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Washington Office of Superintendent of
PUBLIC INSTRUCTION
Chris Reykdal, Superintendent

k12.wa.us

May 27, 2020

(X) Action Required
(X) Informational

BULLETIN NO. 037-20 Learning and Teaching

TO: Educational Service District Superintendents
School District Superintendents
School District Business Managers
School District Learning and Teaching Directors
Educational Service District Assistant Superintendents

FROM: Chris Reykdal, Superintendent of Public Instruction

RE: K–4 Expectations During Long-Term School Closures as of May 27, 2020

CONTACT: Aira Jackson, Director of English Language Arts and Literacy
360-725-6228, aira.jackson@k12.wa.us

PURPOSE AND BACKGROUND

To slow the spread of the novel coronavirus (COVID-19) in Washington state, Governor Jay Inslee announced on March 13 that all public and private K–12 school facilities will be closed and prohibited from providing traditional in-person instructional activities through April 24. On April 6, he extended his directive and closed schools through the remainder of the 2019–20 school year.

This bulletin includes updates and guidance for school districts related to the required expectations in [Senate Bill 5946](#) (2013)—Strengthening Student Educational Outcomes (SSEO) and amended by [Senate Bill 5803](#) (2015). For reference, the codified state laws are provided for each requirement below.

REQUIREMENTS FOR GRADES K–4 REPORTING

Due to the long-term school closures, the K–4 data collection will not occur during the 2019–20 school year.

REQUIREMENTS FOR SCHOOL DISTRICTS

Parent/guardian meetings (via various communication platforms) and suggested intensive improvement strategies are required for any students who are reading below grade level and/or were likely to receive a score of Below Basic (Level 1) on the 3rd grade Smarter Balanced English Language Arts Assessment. The Office of Superintendent of Public Instruction (OSPI) recommends using district assessments, including interim and formative assessment outcomes, to determine student reading levels and develop appropriate strategies and instructional practices to meet the needs of all students.

The parent/guardian meetings may occur throughout the spring/early summer and should focus on a plan for supporting a student's reading and literacy development during long-term school closures and when the student returns to in-person instruction. The school district must receive parent/guardian consent for the intensive improvement strategies to be implemented when the student returns to in-person instruction and if applicable, the appropriate grade-level placement. If the school principal or principal's designee and parent/guardian cannot agree on the appropriate improvement strategies from the list of available options and grade placement, the parent or guardian's request will be honored.

MEASURING STUDENT PROGRESS AND GRADING

The K–4 report cards should include: 1) how a student is progressing on acquiring reading skills, and 2) whether the student is at grade level in reading. If a student is not reading at or above grade level, the classroom teacher must explain to the parent/guardian about planned supports during long-term school closures. To determine a student's current reading level, OSPI recommends using current formative assessment observations through continuous learning and the student's reading level when schools closed on March 16, 2020.

The annually updated [Menu of Best Practices and Strategies for English Language Arts](#) highlights evidence-based strategies and will help inform district and school decision-making. Additional resources, tools, and information to help school districts implement the requirements in the law are available on OSPI's [K–4 Literacy SSEO webpage](#).

INFORMATION AND ASSISTANCE

For questions regarding this bulletin, please contact Aira Jackson, Director of English Language Arts and Literacy, at 360-725-6228 or email aira.jackson@k12.wa.us. The OSPI TTY number is 360-664-3631.

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