



Washington Office of Superintendent of
PUBLIC INSTRUCTION



Academic and Student Well-Being Recovery Plan: Planning Guide 2021

For School Districts, Tribal Compact Schools, and Charter Schools

ACADEMIC AND STUDENT WELL-BEING RECOVERY PLAN: PLANNING GUIDE 2021

For School Districts, Tribal Compact Schools, and Charter Schools

2021

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TABLE OF CONTENTS

OSPI Vision, Mission, Values, and Equity Statement	4
Plan Required in Federal and State Law.....	5
Federal Law.....	5
Washington State Law	5
Planning Guide	7
Equity Analysis	11
Continuous Improvement Cycles.....	12
Key Themes	13
Condensed Planning Tool	25
OSPI Plan Review and Approval.....	25
Conclusion.....	30
Acknowledgments.....	31
Legal Notice.....	32

OSPI VISION, MISSION, VALUES, AND EQUITY STATEMENT

Vision

All students prepared for postsecondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child

Equity Statement

Each student, family, and community possess strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and/or English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.

PLAN REQUIRED IN FEDERAL AND STATE LAW

This Planning Guide is a resource for school districts, tribal compact schools, and charter schools in response to two laws, one federal and one state, that connect planning for academic and student well-being recovery to eligibility to receive federal Elementary and Secondary School Emergency Relief (ESSER) III funds. School districts, tribal compact schools, and charter schools will respond to the federal and state requirement through one comprehensive plan to the Office of Superintendent of Public Instruction (OSPI).

Throughout this document, the term “local education agencies” (LEAs) is referring to school districts, tribal compact schools, and charter schools.

Federal Law

American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2.

OSPI Requirements

Federal law requires the state education agency (SEA) to distribute ESSER funds to LEAs via the Title I funding formula. The law requires the funds to be used to address academic recovery and acceleration (the federal law uses the term “learning loss”).

LEA Requirements

In order for LEAs to access these funds, they must submit a plan according to the [U.S. Department of Education Fact Sheet](#) “American Rescue Plan Act of 2021 Elementary and Secondary School Emergency Relief Fund (ARP ESSER).” In the Fact Sheet, the Department of Education requires each LEA to develop an “LEA Safe Return to In-Person Instruction Plan.” It states:

“An LEA that receives ARP ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan.”

OSPI has determined that LEA school board approval of the plan meets the federal requirement for seeking public comment, as it involves public posting and provides opportunity for public comment. LEAs must post the plan on the LEA website, making it accessible for those with disabilities and those in the community whose language is one other than English.

Washington State Law

LEA Academic and Student Well-being Recovery Plan ([House Bill 1368; Sec. 12 \[2021\]](#)).

OSPI Requirements

OSPI must develop the template for the LEA Academic and Student Well-being Recovery Plan and a process for LEAs to report progress on implementing their plans. Additional elements identified by OSPI based on evidence of positive learning and well-being outcomes may be added to the LEA requirements. OSPI has elected to add three additional requirements of LEAs:

1. Use of an equity analysis tool in the development of the plan;
2. School board approval of the plan (e.g., public posting, provides opportunity for public comment as per federal requirement); and
3. Public posting of the plan on the LEA website per the federal requirement, making it accessible for those with disabilities and those in the community whose language is one other than English.

LEA Requirements

The law (p. 13) requires LEAs to submit an Academic and Student Well-being Recovery Plan to OSPI by June 1, 2021 to address student needs resulting from school building closures and extended time in remote learning due to the COVID-19 pandemic. OSPI will review and either approve the submitted Plan or request additional information from the LEA. Approval of the Plan is required before ESSER III funds will be released for LEA use.

LEAs must address the following elements in their Academic and Student Well-being Recovery Plan, using the OSPI-provided template:

- A. Identification of specific diagnostic assessments tools by grade level; identification of student learning and well-being gaps; and focus of additional time, supports, and/or extracurricular activities for students most impacted.
- B. Inclusion of the following student groups in all data included in the Plan: American Indian/Alaskan Native; Asian; Black/African American; Hispanic/Latino of any race(s); Native Hawaiian/Other Pacific Islander; Two or More Races; White; English Learner; Students Experiencing Poverty; Students with Disabilities; Students Experiencing Homelessness; and Students in Foster Care.
- C. Students' learning recovery (including addressing the needs of the student groups identified above), specifically identifying and correcting disproportional impact resulting from the school building closures and extended time in remote learning due to the COVID-19 pandemic.
- D. Provision of additional instruction, student well-being support, and extracurricular opportunities based on an assessment of student needs (academic and well-being).
- E. Additional elements identified by OSPI that are based on evidence of positive learning and well-being outcomes (e.g., balanced calendar, additional school days, additional instruction time, or any combination of these elements). While the examples provided are recommended, the following are required:
 - a. Equity analysis in the development of the Plan.
 - b. LEA school board approval of the Plan (e.g., public posting, provide opportunity for public comment as pre federal requirement).
 - c. LEAs must post the Plan on the LEA website per the federal law, making it accessible for those with disabilities and those in the community whose language is one other than English.

PLANNING GUIDE

This Planning Guide is the result of ongoing collaboration between OSPI and education leaders from LEAs, schools, classrooms, and education partner organizations. The Planning Guide is a resource for LEAs as they develop their Academic and Student Well-being Recovery Plans required by the 2021 Legislature (House Bill 1368) and due on June 1, 2021. The required Plan is iterative and will be developed in phases, as described in this Planning Guide. This document supports Phase 1 of the Plan.

The Academic and Student Well-being Recovery Plan Template includes questions and considerations that will help LEAs prepare for the year ahead and will provide OSPI and stakeholders with a statewide view of how LEAs are supporting academic and well-being recovery and acceleration.

Below is a series of questions that are included in the [online survey where LEAs are required to submit their responses for the Plan](#). Asterisks (*) indicate required fields. In addition, OSPI has created three documents to help LEAs be successful in creating and submitting the Washington LEA Academic and Student Well-being Recovery Plan. The three documents are:

1. LEA Planning Guide (this document) — Use this to guide your planning.
2. [Condensed Planning Tool](#) — Use this to provide a detailed articulation of your Plan for your school boards and communities.
3. [Fillable Word Template](#) — Use this if you choose to pre-load your responses into one document prior to entering responses into the online survey. The fillable template can also be used as documentation for school board approval.

At a Glance: Questions in Plan Template

Part I: LEA Information

- Please select your LEA: *
- Please enter the name of the point of contact for this survey: *
- Please enter point of contact email address: *
OSPI will use this email for questions regarding the contents of this survey.
- Please select the grade levels served by your LEA: *

Part II: Attestations and Public Posting

1. (Autofilled LEA name) attests that the School Board approved this plan after allowing for public comment.
 - Please enter the date this plan was approved:

2. (Autofilled LEA name) attests that an equity analysis tool was used in the development of this plan.
 - Please provide the name of the equity analysis tool used: *
 - Please provide a link to the equity analysis tool used: *
3. Plans must be posted on each LEA's website after School Board approval. Please enter the date this plan was posted on your LEA website: *
 - Please provide a link to the posted accessible (i.e., disability and language access) LEA plan: *

Part III: Universal Supports for All Students

LEA-wide universal supports are supports available to all students in an LEA or to all students in select grade level(s) of an LEA.

4. What LEA-wide universal supports are currently being provided or will be provided in the future to address gaps in student learning and well-being? (Select all that apply) *

Part IV: Diagnostic Assessments

Diagnostic assessment is a particular type of formative assessment intended to help educators identify students' specific knowledge, skills, and understanding in order to build on each student's strengths and specific needs. Because of their domain specificity and design, diagnostic assessments can guide curriculum planning in more specific ways than most summative assessments.

5. Please select the **academic** diagnostic assessments predominantly used in each grade level in your LEA to monitor, assess, and target supports for student learning. The list below is not exhaustive and contains places to include diagnostics not listed. *

Please select the **well-being** diagnostic assessments predominantly used in each grade level in your LEA to monitor, assess, and target supports for student well-being. Well-being includes but is not limited to mental health and social-emotional learning. The list below is not exhaustive and contains places to include diagnostics not listed. *

6. For each **academic** diagnostic assessment predominantly used across your LEA, please select all grade levels using that assessment. *

For each **well-being** diagnostic assessment predominantly used across your LEA, please select all grade levels using that assessment. *

7. For each **academic** diagnostic assessment used across your LEA, please select the frequency with which each diagnostic tool is used to monitor, assess, and target supports for student learning. *

For each **well-being** diagnostic assessment used across your LEA, please select the frequency with which each diagnostic tool is used to monitor, assess, and target supports for student well-being. Well-being includes but is not limited to mental health and social-emotional learning. *

Part V: Student and Family Voice

8. In what ways did your LEA include the following voices in the development of this plan? *
(Student, Family, and Community Organizations)

Part VI: Strategic Supports for Students

9. Based on your LEA's review of equity analysis and student diagnostic assessment results, what student groups need additional time, support, and/or extracurricular activities for academic growth and/or for student well-being? (Select all that apply) *

Part VII: Strategic Supports for Identified Student Groups

This section gathers details regarding the strategic supports provided to student groups, not universal supports provided under Part III of this survey.

10. Please select the specific strategies/interventions implemented to support student groups identified in your LEA's review of the equity analysis and student diagnostic assessment results. (Select all that apply) *
11. Please select the specific **student group(s)** for whom the strategies/interventions are implemented.
12. Please select the specific **grade(s)** in which the strategies/interventions are implemented for the identified student groups.

Part VIII: Monitoring Student Progress

13. Describe how your LEA will consistently apply the selected equity analysis and diagnostic assessments to evaluate and monitor student progress and effectiveness of the strategies/interventions implemented to address gaps in student learning and well-being. *

For example:

"Our district uses an equity analysis process every three months to monitor progress, adjust strategies and identify student learning gaps."

Part VIII: Supports for Strategies/Interventions

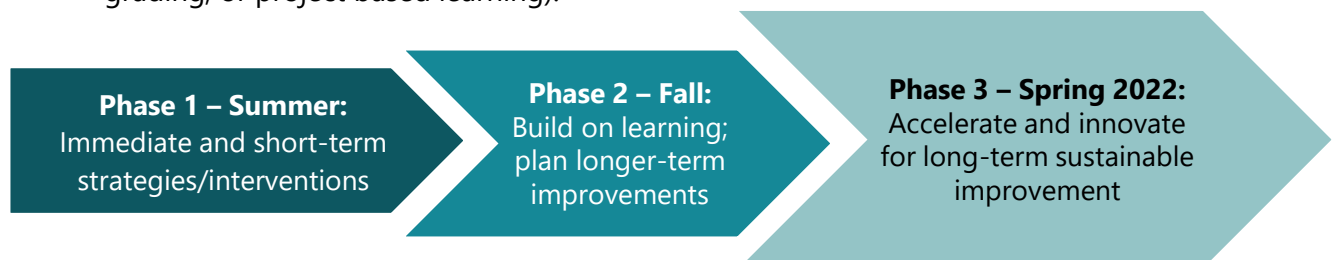
14. Of the strategies/interventions your LEA has implemented or is planning to implement, identify **up to three** in which your LEA has the knowledge, skills, and capacity to mentor another LEA.*
15. Of the strategies/interventions your LEA has implemented or is planning to implement, please identify **up to three** strategies for which your LEA needs more support.*

Phases of the Plan

The Washington LEA Academic and Student Well-being Recovery Plan Template and Planning Guide are built using principles of continuous improvement and aligns with the OSPI Washington School Improvement Framework (WSIF) school improvement plans. To provide consistency and continuity, there are key ideas that have been incorporated and updated from the initial OSPI [Reopening Guide Reopening Washington Schools 2020: District Planning Guide](#). This document reflects new learning, latest research and best practice, and includes information LEAs will need to develop their Academic and Student Well-being Recovery Plans.

LEAs will submit their Plan in three phases, allowing them to engage in and plan for continuous improvement cycles, and time to design and implement powerful and equitable systems to support student needs and plan for long-term system changes. All three phases are iterations of one singular plan in which the LEA builds an initial plan, collects data, monitors progress, makes adjustments, and implements deep, sustained improvements over time. This document supports Phase 1.

- **Phase 1 — June 2021:** Initial LEA plan for academic and student well-being recovery and acceleration strategies to be implemented for the summer and early fall of 2021.
- **Phase 2 — November 2021:** Review and analyze student data from the implemented Phase 1 strategies/interventions for each student group identified. Reflect and build on learning. Adjust and begin longer-term planning of recovery and acceleration strategies/interventions for implementation over the winter and throughout the school year 2021–22. Continue to collect data.
- **Phase 3 — April 2022:** Continue improvement cycle for strategies/interventions implemented in Phases 1 and 2 by reviewing and analyzing the collected data to inform next steps and engage in long-term sustained strategies for the next school year and beyond (2022–23+) (e.g., moving to a balanced calendar, implementing standards-based grading, or project based learning).



Equity Analysis

Educational equity is a foundational part of our educational system for every student across our state and the reason why LEAs will be required to begin with an equity analysis to develop their LEA Academic and Student Well-being Recovery Plan. As schools move forward with planning to serve students, decisions are informed by data and centered on equity by anticipating a range of perspectives and needs. By predicting needs, equitable systems can be planned and put in place to address student needs.

Systems with clearly articulated definitions and values for equity and inclusion are more likely to make decisions that align and support those values. An equity analysis acts as a critical check so decisions are made to support equity and are less likely to do harm. Plans to support equity consider student assets and needs as well as create opportunities to dismantle systemic inequities that exist in current policies, practices, norms, and structures.

Some examples of equity analysis tools and equity policies are below. OSPI offers this list of tools and policies for informational purposes and not as recommendations from OSPI. OSPI does not endorse the use of any particular equity analysis tool or equity policy.

Shoreline School District

- [Shoreline Equity Policy](#)
- [Shoreline Equity Tool](#)

Highline Public Schools

- [Highline Equity Policy](#)
- [Highline Institutional Practices](#)

Camas School District

- [Camas Equity Policy](#)

Quincy School District

- [Quincy Equity Policy](#)
- [Quincy Equity Plan](#)

Puget Sound ESD 121 (PSESD 121)

- [PSESD 121 Racial Equity Tool Policy Worksheet](#)

Reimagining Consortium

- [Reimagining Consortium Policy Analysis Framework](#)

*The Reimagining Consortium is a Washington state group of advocacy partners, community-based organizations, and philanthropic partners.

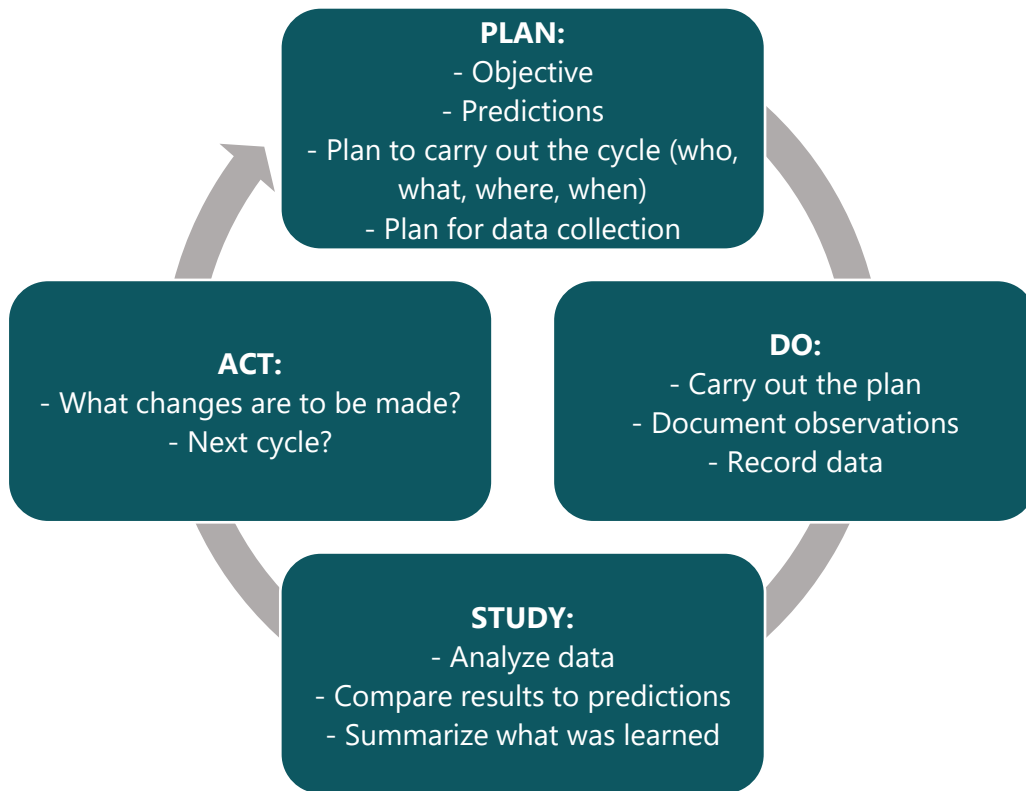
Continuous Improvement Cycles

The Washington LEA Academic and Student Well-being Recovery Plan is an iterative process for LEAs to plan with the end in mind and may be implemented in three phases based on student needs identified through diagnostic assessments. The use of a Multi-Tiered System of Supports (MTSS) framework will assist LEAs in developing and refining their plans.

“Plan, Do, Study, Act” (PDSA) cycles support LEAs in learning quickly to determine what strategies/interventions to:

- ✓ Adapt and/or adjust for greater outcomes,
- ✓ Adopt when they are leading to improvement, and
- ✓ Abandon when they are not resulting in improvement.

The Plan, Do, Study, Act Cycle

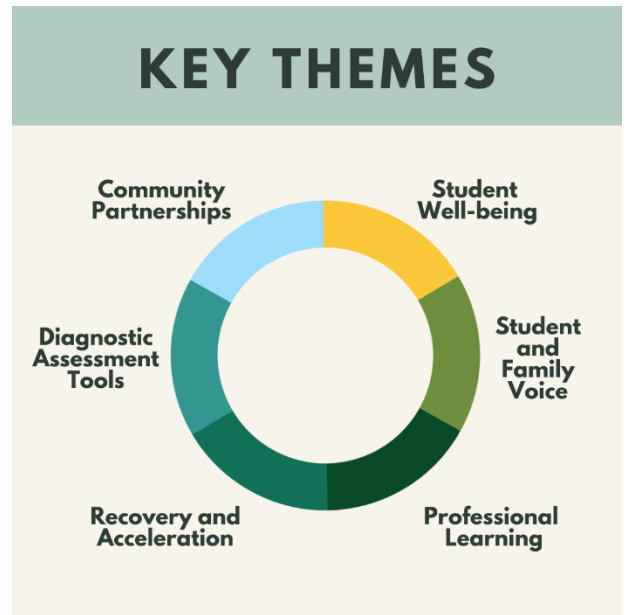


To facilitate learning and improving, LEAs will be asked to prioritize and identify recovery and acceleration strategies/interventions on the Washington LEA Academic and Student Well-being Recovery Plan Template. This is an opportunity to learn and support from the differing approaches taken by LEAs across the state, so each LEA will be asked to identify strategies/interventions in which they could mentor colleagues in other LEAs, as well as strategies/interventions for which they would like additional support.

Key Themes

In June 2020, OSPI, in collaboration with education partners, developed the [Reopening Washington Schools 2020: District Planning Guide](#). While some of the ideas in that early document are no longer relevant, many of the key ideas that were used in that document remain relevant as LEAs plan to support their students' academics and well-being. There are six key themes identified in this guide, which are discussed in greater detail below:

1. Student Well-being
2. Student and Family Voice
3. Professional Learning
4. Recovery and Acceleration
5. Diagnostic Assessments
6. Community Partnerships



Student Well-being

Student well-being is an overarching term to describe both social-emotional learning (SEL) and mental health needs. Learning cannot take place unless we attend to students' overall well-being. Learning is social, emotional, and academic and is enhanced by relationships, social interaction, rich learning environments, and access to rigorous learning opportunities. Students actively construct knowledge by connecting what they know to what they are learning within their cultural contexts and their perceptions of their own ability to influence learning.

Social-emotional learning are the competencies students need to be constructive participants in their communities. These competencies help students manage difficulties and maintain their mental health. Competencies, including self-understanding and self-regulation, are skills that allow students to be able to learn and access academic content.

Mental health refers broadly to the psychological symptoms students carry to school with them that can interfere with their ability to learn and succeed. These include the effects of trauma, including symptoms of anxiety and depression.¹

Evidence Based Practices

- Culturally responsive, anti-racist practices.
- Build relationships and provide consistency through looping (teachers continuing with same students for more than one course/grade), advisories, and small mentored groups.
- Strengthen school partnerships with families.
- Cultivate safe, inclusive, supportive environments, and identify opportunities for students with disabilities to interact and receive supports and interventions with non-disabled peers.

¹ [Mental Health and Social Emotional Learning by Clark McKown](#)

Supporting Research

- [Mental Health and Social Emotional Learning by Clark McKown](#)
- [Reunite, Renew and Thrive: Social and Emotional Learning Roadmap for Reopening School](#) and [Refocus on the SEL Roadmap: Actions for a Successful Second Semester](#) (Collaborative for Academic, Social, and Emotional Learning). These roadmaps for school leaders and leadership teams identify four critical practices to foster the skills and learning environments that students and adults need when planning for the transition back to the school building and how to continue using those practices throughout the school year.
- [How Learning Happens](#) (Edutopia). In this video series, researchers explore how educators can guide all students, regardless of their developmental starting points, to become productive and engaged learners.
- [The Whole Child: Building Systems of Integrated Support During and After COVID-19](#) (Center for Optimized Student Supports). This guide draws on the sciences of child development and learning and evidence-based approaches to build a more resilient school community through systems of integrated student support.
- [Trauma-Informed SEL Toolkit](#) (Transforming Education). This toolkit provides information about how trauma impacts students, strategies educators can implement in the classroom, secondary traumatic stress, and strategies for educator self-care.
- [Redesign Schools for Stronger Relationships](#) (Learning Policy Institute). This section of the *Restarting and Reinventing School: Learning in the Time of COVID and Beyond* report addresses how educators and policymakers can redesign schools for strong relationships.
- [Gauging School Climate](#) (National Association of State Boards of Education). As school buildings further reopen after remote learning, school climate will matter more than ever. This issue of NASBE's State Education Standard underscores how state policymakers and education leaders can plan now to create safe, supportive learning environments for the return of students and teachers to buildings.

Student and Family Voice

Student and family voice and input are critical for improving systems that are responsive to student needs. LEAs must consider how they are engaging students and families in the processes of planning and monitoring progress along the way. Engaging those who are most impacted by the decisions will guide Plans that provide supports to fit individual strengths and needs and inform educators in the way they adapt and scaffold learning opportunities.

Due to the school building closures in spring 2020 and extended time in remote learning for many students, families have new insights in the way they see their children as learners, and their voices in what did and didn't work for their students are key. Students, too, are

MESSAGE FROM THE SUPT.

"Over the past year, we have seen the power of intentional family engagement in school decision-making. LEAs should continue seeking student and family input as they plan for instruction and supports in the fall and beyond. These efforts build student agency and empower the LEA to respond to community needs."

–Superintendent Chris Reykdal

noticing what motivates them and what is challenging. We must seek and listen to these voices to provide the right mental, physical, and academic supports.

LEAs may consider the following when planning to leverage student and family voice:

- Listen to what families say about their children’s interests and challenges.
 - For example: Pay attention to different cultural perspectives and use families’ ideas to create programming; tailor instruction; improve discipline practices; design professional development; and recruit early learning providers, school leaders, and school staff.
- Talk with students about how they want educators and families to support their learning.
 - For example: Include students’ ideas in Title I school-parent compacts, personal learning plans, and requests for professional learning. Respond to what students say about social and emotional concerns. In middle and high school, set up an advisory system so all students have someone who knows them well and who can be their advocate in the school and the primary contact for their families.

“The relationship between home and school serves as the foundation for shared learning and responsibility and also acts as an incentive and motivating agent for the continued participation of families and staff.”² The image below is from the Title I [Family Engagement Guidance and Toolkit: Reopening Schools 2020–21](#). It shows the continuum of ways in which LEAs include families.

The goal is to create the conditions for authentic and meaningful family partnerships in which families are intimately engaged in decision-making in schools and the LEA.



² [Partners in Education, A Dual Capacity Building Framework for Family-School Partnerships, SEDL, U.S. Department of Education](#)

Evidence Based Practices

- Provide opportunities for families to be a part of decision-making structures in LEAs when planning.
- Plan for ways to engage students and families in their native language, which includes spoken languages, American Sign Language (ASL), and home language.
- Continue offering virtual conferencing and schedule meetings when families are likely to be available.
- Use surveys, interviews, and home visits to solicit feedback and seek to understand student and family experiences.

Supporting Research

- [The Dual Capacity-Building Framework for Family-School Partnerships \(Version 2\)](#) (Dual Capacity). This framework was designed to help districts and schools chart a path toward effective family engagement efforts.
- [Dear Adult Leaders: #ListenToYouth](#) (America's Promise Alliance). America's Promise Alliance partnered with *The 74 Million* to publish a series of open letters written by students to decision-makers. These letters address several topics, including supporting mental health, addressing race and racism in schools, and providing meaningful learning opportunities in a blended learning environment.
- [Developing State and District Parent Engagement Policies](#) (National Association of State Boards of Education). The more comprehensive and well planned the partnership between school and home, the higher the student achievement. This new NASBE policy update is written by Kentucky State Board of Education teacher representative Allison Slone on opportunities for state leaders to support and improve parent and family engagement in schools.

Professional Learning

Professional learning is about building staff capacity in order to serve students. The term "professional learning" means a comprehensive, sustained, job-embedded, and collaborative approach to improving teachers' and principals' effectiveness in raising student achievement.³ Professional learning fosters collective responsibility for improved student performance and must comprise learning that is aligned with student learning needs, educator development needs, and LEA or state improvement goals.

The Washington State Legislature has appropriated funds for the following professional learning days:

- RCW [28A.415.440](#) requires a focus on social-emotional learning with one or more of the following topics: Social-emotional learning, trauma-informed practices, using the model plan developed under RCW 28A.320.1271 related to recognition and response to emotional or behavioral distress, consideration of adverse childhood experiences, mental health literacy, antibullying strategies, or culturally sustaining practices.

³ [RCW 28A.415.430](#)

- [Senate Bill 6168](#) (2020) specifies that one professional learning day must be spent on racial literacy, cultural responsiveness, and stereotype threat for purposes of closing persistent opportunity gaps.

“Even before the onset of COVID-19, an emerging consensus in the science of learning and development highlighted the need to provide all students with access to deeper learning experiences in ways that promote greater equity.”⁴ All educators — paraeducators, teachers, educational staff associates (ESAs), and administrators — will need professional learning in order to support the changes necessary for student learning recovery and acceleration, and for student well-being. Impactful change is dependent on impactful learning with feedback and reflection cycles. All educators participate, and the instructional leader participates so they can monitor and support immediate implementation of the new strategies or content knowledge.

Evidence Based Practice

- Ongoing professional learning opportunities with colleagues that builds over time: Practice, gather, and analyze student work, reflection cycles.

Supporting Research

- *Culturally Responsive Education in the Classroom; An Equity Framework for Pedagogy* by Dr. Adeyemi Stenbridge (book)
- [Prepare Educators for Reinventing Schools](#) (Learning Policy Institute). This section of the *Restarting and Reinventing School: Learning in the Time of COVID and Beyond* report addresses how policymakers and educators can prepare educators to match current needs, including investing high-quality education preparation, transforming educator learning opportunities, supporting mentoring and new teacher roles, creating collaboration, and taking the long view to address teacher shortages.
- [Professional Development and Collaboration](#) (American Federation of Teachers [AFT]). This paper, part of AFT’s COVID-19 Closure Working Papers series, emphasizes the need to prioritize professional development and collaboration for teachers both through school building closures and reopenings. The paper offers strategies and best practices related to helping schools rethink curriculum, facilitate professional peer learning and districtwide collaboration, and allow educators to tailor professional development to their specific needs.
- [School Reopening Requires More Than Just Following the Science](#) (Education Week, Susan Moore Johnson). Exploring some of the key tensions facing school leaders and teachers as they prepare for reopenings in the final months of this school year and beyond, Susan Moore Johnson poses a number of questions meant to generate collaborative and productive planning to support student success.
- [Supporting Principals’ Learning: Key Features of Effective Programs](#) (Learning Policy Institute). This report outlines key features of effective preparation and professional development programs for school leaders.

⁴ Linda Darling Hammond, *Restarting and Reinventing Schools*

- [Effective Teacher Professional Development](#) (Learning Policy Institute). This report identifies seven shared features of effective professional development and offers implications for policy and practice.

Recovery and Acceleration

Accelerating learning provides opportunities for students to learn at grade level rather than through tracking or remediation, which can narrow educational opportunities for students. Acceleration builds on what students already know as a way to access new learning. Learning acceleration focuses on quickly diagnosing gaps in critical skills and concepts that may impede students’ ability to access grade-level coursework⁵. Educators face three key questions in determining the most appropriate interventions for acceleration:

1. Where is each student in their mastery of critical skills and concepts?
2. What interventions are most effective?
3. When will accelerated learning take place?

Learning acceleration can take place before, during, or after school; on weekends; during school breaks; or over the summer. Year-round or balanced calendars provide opportunities during intersessions. Schools may incorporate accelerated learning into electives and expanded learning time to provide more time in school to address challenging subject matter.

Table 1: Shift in Thinking

Traditional Approach	Tailored Acceleration⁶
Teachers focus on grade-level skills.	Teachers focus on a strategic mix of pre-, on-, and post-grade skills.
Instruction is aimed at enabling students to achieve grade-level proficiency within one school year.	For some students (especially post COVID-19), achieving grade-level proficiency will require learning pathways that span more than one year.
Coverage of grade-level curriculum is paramount.	Student mastery of essential skills is paramount.
Growth reflects changes in performance relative to grade-level skills.	Growth reflects progress on essential pre-, on-, and post-grade level skills.
Classroom teachers instruct all students on the same skill at the same time.	Classroom teachers enable multiple instructional modalities so each student can focus on the skills needed to accelerate.

LEAs should create supports for students transitioning between schools, grades, or instructional models. LEAs should support transitions in a culturally responsive and flexible manner and engage students, families, and communities in the process of identifying needs and supports. Transitions

⁵ [ED COVID-19 Handbook: Roadmap to Reopening Safely and Meeting All Students' Needs](#), U.S. Department of Education

⁶ [Solving the Iceberg Problem: Addressing Learning Loss in Middle School Math through Tailored Acceleration](#)

take many forms and include returning to school in the fall, moving from one grade band to another, and community-based or work-based experiences outside of the building.

Evidence Based Practices

- Plan “jumpstart” activities for students with grades of Incomplete (I) or for critical transitions such as kindergarten.
- Provide expanded learning opportunities.
- Leverage resources for student transitions in early learning, between grade levels, and postsecondary (including alignment to postsecondary workforce education programs, apprenticeships, and direct employment opportunities).
- Prepare and support educators through professional learning and professional learning communities to be flexible and shift from remediation to acceleration strategies.

Supporting Research

- [Accelerating Learning as We Build Back Better](#) (Learning Policy Institute). This blog outlines a series of evidence-based recommendations to consider, including how schools can recenter relationships through intentional structured time, high-quality tutoring, and heterogeneous grouping instead of segregating students by perceived ability. It also discourages schools from relying too heavily on individualized computer-based instruction and to prioritize outdoor play, the arts, and other collaborative activities that support brain development. An associated [webinar series on Accelerating Learning](#), co-produced by the Learning Policy Institute and the School Superintendents Association (AASA), focuses on several high-leverage strategies for accelerating learning.
- [Making Summer Count](#) (RAND). This report outlines the benefits and costs of running summer programming and emphasizes the importance of partnering with community-based organizations (CBOs) to offer enrichment beyond traditional academic instruction. Districts can implement pre- and post-assessments and surveys to gauge the content of their summer programs and to connect opportunities across multiple summers as part of a long-term strategic plan. The authors recommend at least 80 hours of summer programming with an ideal being a full day for five days a week.
- [The Value of Out-of-School Time Programs](#) (RAND). This report finds that including academics in out-of-school time programs can improve academic outcomes without reducing attendance among elementary school students. To develop social and emotional skills, the report emphasizes that these programs need intentional focus on these areas.
- [The Importance of Getting Tutoring Right](#) (Learning Policy Institute). This blog summarizes the most [systematic review](#) on tutoring and provides examples of successful programs staffed by teachers and paraprofessionals, including Reading Recovery and Number Rockets with set curricula. [Reading Recovery](#) is one of the most positively evaluated programs in the tutoring literature and has achieved large gains in literacy for K–2 students within a few months. At the secondary level, the author provides examples of small group tutoring that occurs every day during an additional period for all students to avoid the stigma of remediation.
- [Accelerating Student Learning with High-Dosage Tutoring](#) (Annenberg Institute at Brown University). This brief provides a series of design principles and recommends group sizes of

4 or fewer with high-quality instructional materials that connect to classroom instruction. It emphasizes that when certified teachers cannot be leveraged because of staffing and other capacity concerns, paraprofessionals and retired educators with sufficient training can also be effective tutors.

Diagnostic Assessment Tools

It is important to have diagnostic assessments that collect data on students’ social-emotional well-being, academic, and family needs. Diagnostic assessment is a particular type of formative assessment intended to help teachers identify students’ specific knowledge, skills, and understanding to build on each student’s strengths and specific needs. Because of their domain specificity and design, diagnostic tools can guide curriculum planning in more specific ways than most summative assessments.

Combined with insights from formal and/or informal diagnostic assessments that help teachers identify students’ current thinking and chart next steps, formative assessment processes allow students and teachers to monitor and adjust learning together, in real time, as they progress along an identified path⁷. Many LEAs have already implemented universal screeners to assess each student and serve as an early warning system, as part of a multi-tiered system of supports (MTSS). Some universal screeners are also diagnostic assessment or formative assessments, which will allow the LEA to streamline the diagnostic process and align it with intervention and instruction system-wide.

Diagnostic assessments, formative assessments, and universal screeners should be asset-based, authentic, productive, and help educators, students, and families understand students’ strengths and learning needs. It is unlikely that any one assessment or tool will accurately identify the needs of large groups of students at one time. As with all assessments, it is imperative that staff understand how to administer any screener and interpret the results, and that these results are used to ensure student needs are met.

Many school districts already use diagnostic tools for some aspects of academic and culture. Others may need to start using these tools in the spring of 2021. While not an exhaustive list, school improvement plans submitted to OSPI contain information on LEA’s and school’s current use of diagnostic assessments (many of which are listed in Table 2).

In Table 2, OSPI offers a list of frequently used tools for informational purposes and not as recommendations from OSPI. OSPI does not endorse the use of any particular tool.

Table 2: Diagnostic Tools and Resources

Learning Areas	Tools/Resources by Level
English Language Arts (Elementary)	<ul style="list-style-type: none"> • WaKIDS Assessment (Teaching Strategies <i>GOLD</i>® DIBELS) • iReady

⁷ [Restart and Reinventing Schools: Assess What Students Need](#)

Learning Areas	Tools/Resources by Level
	<ul style="list-style-type: none"> • Fountas and Pinnell • Running Records • Sight Words • Lexia • Star Assessments • OSPI Screeners for Literacy Skills Associated with Dyslexia • SBA Interim Assessments • WIDA MODEL for Kindergarten • WIDA MODEL Paper Pencil (Grades 1-12) • WIDA MODEL Online (Grades 1-12)
English Language Arts (Secondary)	<ul style="list-style-type: none"> • iReady • Fountas and Pinnell • Star Assessments • OSPI Screeners for Literacy Skills Associated with Dyslexia • SBA Interim Assessments and ICAs • WIDA MODEL Paper Pencil (Grades 1-12) • WIDA MODEL Online (Grades 1-12)
Math (Elementary)	<ul style="list-style-type: none"> • WaKIDS Assessment (Teaching Strategies <i>GOLD</i>®) • iReady • Star Assessments • SBA Interim Assessments
Math (Secondary)	<ul style="list-style-type: none"> • iReady • Star Assessments • SBA Interim Assessments and ICAs
Social-emotional Learning and Well-being (Elementary)	<ul style="list-style-type: none"> • WaKIDS Assessment (Teaching Strategies <i>GOLD</i>®) • Panorama Education School Climate Survey • CEE • SWIS • ACE • Universal Screener list of tools • Universal Screener Guide • Well-being resources
Social-emotional Learning and Well-being (Secondary)	<ul style="list-style-type: none"> • Panorama Education School Climate Survey • Student COVID Impact Surveys • Climate Surveys

Learning Areas	Tools/Resources by Level
	<ul style="list-style-type: none"> • SWIS • ACE • Universal Screener list of tools • Universal Screener Guide • Well-being resources

In the Academic and Student Well-being Recovery Plan, OSPI specifically asks about diagnostic assessments intended to help educators identify students’ specific knowledge, skills, and understanding to build on each student’s strengths and specific needs. Identifying LEAs’ diagnostic assessments will help OSPI be more informed about the use of assessments across the state.

Evidence Based Practices

- Diagnostics inform instructional decision-making to identify current student learning and well-being.
- Use information from diagnostics to strategically assign staff.
- Diagnostics are used in conjunction with [instructionally relevant assessment processes](#)⁸, giving students opportunities to make their thinking visible and help teachers understand which next steps in learning will move students forward.

Supporting Research

- [Educational Assessments in the COVID-19 Era and Beyond](#) (National Academy of Education). NAE released this summary report of a roundtable discussion about the design and use of assessments in light of pandemic-related considerations. The report focuses on the intentional use of appropriate assessments, including diagnostics, to support student learning rather than punish or label students, educators, or schools.
- [Classroom Assessment Learning Modules](#) (Center for Assessment). These learning modules guide practitioners and leaders through effective assessment use within districts, schools, and classrooms to support understanding current student performance and planning next steps based on student progress.
- [Formative Assessment for Remote Contexts](#) (ASCD). This series provides practical guidance for translating formative assessment strategies to remote and hybrid contexts for use within classrooms to understand student progress and support growth. This series currently includes three installments: [Understanding Learning Intentions](#), [Evidence and Feedback](#), and [Students Take the Lead](#).
- [Assess What Students Need \(Learning Policy Institute\)](#). This section of the *Restarting and Reinventing School: Learning in the Time of COVID and Beyond* report addresses how educators and policymakers can take stock of all of their students’ experiences and needs as they work toward recovery and links to a set of resources to support this work. While it is important to assess what students have learned during extended periods of school building closures, it is also important to shift away from deficit-oriented strategies and

⁸ Blueprint For Testing: How Schools Should Assess Students During the COVID Crisis, Lynn Olson, FutureEd-Georgetown University

decontextualized modes of assessment toward authentic, formative assessments that are part of a coherent strategy to improve student learning.

- The Practical Implications of COVID-19 “Learning Loss” Studies (Center for Assessment). This three-part series discusses the implications of [recently released studies](#) attempting to use large-scale interim assessment data to shed light on the impact of the pandemic on student learning. The series discusses [making sense of COVID-19 impact studies](#), [making use of missing data to plan for interventions](#), and [including missing data when estimating the impact on student learning](#).

Community Partnerships

LEAs may use their Academic and Student Well-being Recovery Plan as an opportunity to strengthen relationships with community organizations and bring broad community and cultural representation to the decision-making table. LEAs must “...use the assets of the entire community, including the gifts and talents of people who live and work there—parents, families, residents, educators, school staff, and community partners—to create the optimal learning conditions for each student. They build on these assets to strengthen school, families, and the community.”⁹

Engaging community partners is critical for building comprehensive systems. Community partners can serve on leadership teams, establish consistent supports between schools and communities, establish common data measures across settings, and help ensure sufficient intensity of supports. The [Washington Integrated Student Supports Protocol \(WISSP\)](#) provides a guide for meaningful partnership with families and community members to design supports that meet a range of student needs, particularly when those needs exceed the school’s capacity to meet them alone.

Evidence Based Practices

- Complete an asset map to identify the already existing foundational assets within the LEA and community-based organizations and build upon them.
- Use asset mapping to identify how community-based organizations can partner with the LEA to address student and family needs.
- Include community leaders in the planning process for identification of supports.
- Engage community leaders as liaisons and cultural brokers with specific communities.

Supporting Research

- [A School Year Like No Other Demands a New Learning Day: A Blueprint for How Afterschool Programs and Community Partnerships Can Help](#) (Afterschool Alliance). This blueprint document highlights the importance of coordination between schools and youth development organizations during the building reopening process, with a particular focus on strategies for leveraging community assets, preparing staff, and accessing resources that are required for effective coordination across settings.
- [Building Partnerships in Support of Where, When, & How Learning Happens](#) (National Commission on Social, Emotional, & Academic Development). This brief summarizes ways

⁹ [Community Schools Playbook](#)

educators, policymakers, and funders can partner with youth development organizations to create learning environments that support growth and development in and out of school.

- [School-Community Partnerships: Joining Forces to Support the Learning and Development of All Students](#) (National Commission on Social, Emotional, and Academic Development). This brief is third in a series of reports that highlights promising practices to support social, emotional, and academic development. The brief provides several examples of how some districts and cities have partnered with schools, youth development programs, city agencies, and other community-based nonprofits to support this work.
- [Community Schools as an Effective School Improvement Strategy: A Review of the Evidence](#) (Learning Policy Institute). This research brief reviews over 140 studies of community schools and related initiatives. It provides an evidence-based definition of the four central features, or pillars, of community schools: 1) Integrated student supports, 2) Expanded and enriched learning time and opportunities, 3) Active family and community engagement, and 4) Collaborative leadership and practices.
- [Financing Community Schools: A Framework for Growth and Sustainability](#) (Partnership for the Future of Learning). This comprehensive report includes a framework for financing community schools as well as examples of successful practices in action from around the country. It highlights the importance of blending and braiding funding sources from different levels of the system (federal, state, and local). It is accompanied by a companion [Community Schools Playbook](#), which provides a practical guide to advancing community schools strategies.
- [Community Schools: A COVID-19 Recovery Strategy](#) (Policy Analysis for California Education). This brief describes how districts and schools can focus on the centrality of student and family relationships, integrated teacher and student supports, collaborative leadership and practice, and student-centered learning. Doing so can both help to mitigate the social and learning impacts of COVID-19 and serve as an investment in successful and sustainable community schools.

CONDENSED PLANNING TOOL

The planning tool below explores the key themes with questions and considerations LEAs can take to plan for progress in each area. LEAs may use this tool to support their completion of the Academic and Student Well-being Recovery Plan.

LEAs may use this tool as part of the planning phase of their Plan, Do, Study, Act (PDSA) cycles to support recovery and acceleration plans. This tool can be used to present for school board review and approval.

Table 3: Condensed Planning Tool

Key Themes, Questions, and Considerations	Recovery Plan Question
<p>Pre-Planning</p> <ul style="list-style-type: none"> • Establish acceleration planning structures and team, and set expectations for work. <ul style="list-style-type: none"> ○ Engage cross departmental LEA level team members ○ Engage representative school level team members ○ Engage representative family, student, and community team members • Set vision and goals. <ul style="list-style-type: none"> ○ Identify an equity analysis tool for the Plan development (required element in Plan) ○ Determine what must change from reflection on lessons learned from instruction during remote and hybrid – strategies to continue ○ Align with school improvement efforts • Understand the current state of students’ learning and well-being. <ul style="list-style-type: none"> ○ Identify and analyze a variety of data to construct a comprehensive understanding of students’ academic and well-being (include datasets such as information gathered from students, families, and community group; IEP Progress Data; Bilingual Measures; COVID-19 Student Survey results; diagnostic assessment data; data on students experiencing homelessness; data on students in foster care; other specific datasets from the Washington School Improvement Framework (WSIF) – attendance, discipline, access to advanced coursework, etc. • Develop a workplan. <ul style="list-style-type: none"> ○ Analyze student (and student group) needs based on diagnostic assessment results and determine strategies for recovery and acceleration, including additional time 	<p>#1</p> <p>#2</p> <p>#3</p> <p>#5</p> <p>#6</p> <p>#7</p> <p>#8</p>

Key Themes, Questions, and Considerations	Recovery Plan Question
<ul style="list-style-type: none"> ○ Determine flexibility in staffing. Assign and incentivize staff, and strategically match appropriate staff to address greatest need ○ Determine improvement measures for academic and student well-being needs ○ Determine improvement cycle of Plan, Do, Study, Act ○ Determine diagnostic assessment frequency for the 2021–22 school year ○ Develop communication strategy so all are aware of the goals and changes, and all understand their part in supporting the plan <p>Questions to guide planning:</p> <ul style="list-style-type: none"> ● What structures do we need to shift and change to support student recovery and acceleration? ● What are the tools used in remote learning that we can leverage and continue as part of instruction? ● How will the decisions in this Plan advance equity and support students furthest from educational justice in our system? ● What evaluation tools and measures are needed to determine the impacts of our decision? Baseline, mid, and post analysis? ● In what ways could the decision fail to advance equity? ● What are the necessary resources to make this an equitable decision? ● What are the potential challenges, structural barriers, or unexpected blind spots? ● How are we seeking student and family input and feedback about policies that may have an adverse impact on their learning? ● Do the changes impact labor agreements? 	
<p>Student Well-being</p> <ul style="list-style-type: none"> ● What equity checks are in place to ensure policies and practices do not further perpetuate racial disparities? ● How are we connecting recovery and acceleration strategies to wraparound and school-wide multi-tiered systems of support including mental health counseling, social-emotional learning, and culturally and linguistically inclusive curricula? ● How are we considering capacity building in the use of evidence-based strategies to create and sustain school safety and discipline policies that take a holistic, non-punitive, and non-exclusionary approach to support students' needs? ● What structures are in place for building strong and trusting relationships among students, families, and educators? 	<p>#2 #4 #5 #6 #7 #8 #9 #10 #11 #12 #13</p>

Key Themes, Questions, and Considerations	Recovery Plan Question
<ul style="list-style-type: none"> • What structures are in place to allow students and families to talk openly about mental health, life, school, and feelings about the future? • How are we supporting students so they know they are not alone and that others are going through similar situations? • How are students provided time and space to heal? 	
<p>Student and Family Voice</p> <ul style="list-style-type: none"> • How will you engage student and family voices in the planning for recovery and acceleration? • How are students and families being asked, “What do you need?” and “How can schools help?” • How are schools being resourced to respond to family and student needs? • How will families be informed about available supports, how to access those supports, and how the supports might be different? • What structures are in place to make space for listening to what families say about their children’s interests and challenges? • What structures are in place in middle and high school to ensure all students have an advocate in the school and a primary contact for their families? • How might you invite community organizations as part of extended learning opportunities that infuse traditional ways of learning and pre-existing solutions? 	<p>#2 #3 #4 #8 #9 #13</p>
<p>Professional Learning</p> <ul style="list-style-type: none"> • What professional development is required to make the changes necessary to support equity through flexible student-centered supports? • How will professional development be designed to support application in the classroom? • What professional learning will school and LEA leaders along with educators and staff be undertaking to understand the importance of culturally responsive and anti-racist education? • How will you leverage Teacher and Principal Evaluation and Growth Program (TPEP) tools to ensure educators and principals are creating inclusive, caring, and effective learning environments? • Understanding of and practices that support cultural competency, cultural responsiveness, and racial equity are foundational professional development needs for all educators. In what ways are educators learning about students’ cultural wealth? • What professional learning is necessary for educators to employ equitable grading practices that clearly communicate demonstrated learning and do not perpetuate harm? 	<p>#2 #4 #8 #9 #10 #11 #12 #13 #14</p>

Key Themes, Questions, and Considerations	Recovery Plan Question
<p>Recovery and Acceleration</p> <ul style="list-style-type: none"> In what ways are we providing intervention services that are connected to the grade-level core curriculum for all students, and making transportation available to increase student access to these services? When are interventions offered – during the day, before or after school, summer, or intersession? How might we provide access to extracurricular and enrichment activities and athletics that are responsive to student needs and interests? How might we make them free, inclusionary, and accessible to all students with transportation after school? Most student learning gaps will be focused on particular clusters of standards, rather than the entire content area curriculum for a grade level. What are some ways you might consider flexible grouping for instruction around clusters of standards to provide acceleration at the classroom level? What are some ways you might support teachers to work in vertical teams to consider standards-based learning progressions and identify where students may be missing prerequisite knowledge and skills? How are recovery services for students with disabilities aligned with your plan for all students, so special education services support that recovery? 	<p>#2 #4 #8 #9 #10 #11 #12 #13 #14 #15</p>
<p>Diagnostic Assessment</p> <ul style="list-style-type: none"> How might assessment data be used to accelerate progress rather than remediate, which can further stigmatize or impact families disproportionately? How might you convene educators to learn from results together? How are diagnostics being used to identify targeted strategies for academic and for well-being needs? How are diagnostics being used to identify staffing support to align with student needs? How might diagnostics promote flexible grouping to avoid tracking? 	<p>#2 #4 #5 #6 #7 #9 #13</p>
<p>Community Partnerships</p> <ul style="list-style-type: none"> In what ways did you engage your students, families, and community members in identifying student needs? What professional learning might be necessary for community partners and volunteers offering supports for students? What professional learning might community partners offer to school staff? How might asset mapping from community organizations' offerings be used to match to student/family needs? How might community partnerships provide additional structures of support? 	<p>#2 #3 #4 #8 #9 #10 #11 #12 #13</p>

OSPI PLAN REVIEW AND APPROVAL

LEA Plan Submission

- Plans must be submitted via the online [Washington LEA Academic and Student Well-being Template survey](#) by June 1, 2021.
- A confirmation email will be sent automatically to the identified LEA Point of Contact to verify OSPI has received the submitted Plan.
 - A confirmation email will include a copy of the submitted Plan and a link to enable the LEA to review and revise as necessary.

QUESTIONS?

All questions regarding the Academic and Student Well-being Recovery Plan should be sent to RecoveryPlan@k12.wa.us.

OSPI Review and Response

- Beginning in June, review teams from OSPI will review Plans and verify required elements described in this document.
 - Plans submitted after the June 1 deadline will be reviewed after all Plans submitted on time have been reviewed.
- All Plans submitted with all required elements as verified by OSPI will be approved.
 - LEA leadership will receive notification of approval by email.
- Each month, the review teams will notify OSPI's School Apportionment department of newly approved plans for release of the allocated federal Elementary and Secondary School Emergency Relief (ESSER) funds.
- If OSPI is unable to verify all required elements, the LEA's Point of Contact will be notified by email or by phone to request additional information and/or update.

LEA Plan Edits and Revisions

LEAs may amend their submitted plans via the link provided in the confirmation email.

CONCLUSION

The Academic and Student Well-being Recovery Plan Template and Planning Guide create a comprehensive process for Washington state's local educational agencies (LEAs) to use to meet the requirements of House Bill 1368 (2021) and the federal American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER), a prerequisite to accessing allocated federal ESSER funds. These tools support LEAs with use of their current systems (e.g., school improvement, multi-tiered systems of supports [MTSS], diagnostic assessments, and inclusionary practices), while also prompting for those systems to be enhanced to specifically address the academic learning and well-being needs of students and student groups impacted by COVID-19, within an equity framework. The interactive process uses a three phased planning approach with embedded continuous improvement strategies designed to assist LEAs in thinking about immediate needs, and to plan for longer term, sustained strategies in response to diagnostic assessments and stakeholder input.

This is an opportunity for our schools to improve and inspire. This is not the time to 'return to normal.' We can learn from the activities and decisions made during remote and hybrid learning due to the pandemic, identify student needs, and adjust to make significant and sustainable progress toward serving each student's needs. The Office of Superintendent of Public Instruction (OSPI) is committed to supporting LEAs, families, and students in the design and implementation of an equitable, responsive, and impactful K-12 public education system that prepares all students for post-secondary pathways, careers, and civic engagement.

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- **OSPI Student Learning Advisory Workgroup**
- **Washington Superintendents Roundtable**
- **Reimagining Consortium**
- **Washington State and Regional Teachers of the Year and Regional Classified School Employees of the Year**
- **Washington Association of School Administrators**
- **Washington Education Association**
- **Association of Washington School Principals**
- **Association of Educational Service Districts**

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- **Sue Anderson**, Director, Educator Effectiveness
- **Terese Emry**, Director, Title II, Part A
- **Maria Flores**, Executive Director, Center for the Improvement of Student Learning
- **Liza Hartlyn**, Assistant Director of Continuous Improvement, System and School Improvement
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- **Justyn Poulos**, Director of Multi-Tiered System of Supports, Center for the Improvement of Student Learning

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Download this material in PDF on the COVID-19 Guidance and Resources page of the OSPI website (<https://www.k12.wa.us/about-ospi/press-releases/novel-coronavirus-covid-19-guidance-resources>).

This material is available in alternative format upon request. Contact the Resource Center at 888-595-3276, TTY 360-664-3631. Please refer to this document number for quicker service: 21-0016.



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