

# Reopening Schools in Washington State

## A Roundtable Discussion

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# Agenda

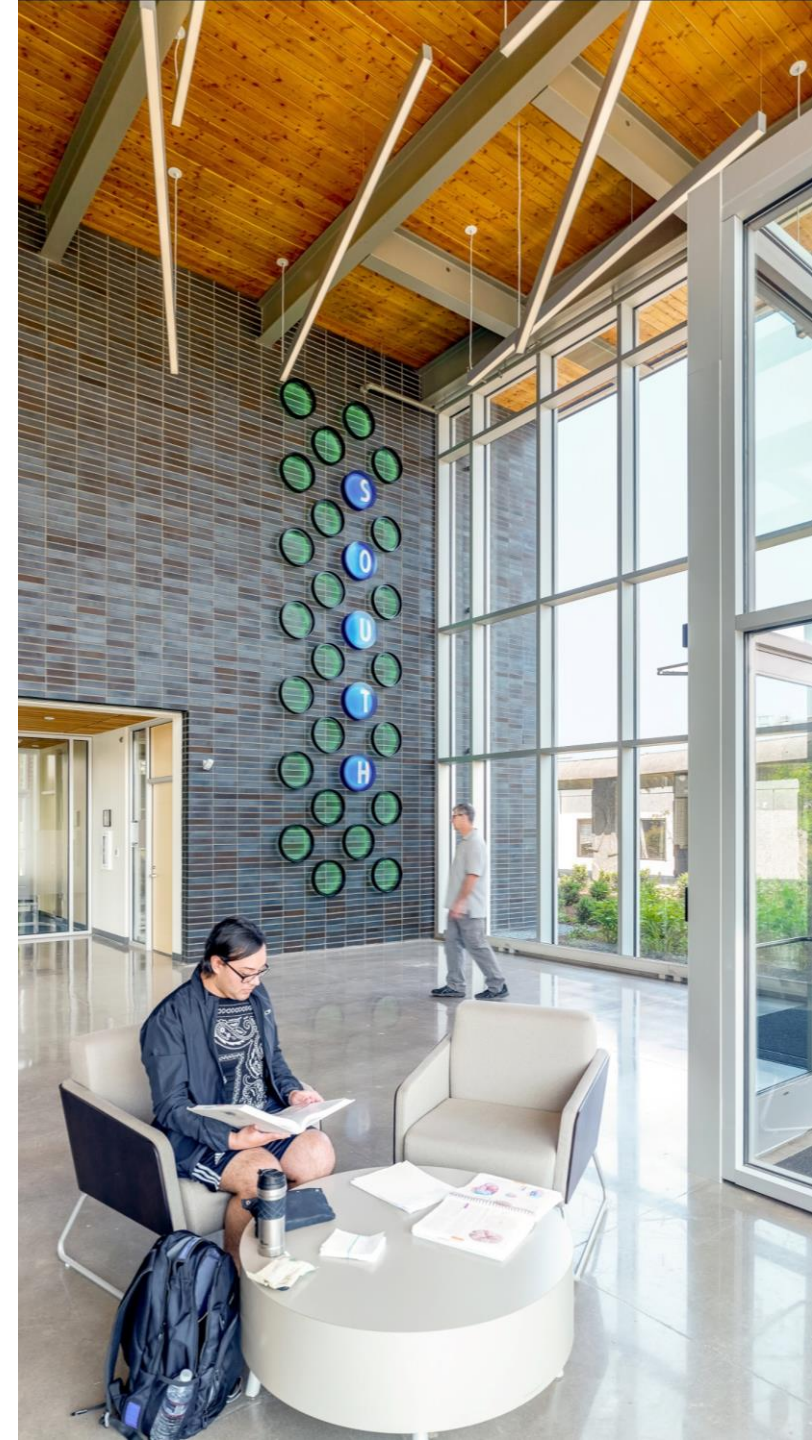
- Welcome
- Introduction
  - OSPI Recommendations
  - Department of Health Recommendations
  - AIA National Recommendations
- Panel Discussion
- Small Group Discussions
- Share Back
- Wrap Up





# Learning Objectives

1. Focusing on the models established by OSPI, participants will learn and discuss some of the key challenges facing the reopening of schools, and design solutions school facilities could employ.
2. Equity has always been an issue in our educational system with the rift only widened by Covid 19 and the economic downturn. Participants will discuss the ways to leverage the educational system to benefit all students.
3. Collaboration is at the heart of this Roundtable. Small group design Charrettes will be formed to tackle a problem to elicit solutions that can be carried forward and refined.
4. Sanitation, social distancing, health and social emotional learning, and strategies going forward, will be topics participants consider as they discuss ways school facilities can meet the needs of the health authorities while contributing to student learning.




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# Which professional sector best represents your work?



 Voting is closed

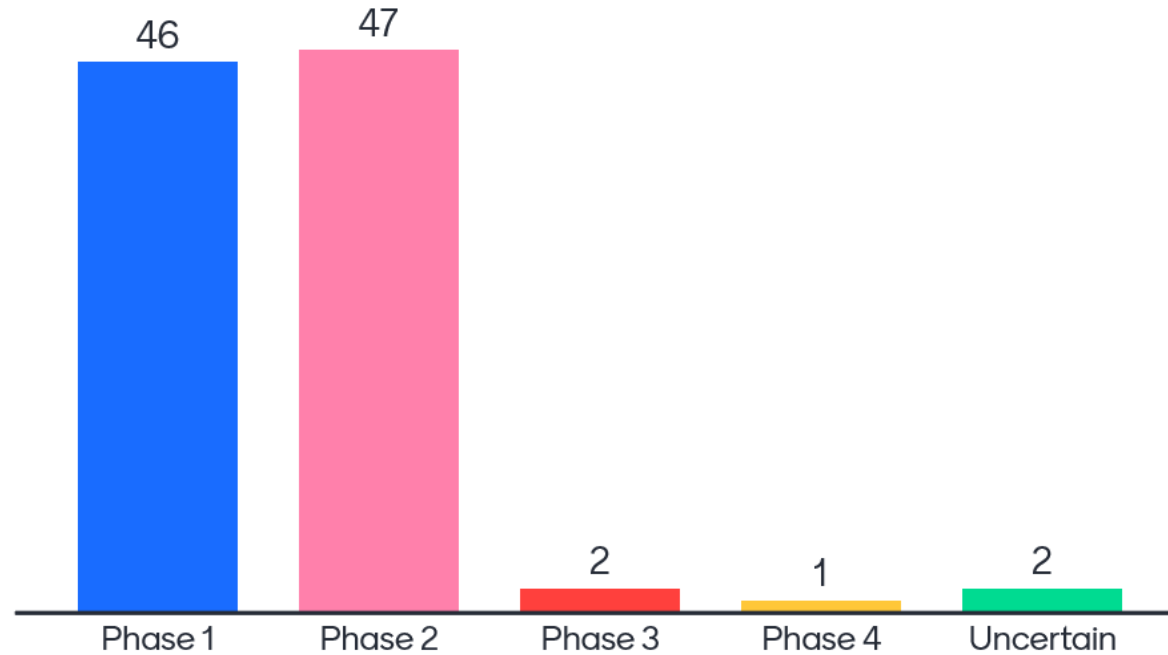
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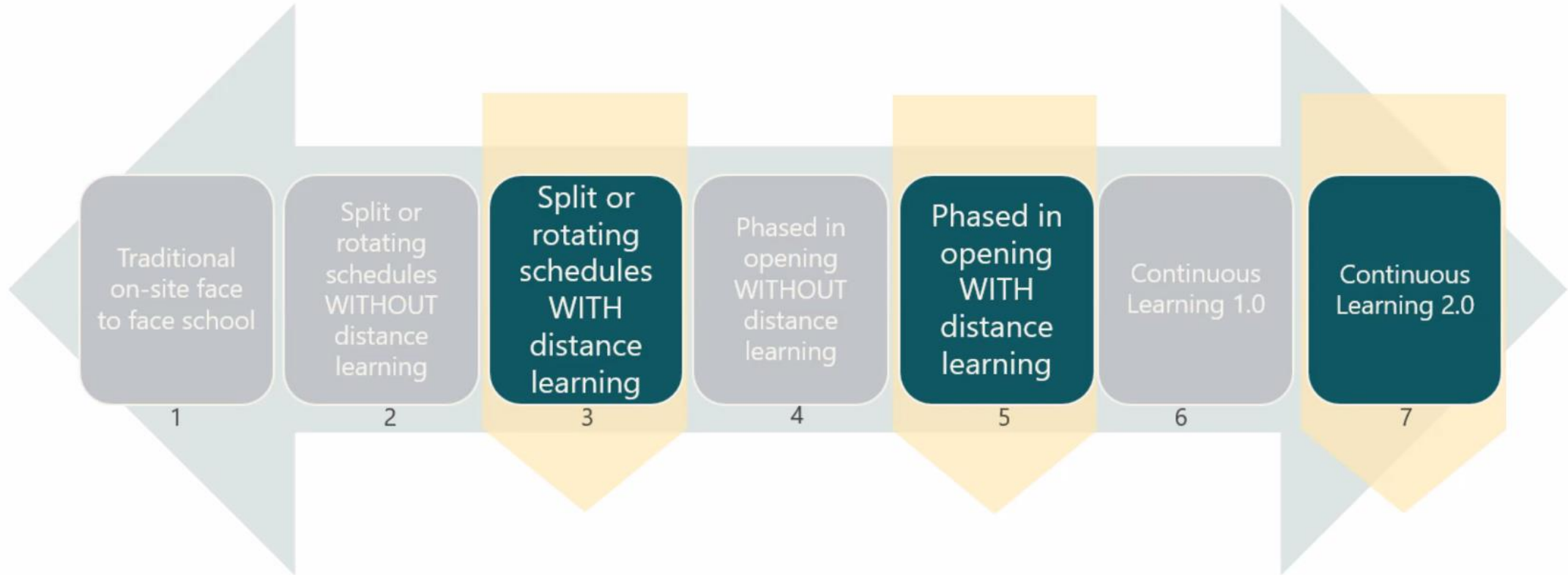

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# What phase of reopening is your county currently in?



# Reopening Washington Schools 2020-21—Continuum of Options

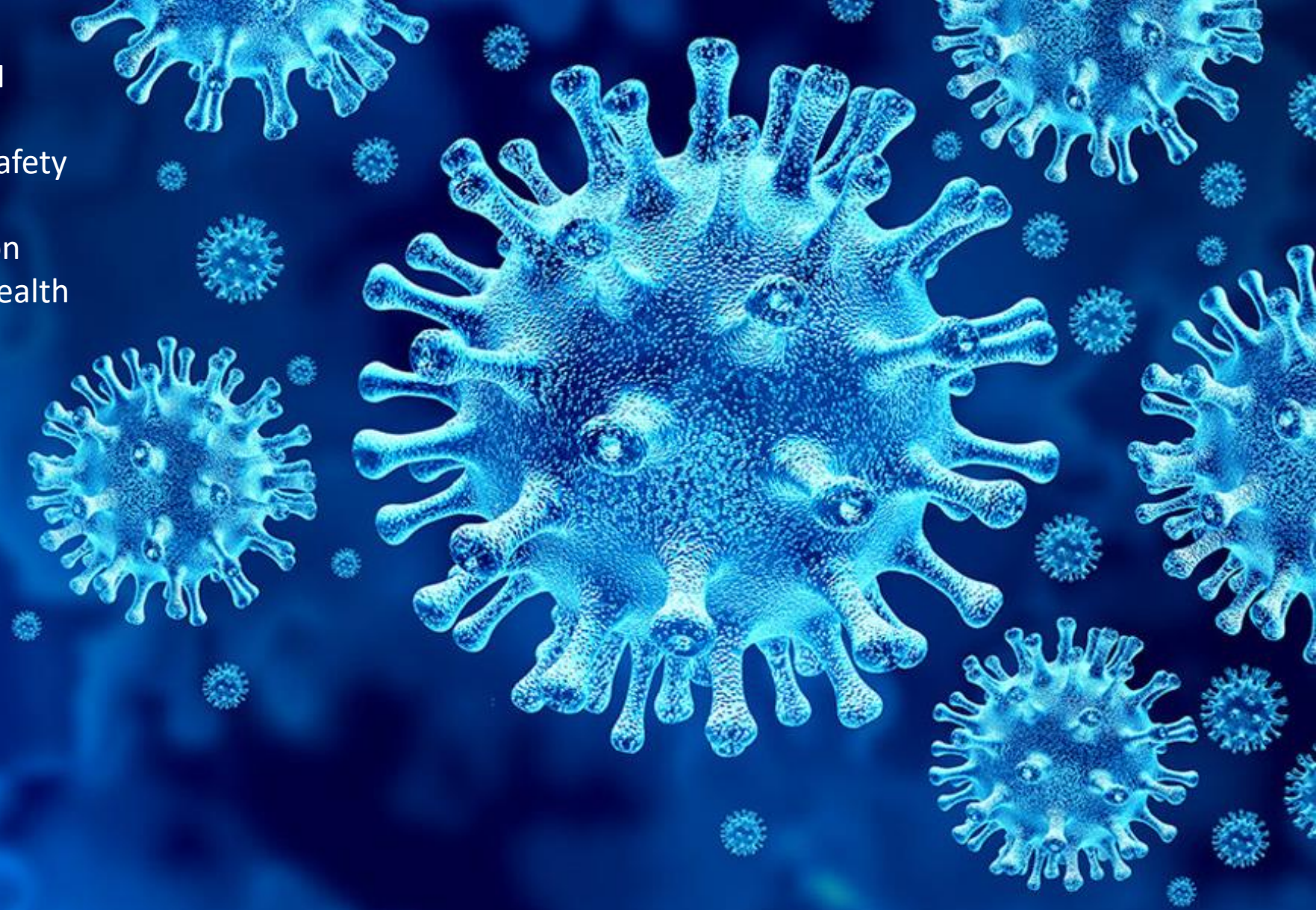




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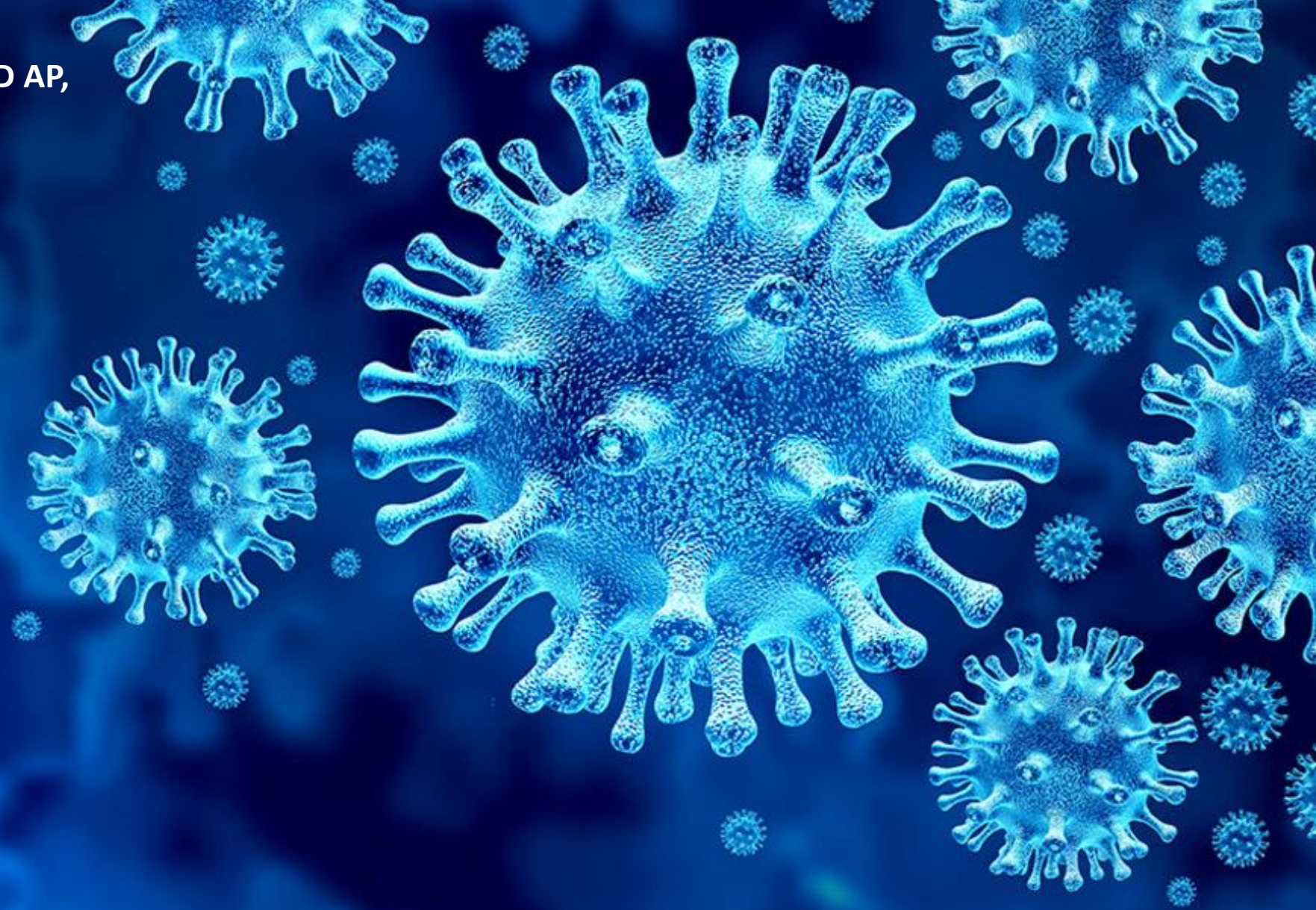


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Program Manager  
School Environmental Health and Safety  
Indoor Air Quality  
Environmental Public Health Division  
Washington State Department of Health





JoAnn Hindmarsh Wilcox, AIA, LEED AP,  
Principal  
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## Question 1:

How can schools address and overcome issues of inequity in access to learning as they prepare to reopen? How can this crisis become a catalyst to ensure every student is given an equal opportunity to succeed in their academic career?

## Question 2:

How can schools update or adjust their current facilities to ensure that student health, privacy, and dignity are honored and protected from arrival to dismissal.

## Question 3:

How can school facilities limit exposure to students and staff from high risk transmission activities like passing periods, music programs, PE, dining, etc.?







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**2. NATURE | NURTURE**  
 Bring the surrounding natural learning environment INTO the new learning environment.

CATCHY SCENARIO TITLE: Strong Start Small Group  
 Type (circle one): Daily Experiences Special Events or Projects Building SAMI Community or Partnerships

What's this scenario all about? Why is it important to the SAMI learning community?  
 Freshman Bridge takes a small group of freshmen outside to picnic tables to work on a biology project that is due tomorrow.

What are the activities people are engaged in?  
 Older student (Bridge) mentors & guides younger students developing leadership & communication skills. Freshman get support on project they are struggling with learning how to use others as a learning resource. Learning happens through discussion, collaboration, questioning & technology.

What are the characteristics and qualities of the setting that supports those activities?  
 Open, non-traditional, vibrant, unique, supports learning by being different. Gives an opportunity for change of scenery, renewal, refresh, reboot, recharge.

What are the impacts felt by the people engaged in those activities?  
 Everyone learns and benefits. Learning naturally in the project at hand but also life long skills of communication, contribution to others, etc.

**Sized for personalized learning, collaboration, community facilitation and stewardship.**

CATCHY SCENARIO TITLE: After School Tutoring  
 Type (circle one): Daily Experiences Special Events or Projects Building SAMI Community or Partnerships

Personal

What's this scenario all about? Why is it important to the SAMI learning community?  
 ✓ Students regularly need extra support and extended time to achieve mastery on difficult concepts  
 ✓ Students feel like they can approach teachers and tutors with questions. be supported.  
 ✓ personalized help with academics, culminating projects, college applications, etc...  
 ✓ collaborative time for small student groups (3-5 ppl) to work on projects  
 ✓ private work time - "office hours" for students  
 ✓ comfortable tables, chairs, space that welcomes / invites students to stay for help.  
 ✓ computers / whiteboards / writable surfaces near small areas to support 1:1 and "visual thinking" or 1:small group  
 ✓ quiet feel  
 ✓ cared for after school

**7. BALANCE: CONVERGENCE**  
 Education is not one mind, but rather a convergence of many minds creating a balanced opinion and perspective.

CATCHY SCENARIO TITLE: Class are invited to lead to one student  
 Type (circle one): Special Events or Projects Building SAMI Community or Partnerships

What's this scenario all about? Why is it important to the SAMI learning community?  
 A former professor has a life long obsession with cranes (the bird) and volunteers with crane scientists. He wants to share his passion with cranes with some young students.

What are the activities people are engaged in?  
 The students and professor research and then more to do address in some special event. Mapping. They learn to observe a model of a crane because they are so inspired.

What are the characteristics and qualities of the setting that supports those activities?  
 Research, experiments, etc. in a hallway.

What are the impacts felt by the people engaged in those activities?  
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**1. INSIDE | OUTSIDE**  
 Teaching + learning INSIDE the building supports teaching + learning OUTSIDE the building.

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**5. COMMUNITY SERVICES**  
 Every member of our community adds to the richness of the learning environment. We are committed to building a community of learners who are engaged in the learning process.

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**10. SUPPORTIVE**  
 The building is designed to support the learning process. We are committed to building a community of learners who are engaged in the learning process.

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**11. COMMUNITY MEET**  
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**12. COMMUNAL**  
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**15. RELATIONAL**  
 Support positive, respectful and meaningful relationships.

**13. COLLABORATIVE**  
 The built environment will support a professional community.

**5. COMMUNITY SERVICES**  
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# Reopening Schools in Washington State

## Resources:

[Resources.docx](#)