

Washington Schools 2020–21 Reopening Progress Report Template

As required by the Legislature in [House Bill 1368](#), each Washington public school district, state-tribal education compact school, and charter school must review and update school reopening plans submitted for the 2020–21 school year and provide the updated plans to the Office of Superintendent of Public Instruction (OSPI) no later than March 1, 2021.

This progress report is intended to provide an update for the 2020–21 school year. Districts will not begin receiving their federal ESSER II relief funds until their plan has been submitted to, and approved by, OSPI.

School districts must use the Reopening Progress Report Template to file their plan with OSPI no later than March 1, 2021. Plans submitted via email or methods outside of the survey link will not be accepted.

Districts will receive a copy of their responses to the email they include in the plan. Please double-check to confirm you've submitted the correct email address.

Please submit questions about the Reopening Progress Report Template to the OSPI Student Information Office at student.information@k12.wa.us.

Part I: District Information

Please enter your school district:

Issaquah #411

Please enter your email address if you would like to receive a copy of your responses:

issaquah.wednet.edu/covid

Part II: Health and Safety Planning & Training

All school districts must follow the health and safety requirements and guidance set by the Department of Health (DOH) and the Department of Labor & Industries (L&I). Districts should maintain consistent communication with their local health authorities as reopening plans evolve.

Please affirm the following practices related to the DOH health mandates.

- 1) Our district is following and enforcing the health and safety guidance set by the Department of Health (DOH) and the Department of Labor & Industries (L&I) (e.g. physical distancing, face covering, health screening, hand hygiene and cleaning and disinfecting).
 Yes
- 2) We regularly review health and safety guidance from the Washington State Department of Health, the U.S. Centers for Disease Control, the Washington State Department of Labor & Industries, and our Local Health Jurisdiction and adjust our plans for training, communication and education delivery as guidance evolves.
 Yes
- 3) A COVID-19 Safety Plan has been established by the District and used for each school and other worksite.
 Yes
- 4) An adequately trained site-specific COVID-19 Site Supervisor is identified at each school and other worksite to monitor the health and safety of employees, model safety guidelines and enforce the COVID-19 Safety Plan.
 Yes
- 5) Each worksite has a Safety Committee that works with the COVID-19 Site Supervisor to engage staff in following the health and safety guidelines, including employee training on proper protocols and use of personal protective equipment (PPE), hand hygiene, cleaning, and other strategies for preventing transmission of COVID-19.
 Yes

6) All employees and volunteers who are working on-site are trained in the language they best understand about preventing the transmission of COVID-19 on or before their first day of reporting in-person and as necessary depending on need.

X Yes

7) All students are trained in a developmentally appropriate way and in the language they best understand about preventing the transmission of COVID-19 on or before the first day of in-person learning and as necessary depending on need.

X Yes

8) There is a clear process for reporting concerns and safety protocol violations to the Safety Committee and/or COVID Site Supervisor, and this process has been communicated to all employees.

X Yes

Part III: Communication Protocols

9) How do you routinely and predictably communicate with health and safety related updates to staff, students, and families? (Select all that apply):

- X A specific day of the week and/or time of day for regular communication
- X There are designated staff who send communication on specific topics
- X Deadlines for responses are clear and follow-up is planned and provided quickly
- X Staff, students, and families are provided materials in the language they know best
- X Other – Write-in: Virtual town halls, website info., hybrid handbooks, Board meetings, regular updates from Building Administrators

10) Please select topics where you have sought feedback from families. (Select all that apply):

- X Instructional service delivery models
- X Transportation
- X Nutritional needs
- Safety protocols
- X Other – Write-in: Engagement, Technology, Learning mode choice, Behavioral mental health, and extra-curricular activities

11) How does your district provide follow-up with families who do not or cannot respond to requests for feedback? (Select all that apply):

- X Second communication through the same medium
- X Second communication through a different medium
- X Individualized plan for non-responses
- We do not provide follow-up communication

Other – Write-in: Individual principal follow up, outreach from Family Partnership staff

12) Has your district developed a public COVID-19 website or dashboard to communicate with your community regarding COVID-19 data and response activities among your schools?

Yes
 No

➤ If Yes: Please provide the link to your dashboard: _____

Part IV: Data Collection Participation & Implementation

13) Please affirm your district will provide data to OSPI to support information needs related to school reopening and the pandemic. These data collections include the mandatory OSPI weekly survey related to in-person learning opportunities for students, CEDARS data, and additional data from your district's student information system. (Failure to submit data updates may result in a loss of state or federal funds to a district.)

Yes

14) **For each grade level: Please provide information about when your district offered or plans to offer in-person instruction for all students in that grade level.** It could be full-time in-person instruction or a hybrid model where students are learning partially in-person and partially remotely. Indicate a date or planned date for the start of hybrid or full-time in-person instruction.

These questions refer to regular, predictable in-person instruction for all students in the grade.

Is regular in-person instruction available for all students in that grade level (or a date is planned)? [Note: Responding "No" means that instruction is 100% remote or only in small groups. Responding "Yes" means the all students in the grade level have access to regular scheduled in-person instruction or a date is planned for all students to have access to in-person instruction.]

Yes
 No

[For each "Yes" in #1 above, a prompt appears with two columns]

Grade Level	Start date for hybrid model where all students were offered in-person instruction on a regular basis (but not full-time)	Start date for full-time in-person instruction.
Pre-K	Date 10/01/20	Date 08/31/2021
Kindergarten	Date 02/11/21	Date //
1st grade	Date 02/11/21	Date //
2nd grade	Date 03/04/21	Date //
3rd grade	Date 03/04/21	Date //
4th grade	Date	Date //
5th grade	Date	Date //
6th grade	Date	Date //
7th grade	Date	Date //
8th grade	Date	Date //
9th grade	Date	Date //
10th grade	Date	Date //
11th grade	Date	Date //
12th grade	Date	Date //

Comments: Start date for students with disabilities in self-contained classrooms 09/29/2020

Full-time in-person instruction planned for 08/31/2021 if 6 foot rules is removed

15) Have you secured an MOU or local labor agreement for the 2020–21 school year to begin or expand in-person learning for your students?

Yes

No

An MOU or local labor agreement is/was not needed to return to in-person learning

Part V: Student Learning & Well-Being

16) How has your district identified students who have experienced the greatest impact on learning throughout the pandemic? (Select all that apply):

Family/student/teacher conferences

Grade level school or district common assessments

Examining data on student grades

- Reviewing data on course progression and graduation requirements for high school students
- Reviewing data on student progress on Individualized Education Program (IEP) goals
- Reviewing data on student progress in the English Language Learner (ELL) program
- Reviewing data on students experiencing homelessness (McKinney-Vento)
- Reviewing data on students in foster care
- Surveying students and families about their learning experiences
- Other – Write-in: Universal mental health screeners for all students K-12

17) Please briefly describe how your district is planning to provide opportunities for students who need learning recovery and acceleration support, including for students who are failing or receiving incompletes. (Examples may include, but are not limited to: retakes during the next term, individualized learning plans, changing grading practices, bringing in students for in-person learning supports, etc.): Eliminated F grades at high school level, multiple academic testing opportunities SAT/ACT/PSAT/ASVAB, modified grading practices K-12, planning summer school for PreK-12 students, virtual intervention groups, 9-12 in-person small group supports, adaptive online learning tools

18) Since submitting your reopening plan in summer 2020, has your district made substantive changes, or are you planning changes, to your grading system established for the 2020–21 school year?

- Yes
- No

- If Yes: Please describe the changes you made (or are planning to make) by grade band. If you did not make changes to a grade band, please leave it blank.
 - Elementary: _____
 - Middle: Individualized grading as needed on a limited basis
 - High: Workgroup Produced Guidance on COVID grading, eliminated F grades

19) Please identify the key components of your district’s planning for in-person transitions related to social-emotional supports, as well as health and safety. (Select all that apply):

- Predictable routines communicated and practiced by students and families
- Safety procedures established and practiced for transitions (e.g., restrooms, transportation, nutrition services, dismissal procedures)
- Activities that build relationships between students, staff, and families
- Transitional family/teacher conferences focusing on social and emotional needs of students
- “Back to School” events for families to learn about new routines and procedures
- Childcare needs of staff and families

- X Other – Write-in: Return to in-person hybrid learning videos
- X Other – Write-in: Hybrid return SEL lessons
- X Other – Write-in: Hybrid handbooks and web page for returning students and families

20) Please identify the key components of your district’s planning for in-person transitions related to student learning. (Select all that apply):

- X New master scheduling that allows for family choice over learning modality
- X Grade-level team and intervention times for students needing additional academic support
- X Reassessment of essential content standards related to assessment of student learning
- X Use of grade-level common assessments at the school- or district-level to understand student learning needs
- X Communication with families through individual family/teacher conferences about educational progress of students
- X New routines and practices for asynchronous learning (hybrid schedule)
- X Other – Write-in: Instructional coaches support for hybrid teaching
- X Other – Write-in: Professional development training for hybrid in-person teaching
- Other – Write-in: _____

21) Please affirm your district will participate in any statewide assessments that meet the ESSA requirements, including any modifications, sampling methodologies, or locally determined assessments as a result of an OSPI initiated waiver of existing federal testing and accountability requirements.

- X Yes