

Old Capitol Building
PO Box 47200
Olympia, WA 98504-7200



Washington Office of Superintendent of
PUBLIC INSTRUCTION
Chris Reykdal, Superintendent

k12.wa.us

September 22, 2021

() Action Required
(X) Informational

BULLETIN NO. 076-21 EXECUTIVE SERVICES

TO: Educational Service District Superintendents
School District Superintendents
School District Business Managers

FROM: Chris Reykdal, Superintendent of Public Instruction

RE: Continuous Learning 2.0+ Guidance 2021–22

CONTACT: Rhett Nelson, Director of Alternative Learning
360-725-4971, ALDinfo@k12.wa.us

PURPOSE

Washington's K–12 public schools provide instructional opportunities in accordance with health and safety guidelines through the leadership and partnerships of educators, administrators, and school boards ensuring all health and safety requirements are met while meeting the needs of each and every student.

This bulletin is intended to assist local education agencies (LEAs) by providing additional guidance with:

- Continuous Learning 2.0+ (CL2.0+) Instructional Supports
- Attendance, and
- Enrollment/Apportionment

This document should be considered supplemental to [Bulletin 034-21](#), the Department of Health's (DOH) [K–12 COVID-19 Requirements for Summer 2021 and the 2021–2022 School Year](#), and the recently released [Supplemental Considerations to Mitigate COVID-19 Transmission in K–12 Schools](#) by DOH. These documents should be used to support local district development and implementation of continuity of operations plans for instructional delivery. This bulletin does not provide regulatory guidance related to in-person or Alternative Learning Experience (ALE) related requirements, as LEAs can review previously released [bulletins](#) for that information.

BACKGROUND

On May 21, 2021, the Office of Superintendent of Public Instruction (OSPI) released [Bulletin 034-21](#) regarding Options for Instructional Funding Models for the 2021–22 school year. This bulletin included an overview of options for claiming enrollment and provided regulatory frameworks for LEAs to provide required in-person learning options as well as the optional learning models of ALE and Continuous Learning 2.0+ (2.0+). On September 13, 2021, DOH released additional guidance intended to provide supplemental strategies to public and/or private schools serving students in kindergarten through 12th grade (K–12). The strategies support ongoing coordination between local school districts and local health authorities for planning and decisions related to health and safety.

The Department of Health guidance includes, “Responding to Cases or Suspected Cases of COVID-19,” which identifies decision points school districts and local health authorities should consider in determining the appropriateness to move to CL2.0+ and remote instruction options. Previous updates to DOH’s 2021–22 K–12 Schools Requirements guidance updated quarantine protocols to reduce student exclusions from instruction and support student learning while maintaining safety and public health. LEAs are encouraged to leverage learning management systems and technology approaches, such as simulcasting, to maintain access to instruction and engagement for students during any potential quarantine periods. This bulletin is intended to support local planning and decision-making related to the potential implementation of strategies to mitigate COVID-19 transmission. Keeping all members of the educational community safe, while ensuring all students have access to instruction, is a shared goal.

INSTRUCTIONAL DELIVERY CL2.0+

Planning for access to instructional services through student or staff quarantine is critical for continuity of operations and support of educational opportunity. LEAs have past practice from the 2020–21 school year, as well as prior years, on methods to ensure students are not excluded from instructional opportunity and LEAs are encouraged to apply that expertise while students are in quarantine. This may include using simulcast or available technology to provide synchronous instruction, district learning management systems, and other developed resources during the regular school day to reduce instructional disruption for students.

Definitions

[OSPI defines synchronous online and asynchronous instruction for](#) the purposes of determining absences from instruction; these definitions do not apply to ALE programs.

- “Synchronous online instruction” means scheduled, real-time instruction between the student and a certified teacher or a district staff member that is supervised by a certified teacher and provides opportunities for live, two-way interactive communication online.

- “Asynchronous instruction” means instruction that is prepared by a certificated teacher and occurs away from the physical school setting without two-way interactive communication.

As defined in the May 2021 bulletin, the CL2.0+ model requires a minimum of 70% in-person and/or synchronous online instruction on a daily basis. Further, CL2.0+ includes an instructional schedule for each school that shows each modality for delivery of instructional hours and describes when and how students have access to in-person, synchronous, or asynchronous instructional time each school day.

Access to Instruction

Individual Student, Groups of Students, or Classroom(s)

If a student or group of students need to quarantine but the rest of the class remains in-person, instructional supports must be provided for quarantining students. These supports may include synchronous online educational opportunities such as simulcasting live instruction, utilizing learning management systems to facilitate live, two-way interactive communication online, and transitioning to remote learning academies to the extent possible. LEAs may also provide asynchronous instruction that includes recording of lessons, videos, and other activities through the learning management system. If an LEA cannot make these options available to students, hard-copy packets may be used; however, LEAs are strongly encouraged to ensure plans minimize reliance on this approach. LEAs have expertise to draw on in providing the instructional supports individual students need while experiencing short- and medium-term absences. LEA plans should draw from prior practice and consider maximizing student access to high quality instruction, utilizing available technology platforms and supports to do so. LEA plans should continue to prioritize using all available strategies to return students to in-person instructional opportunities as quickly as possible in alignment with [DOH guidance](#).

School or District

If a school or district needs to shut down for a quarantine period, then LEAs should transition all quarantined students to the CL2.0+ model, meeting daily synchronous online instruction requirements. Schools must adopt schedules aligned to the 70% synchronous daily instructional requirements for CL2.0+. Daily schedules should include a mix of live whole class, small group and individual instruction. When age-appropriate independent work is assigned, students should have access to supports through designated certificated staff. LEA planning and adopted school year calendars include non-school days, which can further support transitions to providing CL2.0+ following facility closures.

Access to Services

LEAs must ensure that students continue to have access to related programs, supports, and services available at school communicated through a schedule. These services include, but are not limited to, counseling, Bilingual Education Program, Migrant Education Program, special education services, graduation pathway options, tiered supports and interventions, and

assessments. District's plans should include strategies to make available nutritional services in preparation of any school or district closure scenario.

LEAs that experience significant disruptions in instructional continuity at the district, school, or even classroom level due to large numbers of students and/or staff in quarantine or isolation must re-examine their deployment of COVID-19 prevention and mitigation measures as outlined in [K-12 COVID-19 Requirements for Summer 2021 and the 2021-2022 School Year](#), and the recently released [Supplemental Considerations to Mitigate COVID-19 Transmission in K-12 Schools](#) by DOH, and identify opportunities for improvement. An ongoing program of COVID-19 screening and diagnostic testing is an essential strategy for reducing these disruptions. Districts already engaged in the Learn to Return COVID-19 testing program should consider expanding their participation in this important initiative. Districts that are not currently participating in Learn to Return can find more information, including how to enroll at the [Learn to Return](#) website.

ATTENDANCE

Individual Student, Groups of Students, or Classroom

If a student or group of students need to quarantine, student absences should be determined in accordance with [Chapter 392-401 WAC](#). If a student or group of students are required to quarantine and are not able to participate in synchronous instruction due to the student's lack of access to necessary instructional tools, including internet access or connectivity, they must be considered excused absent as outlined in WAC 392-401-020, and may not be considered present. If a student needs to quarantine and is experiencing symptoms or illness, they would also be considered excused absent.

School or District

If a school or district needs to shut down for a quarantine period, and CL2.0+ requirements are met through synchronous and asynchronous learning, then attendance should be taken and reported for each day instructional services are provided following [Chapter 392-401 WAC](#). If the facility is closed and unable to transition to providing CL2.0+ to students, then the instructional day should be made up (similar to a "snow day"). On non-instructional days, school attendance is not required to be taken and student absence rules are no longer applicable.

LEAs are strongly encouraged to review [Bulletin 061-21](#), which provides details on the updated absence rules for the 2021-22 school year, to inform their plans, and are urged to continue communicating attendance policy and expectations to students that need to quarantine.

ENROLLMENT AND APPORTIONMENT

Apportionment guidelines provide expectations for claiming students for state funding. Students who have not attended school by the fourth school day of September or within twenty consecutive school days prior to the other monthly count days cannot be claimed on

Form P-223 for state basic education funding (WAC 392-121-108(1)). This includes both excused and unexcused absences. For the 2021–22 school year only, students unable to attend due to quarantine can be considered to have attended by the fourth school day of September provided that the district attempted to contact the student or parent/guardian with educational material that would have otherwise been provided in-person by that date.

There is one exception to this funding rule, as outlined in WAC 392-121-108 (1)(a): If the student has attended at least once during the school year, an agreement can be put in place between the district and the student’s parent/guardian that the student will continue their educational progress while temporarily absent from school, then the student can be counted for two months. However, the student must return to school by the end of the school year. There are no apportionment requirements that direct or require school districts to withdraw students from their classes or the school. Apportionment guidelines only require that the district cannot claim these students for state funding. The [OSPI Enrollment Reporting Handbook](#) webpage provides additional details.

A student who is eligible for special education services but has not received special education services in the month prior to the count day cannot be claimed on Form P-223H for special education funding. However, a district is not automatically relieved of its special education and Section 504 obligations if a student is not claimed for funding and is still enrolled. School districts may still have an obligation to offer FAPE to eligible students that reside within their district regardless of the student’s current enrollment status.

INFORMATION AND ASSISTANCE

For more information regarding ALE and CL2.0+, please contact Rhett Nelson at rhett.nelson@k12.wa.us. For information regarding attendance, please contact Krissy Johnson at krissy.johnson@k12.wa.us. For information regarding School Apportionment and Finance, please contact Michelle Matakas at michelle.matakas@k12.wa.us. The OSPI TTY number is 360-664-3631.

This bulletin is also available on the [Bulletins](#) page of the OSPI website.

Michaela W. Miller, Ed.D., NBCT
Deputy Superintendent

Tennille Jeffries-Simmons
Chief of Staff

Becky Wallace
Assistant Superintendent
Secondary Education and Pathway Preparation

T.J. Kelly
Chief Financial Officer
Financial Resources

Martin Mueller
Assistant Superintendent
Student Engagement and Support

BULLETIN NO. 076-21 ES

September 22, 2021

Page 6

CR:mwm

OSPI provides equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal by a person with a disability. Questions and complaints of alleged discrimination should be directed to the Equity and Civil Rights Director at 360-725-6162/TTY: 360-664-3631; or P.O. Box 47200, Olympia, WA 98504-7200; or equity@k12.wa.us.