plan for the 2020–21 school year through local board resolution. The Office of Superintendent of Public Instruction (OSPI) developed this Washington School 2020 Reopening Plan Template in consultation with the State Board of Education (SBE).

[LEAs must use the 2020 Reopening Plan Template and file their plan with OSPI and the SBE within two weeks of the LEA’s fall starting date by completing the online survey.](#)

The LEA’s reopening plan must be approved by its governing body and posted on the LEA’s publicly available website prior to the opening of school. There are three major sections of the template with attestations or descriptions required for the components of each major section. Please fill out the template completely.

Each LEA should continue to monitor its reopening plan throughout the year and update as needed. We strongly urge you to continue your work engaging your parents, families, students, employees, and community partners while developing your reopening plan.



Washington Office of Superintendent of
PUBLIC INSTRUCTION

2020 SCHOOL REOPENING PLAN:

Seattle Public Schools

Planned school reopening date: September 02, 2020

Planned last day of the 2020–21 school year date: June 15, 2021

Part I - MANDATORY Health Requirements

The local educational agency (LEA) must use the [Department of Health \(DOH\) and Labor and Industries \(L&I\) guidance](#) to create reopening plans aligned to health and safety requirements. All LEAs should maintain consistent communication with their local health authorities as reopening plans evolve.

Please attest (and describe where appropriate) to the health mandates below.

1) Our district has identified our primary **local health officer(s)**.

Yes

Please list the name(s) of your primary local health officer(s): Sara Rigel, Jeff Duchin, and Patty Hayes

2) Our district has identified a primary **district-level point of contact** for our reopening effort.

Yes

Please list the name and contact information for your primary district-level point of contact: Sherri Kokx, skkokx@seattleschools.org

3) We have reviewed the U.S. Centers for Disease Control and Prevention (CDC) definition of **high-risk employees** and we have clearly communicated with staff their opportunity to identify themselves as high-risk.

Yes

a. We are engaging self-identified high-risk employees to address accommodations consistent with L&I requirements and the Governor's proclamation about high-risk employees.

Yes

4) We have reviewed our **drop-off and pick-up plans** to provide proper physical distancing and minimal opportunities for parents and other adults, who are not staff, to enter our buildings.

Yes Health Services will provide guidance to schools on social distancing and guidance on building entry to be applied by School Leaders in developing an operational plan in their Covid-19 plan to be submitted.

5) We have a **daily health screening plan** in place for students and staff.

Yes

a. Please identify which health screening protocol best fits your school district planning.

o Our plan will rely primarily on a screening process conducted at school or on buses.

Our plan is to rely on attestations, but to screen staff who do not provide an attestation that a screen was done at home before school and students who do not provide an attestation that a screening was conducted by a parent, guardian, or caregiver before school.

6) We have altered our indoor classroom and common spaces and reconfigured our processes to ensure **six feet of physical distance** between all persons in our school facilities as a planning framework.

Yes

a. We are using additional common spaces to ensure six feet of physical distance between all persons in our school facilities as a planning framework.

Yes

No

b. We are using additional community-based spaces outside of our school facilities to ensure six feet of physical distance between all persons in our school facilities as a planning framework.

Yes

No

c. We understand that this is a planning framework and there will be limited times when students and/or staff may need to be within six feet for short periods of time.

Yes

d. We understand there are limited exceptions to the six-foot rule, but we will accommodate students with disabilities or others who meet the exceptions in order to deliver equitable services, which may include providing additional personal protective equipment (PPE) to staff and/or the student.

Yes

7) We have altered physical spaces, reconfigured schedules, and adopted necessary plans to provide **meals to students** that ensures six feet of physical distance between all persons as a planning framework.

Yes

8) We have established clear expectations and procedures to ensure **frequent hand washing** in all of our facilities for students and staff.

Yes

9) We have established clear expectations with students, staff, and families that all persons in our facilities will be wearing **face coverings** consistent with DOH and L&I requirements, including any of the narrow exceptions identified by DOH and L&I in guidance.

Yes

- a. We have an adequate supply of face coverings on our premises to accommodate students who arrive at school without a facecovering.
 - Yes
 - No
- b. We will provide adequate face coverings and other PPE requirements to protect all staff in each building and/or worksite consistent with the law and L&I guidance.
 - Yes

10) We have developed busing plans to maximize **physical distancing** on our buses as much as possible on a given bus route.

Yes

- a. We recognize that busing is an exception to the six-foot rule, as long as we exercise proper cleaning, maximum ventilation when reasonable, face coverings on students and adults, and proper PPE for our drivers.

Yes

11) We have developed a **cleaning regimen** in our facilities and buses consistent with DOH guidance and the Infection Control Handbook 2010.

Yes

12) We have clearly established procedures, in coordination with our local health authority, to **report any suspected or known cases of COVID-19**.

Yes

- a. We understand that contact tracing and any other procedures to identify additional COVID-19 cases are to be conducted and led by the local health authority, the Washington State Department of Health, or a designee at the direction of the public health authority.

Yes

Part II – Statutory Education Requirements

13) We have established a school calendar to accommodate **180 instructional days and the required instructional hours** assuming all of the guided learning planned by and under the direction of the certificated teacher counts (in-person face-to-face, distance learning on screen with a teacher, independent learning assigned and evaluated by a teacher, and any other directed learning) subject to the State Board of Education requirements outlined in [WAC 180-16-200](#).

Yes

┘ No

- a. We have created a flexible calendar with additional days that may be needed to address short-term school closure in the event that our facilities are not accessible as directed by a public health authority or the Governor, and for which we were not able to make an immediate transition to Continuous Learning 2.0.

Yes

┘ No

- b. Please upload a copy of your school calendar. Attached is a copy of the school calendar approved by the School Board in January 2020. The district is currently in negotiations with our labor partners. If there are any changes to the calendar as a result of the negotiations, an amended calendar will be sent.

14) In order to accommodate the instructional hours requirements, please describe your typical **weekly schedule** for students and professional collaboration. Include any reasonable options to maximize **cohorts** of students to reduce the risk of possible virus transmissions.

- i. For elementary, please describe: Seattle Public Schools has developed student schedules to support a generally remote model. The typical weekly elementary schedule includes both live instruction and independent learning opportunities. The schedules support high quality, standards aligned instruction including ELA, Math, Social Studies, Science, Music, Art, Physical Education, and Library. The schedules also include a combination of dedicated block instruction and flexible small group instruction. In addition, scheduling guidance includes dedicated time for Social Emotional Learning. At the elementary level we have developed a K-3 schedule and a 4-5 schedule that takes developmental stages into consideration. In order to promote family engagement, K-5 schedules include time to connect with families to monitor social, emotional, and academic growth. The expectation is for our educators to collaborate with Special Education Educators and English Learner Educators. It is also the expectation that the components of SEL instruction be embedded inside of each instructional opportunity.
- ii. For middle school, please describe: Seattle Public Schools has developed student schedules to support a generally remote model. The typical weekly middle school schedule includes both live instruction and independent learning opportunities. The schedules support high quality, standards aligned instruction including ELA, Math, Social Studies, Science, Music, Art, Physical Education, Career and Technical Education, World Languages, and Library. The schedules also include a combination of live instruction, offline work, and office hours so that educators have opportunities to engage students individually and in small groups, as well as in whole classes. In addition, the schedule has time for advisory, office hours, and other activities on Wednesdays so that students have time for academic supports, social and emotional learning, and high school and beyond planning. The expectation is for our educators to have time to collaborate with Special Education Educators and English Learner Educators. It is also the expectation that the components of SEL instruction be embedded inside of each instructional opportunity.

- iii. For high school, please describe: Seattle Public Schools has developed student schedules to support a generally remote model. The typical weekly high school schedule includes both live instruction and independent learning opportunities. The schedules support high quality, standards aligned instruction including ELA, Math, Social Studies, Science, Music, Art, Physical Education, Career and Technical Education, World Languages, and Library. The schedules also include a combination of live instruction, offline work, and office hours so that educators have opportunities to engage students individually and in small groups, as well as in whole classes. In addition, the schedule has time for advisory, office hours, and other activities on Wednesdays so that students have time for academic supports, social and emotional learning, and high school and beyond planning. The expectation is for our educators to have time to collaborate with Special Education Educators and English Learner Educators. It is also the expectation that the components of SEL instruction be embedded inside of each instructional opportunity.

15) We have a plan to take **daily attendance** for all students, regardless of our teaching modality, as well as a tiered approach to supporting students not participating and aligned to the OSPI attendance rules.

Yes

- a. We have a clear plan for ongoing communication with students and families, and we have provided a means by which all students will be required to check in daily even on days when the student is not physically present at school.

Yes

16) We have identified **learning standards** across grade levels and/or content areas to ensure instructional time and professional learning are effectively tied to our reopening plan.

Yes

No

17) We have determined our 2020–21 **grading policies**.

Yes

No

- a. If yes: We have reviewed our grading practices, learned from decision-making this spring, and established the following grading system:

- a. For elementary, please describe: SPS plans to utilize grade level student progress reports that include traditional standards marking using power standards with robust comments. Marking the standard and providing comments will allow families to better understand their student’s progress toward the grade-level standard.

- b. For middle school, please describe: A-D or Incomplete are the proposed grading options. This model allows teachers to communicate student progress towards standards while supporting all students, especially students of color furthest from educational justice, to graduate on-time and career and college ready during the modified school re-opening.
- c. For high school, please describe: A-D or Incomplete are the proposed grading options. This model allows teachers to communicate student progress towards standards while supporting all students, especially students of color furthest from educational justice, to graduate on-time and career and college ready during the modified school re-opening.

Part III – Additional Expectations

18) Our district has a specific plan to support students who received **“incompletes”** in the spring of 2020.

- Yes
- No

- a. If yes: Please briefly describe that plan: SPS developed detailed grading guidelines in the spring for how to support students who receive “Incompletes” for any of their second semester courses. First, these guidelines stipulated that before entering a final “Incomplete” grade for a student, the teacher would need to develop and share with the student and their family a specific individual learning plan to help the student receive an “A” instead of an “Incomplete.” The guidelines also included a list of options for teachers to consider in developing these plans for students to address “Incompletes,” including summer school, competency-based courses, or online courses. Educators and relevant building teams were also asked to work with the student and family to help implement a student’s individual learning plan to help the student receive an “A” instead of an “Incomplete.” These plans needed to articulate what the adults (teacher, principal, district) must do and when, as well as what the student must do. For students with IEPs and 504 Plans, case managers and 504 coordinators were asked to coordinate efforts to help students complete their plans to address “Incompletes.”

19) Our district developed summer learning and services opportunities for **students who needed additional support** to be ready for success this fall.

- Yes
- No

- a. If yes: What percentage of your students did you provide services to? 30%
- b. If yes: Please briefly describe the learning and service opportunities you provided, including any programs or targeted supports: Families that were registered by their building for the Tier 2 services were contacted by a learning coach to ensure that they had a device and could connect to the internet. If families reported a need for a device or connectivity, our team worked to get them what they needed so they could fully participate in this virtual program. Additional staffing (lower staff to student ratios) and small group and 1:1 check-ins were provided for the students getting Tier 2 services.
- c. If yes: Please briefly describe your process for prioritizing your students furthest from educational justice: We worked directly with school staff to identify students for small group and individual experiences. Where possible, paired them with adults they knew. We are also partnering for the month of August with School-based Health Care providers to utilize their school-based clinics. Our focus for service was African American students as well as those furthest from educational justice. Additional outreach and services, including devices and hotspots were provided to African American boys and teens as part of our summer learning program.

20) We have a plan to perform a **universal screening** of each student when they return to school to better understand their strengths, learning needs, and social-emotional needs.

- Yes
- No

- a. If no: Please briefly describe the efforts you are engaging in with respect to screening students when they return to school in the fall:

21. Our district has developed a **family and community engagement** process that includes strategies to reach non-English speaking families to inform our reopening plan.

- Yes

- a. Please briefly describe your engagement strategy and the organizations or individuals who took part in your planning effort: An initial brainstorm session was co-hosted by the SPS Department of English Learners, Department of Community Partnerships, and Department of Public Affairs & Communications to improve outreach to ELL families. Approximately 35 organizations were invited to attend. The participants included: Denise Louie Education Center; Seattle Housing Authority; Families of Color; Team Read; REWA; El Centro de la Raza; Consejo; East African Community Services; Somali Family Safety Task Force; Kandelina; and One America. In addition, the English Learners Department

consulted with the Migrant Parent Advisory Committee to discuss engagement strategies for Migrant students.

The Public Affairs Division, including Communications, are in the process of implementing a two-way communication tool which includes human translation for text messaging to reach families, in addition to our current use of School Messenger (one-way). Family communications are sent in top five home languages, and include email, robocall, text message, and audio recording. Home language webpages with resources for families have been created, and instructional videos in home language have been and will be created to demonstrate how to use SPS technology tools, how to plan a school day schedule, health tips, and other operational guidance. A workflow to disseminate talking points and timely information to CBOs is in development, so partners with relationships with families will have access to the information families receive.

22) Our district has invested in additional accessible **technology, hardware, or connectivity** for students and educators as we have prepared for fall reopening.

Yes
 No

- a. Please identify the percentage of students that you believe have adequate technology and connectivity to learn remotely during the 2020–21 school year.
- 0 – 30%
 - 31 – 40%
 - 41 – 50%
 - 51 – 60%
 - 61 – 70%
 - 71 – 80%
 - 81 – 90%
 - 91 – 100%
- b. Please briefly describe your strategy to accommodate students during the 2020–21 school year who do not have adequate technology or connectivity to effectively learn remotely: We entered the pandemic in the middle of phasing in 1:1 devices at our high schools. During the 19-20 school year, we accelerated and deployed devices to all high school students requesting a device, and we expanded this to also include middle school students. In particular, we focused outreach (devices, hotspots, internet connectivity) to our students furthest from educational justice, black male students and students experiencing homelessness. For school year 20-21 we will have in place a 1:1 device program for all students. A Bring Your Own Device option will also be available for

students. District devices are on order and due to be received in August. We will operate “tech events” the two weeks prior to school, again focusing on students furthest from educational justice, black male students and students experiencing homelessness. These events will focus on making sure students have their tech needs met to start the school year. In addition, we will be asking all schools to have a “tech check” to make sure all students are participating in online learning. “Pop up” resource centers will be staffed the first few weeks of school for those families and students wanting to come in person and ask technology questions. Staff and students will have access to help lines for tech support as well.

23) Our district has provided **professional learning** for our educators to prepare them for effective instruction during the 2020–21 school year.

Yes

No

a. If yes: Please briefly describe the professional learning provided or facilitated by the district: Seattle Public Schools has provided professional learning to educators on how to teach in a remote setting since the beginning of school closure in March 2020. Over 1,400 educators participated in Schoology training; over 400 educators participated in training on how to record videos for student use in remote learning; over 300 educators took the culturally responsive online training; over 200 educators took a course on using assistive technology; and nearly 200 educators took a course on student emails and digital citizenship. Seattle Public Schools’ Digital Learning Team developed and taught these courses. All courses are housed in Schoology and available for educators on demand. The District has planned professional development for educators prior to the start of school. The topics include: racial equity, culturally responsive teaching, remote instruction, and professional development on technology platforms. We will continue to develop additional courses in the coming year.

b. If no: Please briefly describe the professional learning the district will provide or facilitate prepare staff for effective instruction during the 2020–21 school year.

24) Our district has selected a primary **learning management system** for consistent use with students across the district during the 2020–21 school year.

Yes

No

a. If yes: Please select or write-in the primary learning management system the district is using with students:

- i. Google Classroom
- Microsoft Teams
- Schoology
- ii. Canvas
- iii. Seesaw
- iv. Moodle
- v. Other (write-in):



2020-2021 School Year Calendar

Seattle Public Schools is committed to making its online information accessible and usable to all people, regardless of ability or technology. Meeting web accessibility guidelines and standards is an ongoing process that we are consistently working to improve.

While Seattle Public Schools endeavors to only post documents optimized for accessibility, due to the nature and complexity of some documents, an accessible version of the document may not be available. In these limited circumstances, the District will provide equally effective alternate access.

For questions and more information about this document, please contact the following:

Misa Garmoe
Director of Employee and Association Relations
smgarmoe@seattleschools.org

The 2020-2021 School Year Calendar identifies days that schools are in session, identifying days that are shorter than normal duration. The document also identifies week days when school is not in session and the reason for that.

2020-21 SCHOOL YEAR CALENDAR

Draft 12/11/2019



SEPTEMBER 2020							
Su	M	T	W	T	F	S	
23	24	25	26	27	28	29	
8/27, 8/28, 8/31, 9/1	TRI Days	30	31	1	2	3	4
9/2	First Day of School	6	7	8	9	10	11
9/7	Holiday - Labor Day	13	14	15	16	17	18
20	21	22	23	24	25	26	
27	28	29	30				

OCTOBER 2020							
Su	M	T	W	T	F	S	
				1	2	3	
	4	5	6	7	8	9	10
10/9	State In-Service Day/ TRI Day	11	12	13	14	15	16
	18	19	20	21	22	23	24
	25	26	27	28	29	30	31

NOVEMBER 2020							
Su	M	T	W	T	F	S	
	1	2	3	4	5	6	7
11/11	Holiday - Veterans Day	8	9	10	11	12	13
requesting waiver for	Elem P-T Conference (Varies by School)	15	16	17	18	19	20
11/23-11/25		22	23	24	25	26	27
11/26 & 11/27	Holiday - Thanksgiving	29	30				

DECEMBER 2020							
Su	M	T	W	T	F	S	
		1	2	3	4	5	
12/21 - 1/1	Winter Break	6	7	8	9	10	11
		13	14	15	16	17	18
		20	21	22	23	24	25
		27	28	29	30	31	

JANUARY 2021							
Su	M	T	W	T	F	S	
					1	2	
1/1	Holiday - New Years Day	3	4	5	6	7	8
1/18	Holiday - Martin Luther King Day	10	11	12	13	14	15
1/27	End of Semester 1	17	18	19	20	21	22
1/28	Day Between Semesters	24	25	26	27	28	29
1/28	Snow Makeup Day (1 of 3)	31					
1/29	Start of Semester 2						

FEBRUARY 2021							
Su	M	T	W	T	F	S	
	1	2	3	4	5	6	
	7	8	9	10	11	12	13
2/15	Holiday - Presidents Day	14	15	16	17	18	19
2/15 - 2/19	Mid-Winter Break	21	22	23	24	25	26
	27	28					

MARCH 2021							
Su	M	T	W	T	F	S	
	1	2	3	4	5	6	
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31			

APRIL 2021							
Su	M	T	W	T	F	S	
				1	2	3	
	4	5	6	7	8	9	10
4/12 - 4/16	Spring Break	11	12	13	14	15	16
	18	19	20	21	22	23	24
	25	26	27	28	29	30	

MAY 2021							
Su	M	T	W	T	F	S	
						1	
5/31	Holiday - Memorial Day	2	3	4	5	6	7
		9	10	11	12	13	14
		16	17	18	19	20	21
		23	24	25	26	27	28
		30	31				

JUNE 2021							
Su	M	T	W	T	F	S	
			1	2	3	4	5
6/18	Last Day of School for Students and Teachers	6	7	8	9	10	11
6/18	180-Day Calendar Ends	13	14	15	16	17	18
6/21	Snow Makeup Day (2 of 3)	20	21	22	23	24	25
6/22	Snow Makeup Day (3 of 3)	27	28	29	30		

	Teachers	TRI	Student
August		3	0
September	20	1	20
October	21	1	21
November	18	0	18
December	14	0	14
January	18	0	18
February	15	0	15
March	23	0	23
April	17	0	17
May	20	0	20
June	14	0	14
	180	5	180

All Schools Closed
 TRI Days

Jump Start Aug 17-21, 2020
 1st Day of 2020-21 School Year for Grades 1-12 Sept. 2, 2020
 Family Connections for PreK - K Sept. 8-10, 2020
 First Day of PreK & K Sept. 14, 2020

**PROPOSED SUBSTITUTE RESOLUTION OF DIRECTORS HAMPSON,
HERSEY AND RANKIN**

**Seattle School District #1
Board Resolution**

Resolution No. 2020/21-4



A RESOLUTION of the Board of Directors of Seattle School District No. 1, King County, Seattle, Washington adopting a reopening plan and remote learning model for the 2020-2021 school year.

WHEREAS, Chapter 28A.320 RCW authorizes local school boards to govern their respective districts, including the promotion of effective, efficient, and safe district operations, and RCW 28A.330.100 authorizes local school boards with additional powers, and RCW 28A.150.230 assigns local school boards the responsibility for ensuring quality in the content and extent of its educational program;

WHEREAS, on February 29, 2020, Washington Governor Jay Inslee declared a state of emergency in all counties of our state under Chapters 38.08, 38.52, and 43.06 RCW, and directed the implementation of the plans and procedures of the state's Comprehensive Emergency Management Plan in response to the novel coronavirus (COVID-19) and on March 13, 2020, Governor Inslee ordered the closure of all public and private K-12 schools in Washington State until April 24, 2020, to contain the spread of COVID-19, and on April 6, 2020, directed that school buildings remain closed from providing traditional, in-person instruction throughout the remainder of the 2019-2020 school year;

WHEREAS, RCW 28A.150.290 authorizes the State Superintendent of Public Instruction to make rules and regulations as necessary to carry out the proper administration of its statutory duties in unforeseen conditions and on June 11, 2020, the Office of the Superintendent of Public Instruction issued official guidance for reopening Washington schools for the 2020-2021 school year, which included sections on health and safety from the Department of Health and the Department of Labor and Industries, specifying employee and student safety requirements for reopening schools during the COVID-19 pandemic and requiring school boards to adopt and submit reopening plans for the 2020-2021 school year;

WHEREAS, Superintendent Juneau and Seattle Public Schools staff have continued to monitor the increasing number of COVID-19 cases in our community; have been in close communication with King County Public Health, OSPI, and the Governor's office; have reviewed new research from around the world on school safety experiences; have reviewed updated health guidelines from national and state agencies; and have heard and considered the concerns of educators and families;

WHEREAS, having considered the foregoing information, Superintendent Juneau and Seattle Public Schools staff have concluded that it is not possible to open schools without risking significant transmission of COVID-19 cases among Seattle Public Schools students, families, staff and community;

PROPOSED SUBSTITUTE RESOLUTION OF DIRECTORS HAMPSON, HERSEY AND RANKIN

WHEREAS, Superintendent Juneau has recommended that Seattle Public Schools start the 2020-2021 school year remotely, with exceptions for students receiving special education services in alignment with Individualized Education Programs and 504 plans if it is determined on an individual basis that services can be provided safely in-person and services cannot be accessed successfully through remote learning, and has recommended that Seattle Public Schools continue this model until the risk of significant transmission of COVID-19 cases has decreased enough to support in-person instruction;

WHEREAS, Seattle Public Schools is focused on centering students furthest from educational justice;¹

WHEREAS, curricular foci in the 2020-2021 school year will include existing Since Time Immemorial Curriculum, Black Studies and additional Ethnic Studies programming;

WHEREAS, Seattle Public Schools recognizes that “[o]ur nation’s students of color and their families find themselves enduring a pandemic that disproportionately impacts their health and safety, mired in an economic crisis that disproportionately affects their financial well-being, and living in a country that too often still struggles to recognize their humanity”;²

WHEREAS, the COVID-19 pandemic, and the ongoing health and safety constraints associated with public school opening and operations, present our country and public education systems with an unprecedented challenge, creating an opportunity to *reimagine* education and *re-center* education on students, *particularly* on students furthest from educational justice;

WHEREAS, Seattle Public Schools aspires to respond to the most difficult education challenge of our time not through fear and status-quo thinking, but with courage and creativity, engaging with families, community and nature in co-designed solutions based in hope and connection, drawing on the strengths of our communities and families;

WHEREAS, Seattle Public Schools has the opportunity to lead the way and demonstrate that real partnerships can quickly evolve to stand up innovative education models in support of students’ social-emotional *and* academic needs, with care and safety, affording parents the ability to keep their employment and family lives stable and, hopefully, thriving;

WHEREAS, during the closure of schools in the spring of 2020, Seattle Public Schools conducted engagement with teams of students, families, community-based organizations, labor partners and school leaders, and from that process emerged common values that should be associated with any prospective adaptive educational model in Seattle Public Schools: an anti-

¹ https://www.seattleschools.org/district/district_quick_facts/strategic_plan

² John B. King, President and CEO of The Education Trust, June 22, 2020 testimony to United States House Committee on Education and Labor, “*Inequities Exposed: How COVID-19 Widened Racial Inequities in Education, Health and the Workforce* (<https://edtrust.org/press-release/john-b-king-jr-testimony-before-house-committee-on-education-and-labor-concerning-racial-inequity-during-covid-19/>).

PROPOSED SUBSTITUTE RESOLUTION OF DIRECTORS HAMPSON, HERSEY AND RANKIN

racist³ focus prioritizing delivery that is flexible and supports family and community partnerships, while optimizing student safety and well-being;⁴

WHEREAS, today's students inhabit a planet dangerously at risk not just because of COVID-19 and civil unrest, but also because of climate change. They face environmental impacts that disproportionately impact low-income black, indigenous and people of color.⁵ They enter educational environments where, survey results show, parents of color are worried their students will be subject to racism from other students, staff and unjust police actions;⁶

WHEREAS, an education model for the 2020-2021 school year that addresses the health and safety concerns impacting families and educators should be community-delivered and place based,⁷ delivered through some combination of (1) remote/distance learning, (2) community schools, (3) in-person provision of some special education services, (4) innovative school models, and (5) outdoor education;

WHEREAS, a disproportionate number of families of color are concerned about the safety of sending their students back to school given current health and safety concerns, including the impacts of systemic racism, both in Seattle and nationwide;⁸

WHEREAS, remote learning is a new education delivery mechanism in our nation's schools that presents equity concerns,⁹ and access to high-speed internet remains problematic for thousands of SPS students;¹⁰

WHEREAS, COMMUNITY SCHOOLS are public schools that partner with families and community organizations to provide well-rounded educational opportunities and supports for students' school success,¹¹ and a framework for addressing inequities, providing opportunities, and helping students navigate barriers to boost their academic performance and increase their motivation and engagement in learning;¹²

WHEREAS, community schools can provide critical supports our students by serving as a place, a hub and a set of partnerships between the school and community resources in which an integrated focus on academics, health and social services, youth and community development

³ <https://www.theatlantic.com/education/archive/2020/06/how-be-anti-racist-teacher/613138/>

⁴ https://www.seattleschools.org/UserFiles/Servers/Server_543/File/District/Departments/School%20Board/19-20%20agendas/June%2030/20200630_Agenda_Packet_Updated%2020200630.pdf

⁵ <https://e360.yale.edu/features/unequal-impact-the-deep-links-between-inequality-and-climate-change>

⁶ https://www.aei.org/wp-content/uploads/2020/06/UPDATED-Bailey-COVID-Impact-Survey-PP.final_.pdf

⁷ https://en.wikipedia.org/wiki/Place-based_education

⁸ https://www.seattleschools.org/UserFiles/Servers/Server_543/File/District/Departments/School%20Board/19-20%20agendas/June%2030/20200630_Agenda_Packet_Updated%2020200630.pdf

⁹ <https://www.edweek.org/ew/articles/2020/03/23/how-effective-is-online-learning-what-the.html?r=1893536019>

¹⁰ <https://www.seattletimes.com/seattle-news/disconnected-in-isolation-how-the-coronavirus-pandemic-shed-light-on-the-digital-divide/>

¹¹ <https://communityschools.futureforlearning.org/>

¹² <http://www.communityschools.org/assets/1/AssetManager/CS%20Equity%20Framework%20-%20Final%20Working%20Draft.pdf>

PROPOSED SUBSTITUTE RESOLUTION OF DIRECTORS HAMPSON, HERSEY AND RANKIN

and community engagement may lead to improved student learning, stronger families and healthier communities;¹³

WHEREAS, schools provide the most equitable access point for youth physical activity and active play;¹⁴

WHEREAS, community-based environmental and outdoor education programs exist locally and nationally, and can help to address dire needs and discrepancies through innovative partnerships and educational investments and policies;

WHEREAS, a study published by the University of California, Berkeley, and supported by the National Science Foundation, found that to “increase the capacity of schools to educate learners in-person while safely following local government-mandated social distancing guidelines, outdoor science and environmental educators can, in partnership with school districts, engage more learners in outdoor learning, thus expanding the space limits of school classrooms;¹⁵

WHEREAS, OUTDOOR LEARNING, or outdoor education, refers to a broad set of activities that include discovery, experimentation, learning about and connecting to the natural world, and engaging in environmental and recreational activities in an outdoor setting;¹⁶

WHEREAS, Washington law supports the development of curricula that “links student learning with engagement in seasonal or nonseasonal outdoor-based activities,”¹⁷ and supports the expansion and inclusion of outdoor education and environmental education as a mandatory area of study;¹⁸

WHEREAS, on June 25, 2020, the American Academy of Pediatrics (AAP) stated that it “strongly advocates that all policy considerations for the coming school year should start with a goal of having students physically present,” and to “utilize outdoor spaces when possible” as a high-priority for all age groups and necessary for activities, since “outdoor transmission of virus is known to be much lower than indoor transmission”,¹⁹

WHEREAS, on July 10, 2020, the AAP issued a follow-up statement, advocating that decisions about reopening schools should be based on “evidence, not politics” and that “[w]e should leave it to health experts to tell us when the time is best to open up school buildings, and listen to educators and administrators to shape how we do it,” while continuing to recognize that “children learn best when physically present in the classroom”;²⁰ and the August 4, 2020

¹³ http://www.communityschools.org/aboutschools/what_is_a_community_school.aspx

¹⁴ King County Play Equity Coalition (<https://kcplayequity.org/>)

¹⁵ https://www.lawrencehallofscience.org/sites/default/files/EE_A_Field_at_Risk_Policy_Brief.pdf

¹⁶ <https://naaee.org/eepro/research/eeworks/student-outcomes>

¹⁷ RCW 28A.320.173

¹⁸ <https://www.k12.wa.us/student-success/resources-subject-area/environment-sustainability>

¹⁹ <https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/>

²⁰ <https://services.aap.org/en/news-room/news-releases/aap/2020/pediatricians-educators-and-superintendents-urge-a-safe-return-to-school-this-fall/>

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guidance from the Washington State Department of Health²¹ states that “outdoor activities are safer than indoor activities” and that schools consider distancing strategies that includes, “Keep students outside more, as weather and space permit”;

WHEREAS, outdoor education is demonstrated to have substantial benefits for student well-being, and a systematic review of published research of regular compulsory school- and curriculum-based outdoor education programs found that they promote students’ social, academic, physical and psychological development;²²

WHEREAS, inclusive education models benefit children with and without disabilities, and accessibility and inclusion champion organizations and Seattle and King County parks can be local resources and partners for developing best practices for inclusive outdoor education; and

WHEREAS, physical activity and play are conduits for community centered healing and learning; the benefits of movement for youth are well-studied and can be deeply healing, promote resiliency and mitigate the effects of trauma; and physical activity can enhance students’ readiness to learn, attention, and behavior, and serve as a protective mechanism against illness and infection.²³

WHEREAS, the Joint Use of Facilities Agreement (JUA) between Seattle Public Schools and the City of Seattle Department of Parks and Recreation (SPR) provides benefits including giving first priority between SPS and SPR in reciprocal scheduling of each other’s facilities, encouraging school principals and community center coordinators to work together, and providing opportunities for joint planning, problem solving and information sharing;

WHEREAS, the JUA’s purpose is to maximize use of Seattle Public Schools and SPR facilities for mutual and offsetting benefit, with the understanding the approximate cost of use of the facilities offset each other’s use and provides our students priority use of Parks facilities, expanding resources and opportunities for participation;

NOW, THEREFORE BE IT RESOLVED, that Board of Directors of Seattle School District No. 1 (the Board) has reviewed and hereby adopts its reopening plan for the 2020-2021 school year, which addresses the mandatory health requirements, statutory education requirements, and additional expectations, as identified by the Office of Superintendent of Public Instruction’s June 11, 2020 official guidance for reopening Washington schools.

BE IT FURTHER RESOLVED that the Board has reviewed and hereby adopts Superintendent Juneau’s recommendation that Seattle Public Schools start the 2020-2021 school year remotely, with exceptions for students receiving special education services in alignment with Individualized Education Programs and 504 plans if it is determined on an individual basis that services can be provided safely in-person and services cannot be accessed successfully through remote learning, and has recommended that Seattle Public Schools continue this model until the

²¹ <https://www.doh.wa.gov/Portals/1/Documents/1600/coronavirus/FallGuidanceK-12.pdf>

²² <https://naaee.org/eepr/resources/ee guidance-reopening-schools>

²³ King County Play Equity Coalition, COVID-19 Coalition Response (<https://kcplayequity.org/covid19/>)

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risk of significant transmission of COVID-19 cases has decreased enough to resume in-person instruction.

BE IT FURTHER RESOLVED that in the implementation of remote learning in the 2020-2021 school year, online instructional spaces should not be limited to geographic school catchment or building enrollment but rather open to reimagination and reconfiguration as determined through direct family and community engagement. With specific foci on students furthest from educational justice Seattle Public Schools should seek to support family and community hubs, whether geographic or virtual. In alignment with the Strategic Plan, Seattle Public Schools shall strive to foster virtual affinity school(s) environments where black, brown and students furthest from educational justice may opt in to learn with peers and educators who share the same identity.

BE IT FURTHER RESOLVED that the Board directs that the reopening plan be posted on the district's website two weeks prior to the reopening of school. The Board recognizes that the circumstances related to reopening schools safely are mutable, and both the reopening plan and the decision to start the 2020-2021 year remotely will require monitoring and possible revision. Therefore, the Superintendent will monitor the reopening plan and remote learning model throughout the 2020-2021 year, and the district will revise and update the reopening plan and remote learning model as needed with approval from the Board.

BE IT FURTHER RESOLVED that the Board directs the Superintendent to convene a Task Force comprised of students, family members, educators and other Seattle Public Schools staff, and community members to monitor progress, implementation and efficacy of the reopening plan and remote learning model, and to advise the Board and Superintendent throughout the 2020-2021 school year on possible revisions and continuous improvements. The Board directs the Superintendent to present a Board Action Report creating this Task Force for introduction no later than September ~~15~~, 2020.

BE IT FURTHER RESOLVED that the Board directs the formation of a separate Board Task Force, comprised of students, family members, educators (including outdoor education providers), Seattle Public Schools staff, community-based organizations, labor partners, and educational foundations to study with urgency the feasibility of, and make recommendations related to, the implementation of community schools and outdoor education in Seattle Public Schools. The work of the Task Force will be centered in the Seattle Public Schools Strategic Plan and in the principles of being an anti-racist organization, and will specifically focus on the interests of students furthest from educational justice. The Board resolves to prepare for introduction a Board Action Report creating this Task Force.

BE IT FURTHER RESOLVED that the Superintendent is directed to begin a process of collaboration with state and local government agencies to explore development of curricula focused on outdoor-based activities, on applicable health and safety measures, and on the ability of Seattle Public Schools to use public outdoor spaces for educational purposes.²⁴

²⁴ https://www.google.com/maps/d/viewer?mid=1SkhM0-xWQGJfrjM-E0LBPX_TvR7uZpAg&ll=47.61497811608162%2C-122.33608840000001&z=11

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BE IT FURTHER RESOLVED that Seattle Public Schools will use its best efforts to make all historically Community Alignment Initiative spaces available for full-day childcare, with consideration for expansion as student need warrants and alternative spaces are unavailable.

BE IT FURTHER RESOLVED that Seattle Public Schools will support, with necessary health and safety protocols, beginning of the year pilot programs for blended outdoor and/or community schools or class models, with priority for K-2 and rising years (6th, 9th, and 12th grades), determined in collaboration with community, building leadership and educators.

BE IT FURTHER RESOLVED that the Superintendent is directed to continue to pursue a revised JUA with SPR, subject to Board approval, that will include appropriate clauses related to student and staff safety in shared facilities, is consistent with the Seattle Public Schools Strategic Plan, and provides flexibility and maximized opportunity to expand safe spaces so that Seattle Public Schools students and families can access outdoor education and physical and mental well-being.

BE IT FURTHER RESOLVED that execution of this Resolution is conclusive evidence of the Board’s approval of this action and of the authority granted herein. The Board warrants that it has, and at the time of this action had, full power and lawful authority to adopt this instrument. This resolution pertains exclusively to the 2020-2021 school year and sunsets no later than that time.

ADOPTED this 12th day of August, 2020

Zachary DeWolf, President

Chandra N. Hampson, Vice President

Leslie Harris, Member-at-Large

Brandon K. Hersey

Eden Mack

Liza Rankin

Lisa Rivera-Smith

ATTEST: _____
Denise Juneau, Superintendent
Secretary, Board of Directors
Seattle School District No. 1
King County, WA