

# Return to School Planning Update

Board Study Session: June 8, 2020

# Return to School Planning

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## Return to School Planning Task Force:

- Scenarios Workgroup
- Instruction Workgroups (Elementary and Secondary)
- Unique Needs Workgroup

# Guiding Principles

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As we plan for the 2020-21 we are keeping the following guiding principles and commitments at the center of our work.

- Protect the health and well-being of students, staff, and families.
- Educate each student.
- Ensure active, consistent and meaningful connections with each student.
- Proactively address inequities related to race, ability, socio-economic status, and language that have been exacerbated by the pandemic.
- Engage our families.

# Scenarios Planning

**Workgroup Responsibility:** Review benefits and challenges with the variety of learning scenarios needed to meet physical distancing in order to determine which models may be viable options for next school year.

## **Workgroup Tasks:**

1. Review hybrid models and identify benefits, challenges and constraints for each.
2. Determine if any model can be ruled out

# Scenarios Planning

## Membership

*Workgroup Leads – Dale Cote, Barbara Posthumus*

Name	Title
Chris Brenengen	Director, Business Services
Tim Krieger	Director, Data, Research and Assessment
Rick Burden	Director, Elementary Education
Pat Fowler-Fung	Director, Human Resources
Sally Askman	Director, Technology
Robert Foster	Associate Director, Support Services
Scott Emry	Risk and Safety Manager
Debbie Lee	Customer Support Manager
Randall Wood	Technical Operations Manager
Jon Hedin	Principal, Alcott Elementary
Lucy Davies	Principal, Rush Elementary
Kristian Dahl	Principal, Evergreen Middle School
Chris Bede	Principal, Eastlake High School
Noah Westerberg	Middle School counselor, Admin intern
Howard Mawhinney	LWEA President
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# Scenarios Planning

## Timeline

Date	Action or Meeting Topic
Friday May 29	Invitations sent to workgroup members
Tuesday, June 2 am	Finalize workgroup membership, send out data/readings for advance review
Tuesday, June 2, 1:00-3:00 pm	1 <sup>st</sup> workgroup meeting
Wednesday, June 3	CLT members on Return to School Committee report back to other workgroup
Friday, June 5 1:00-3:00 pm	2 <sup>nd</sup> workgroup meeting
Tuesday, June 9 1:00-3:00 pm	3 <sup>rd</sup> workgroup meeting
Wednesday, June 10	CLT members on Return to School Committee report back to other workgroups.
Thursday, June 11 1:00-3:00 pm	4 <sup>th</sup> and final scheduled workgroup meeting.

# Scenarios Planning

## Examples of Hybrid Models Being Considered:

One-day rotation; two-day rotation; A/B week:

1. Students attend in person 2 days/per week and remotely 3 days per week including teacher planning (50% capacity)
  - a) M/W, T/TH with Friday remote and teacher planning
  - b) M/TH, T/F with Wednesdays remote and teacher planning
  - c) M/T, TH/F with Wednesday remote and teacher planning
2. Students attend in person 1 day/week and remotely 4 days per week including teacher planning (25% capacity)
3. Students attend one week in person, one week remote? Attend for two weeks in person, two weeks remote? (50% capacity or 100%)

# Scenarios Planning

## Examples of Questions Being Considered:

1. Should students attend full days?
2. Should the school year be extended to ensure students get enough learning opportunities over the course of the year?
3. What should lunch look like?
4. What should pull-out services look like? Pull-out Quest, EL, Safety Net
5. At elementary, will we be able to have recess with social distancing?
6. At secondary, should we still try to maintain 7 period days or would block schedules work better?
7. What does transportation look like?
8. How do we utilize classified staff under these scenarios?
9. Do we start in person later in the year?

# Instruction

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**Workgroup Responsibility:** Developing plans for academic, social, and emotional learning at the elementary and secondary levels.

**Workgroup Tasks:**

1. Create new and better approaches to curriculum, instruction and assessment at each grade level based on what we've learned this year during our closure, and what we're learning from schools and districts around the nation and internationally
2. Develop guidelines and resources for high quality instruction whether delivered in-person with social distancing, synchronous, asynchronous, or with print materials

# Instruction

## Membership

Workgroup Leads Kelly Pease: K-5, Jen Rose: 6-12, Mike VanOrden

Elementary Members	Secondary Members
22 grades K-5 Teachers	30 grades 6-12 teachers
11 Program Specialists	12 Program Specialists,
8 Elementary Administrators	5 Secondary Administrators
7 Central Office Administrators	5 Central Office Administrators

# Instruction

## Timeline

**Workgroup Meetings** *(Bi-weekly through June, and to be scheduled through the summer)*

### **May – Present:**

Development of resources and guidance for core content

### **June – August:**

- Develop guidance around core standards, knowledge, and outcomes for content areas
- Define parameters for instructional experiences for students
- Develop “adaptable learning framework” and accompanying training for teachers
- Identify digital learning platform for adaptable learning
- Determine/finalize professional learning topics for teachers for August and 2020-21 school year

# Instruction

## Feedback to Date

What do stakeholders need to have in place for a successful teaching and learning experience in a blended environment?

### Parents

- Limit the number of platforms on which parents need to operate is critical
- Clear communication from teachers and the District
- A clear understanding of what is essential for students
- More live teaching

### Students

- Connection to teacher and other students
- Students need differentiation
- One platform to access everything in a remote setting
- Students need consistency

### Teachers

- Support in providing SEL to students either virtually or in person
- Clear expectations about instruction, assessment, feedback, communication with families, digital tools, workday, workplace, etc
- Streamlined technology platforms would be helpful
- Professional learning on: remote learning, SEL and equity.

# Instruction

## **Examples of Direction and Supports Being Considered for August:**

- Provide structure, learning, and collaboration time to ensure teachers have clarity on the essential standards, skills and knowledge students need from their classes in 2020-21
- Ensure teachers & students are well-trained on specific technology platforms, with standardized guidelines that promote effective, consistent use of features and ease of navigation to content, instructional time, announcements, assignments, etc.
- Deliver professional learning sessions synchronously and asynchronously
- Provide additional professional learning options for teachers including focused content area/standards work, developing expertise in adaptable instructional strategies, use of formative assessment, etc.

# Instruction

## Examples of Direction and Supports Being Considered for School Year:

- Instruction focuses on essential standards by grade level and content area
- All students assessed in core subjects of ELA and math
- Grading guidance
- Use of agreed-upon instructional framework and pedagogy by teachers
- Teacher team time with directed focus on:
  - Aligning instruction to standards identified by advisory teams
  - Increasing expertise in adaptable learning pedagogy
  - Planning for instructional responses to assessment data in K-8
  - Providing Social Emotional Learning in an adaptable environment
  - Developing an understanding of using progress towards standards to grade students

# Instruction

## **Other Areas Being Considered by Teams:**

- Ensuring grade level/course alignment with curriculum and instruction and consistent collaboration between teachers to support guaranteed and viable learning and teaching
- Ensuring teachers and students are well-trained on technology platforms, with standardized guidelines that promote effective, consistent use of features and ease of navigation to content, instructional time, announcements, assignments, etc.
- Planning for virtual/live instruction each week that connects to asynchronous learning.
- Ensuring teachers have access to current student data in reading and mathematics to support differentiated instruction.

# Unique Needs

**Workgroup Responsibility:** plan for various scenarios of working and learning for next school year that is inclusive of the strengths and needs of our staff and students who:

- May be at higher levels of health risk due to COVID-19, or
- May have experienced greater disruption to their learning or well-being this spring than most students or staff due to COVID-19 and the subsequent school closures, or
- May be unable or less likely to access learning in the fall as a result of the various constraints placed on schools due to COVID-19.

## **Workgroup Tasks:**

1. Identify student and staff groups who have or will have unique needs that could present a barrier in continued engagement in learning or work.
2. Identify student groups that have most lost out on learning opportunities and therefore may be at greater risks for adverse impacts in the future.
3. Generate ideas that will help address the needs of these students and staff members.

# Unique Needs

## **Membership**

Workgroup Leads: Matt Gillingham, Gloria Henderson, Shannon Hitch

## **Parents/Student/Community Members**

- Aliko Trochalakis, Angel George, Debbie Lacey, Denny Wang, Diana Lafonara, Jen Bryan, Karrin Jackson, Masika Olumide, Renay George, Taina Karru-Olson, Yvonne Klaue

## **Staff**

- Carolina Borrego, Catherine Cruz, Chanel Murray, Charlene Luttge, Dawn Moore, Jenessa Liang, Jeremy Erickson, Marilyn Stodghill, Melissa Jenkins, Michael Finley, Morgan Lipe, Patti Cromar, Tiffany Chow

## **Administration**

- Bill Rosen, Craig Mott, Jerred Kelly, Kim Brenner, Michelle Tiegs, Molly Houtchens, Todd Apple

# Unique Needs

## Timeline

### Workgroup Meetings Through June

#### June 2 and 4:

- Brainstormed specific groups of students or staff that were at greatest risk of being adversely affected by the fallout of COVID-19
- Explored the experience, needs and assets of these groups
- Reviewed data and brainstormed additional data sets that could help inform planning and monitoring efforts
- Generated underlying interests to be taken into consideration when planning for the 2020-21 school year.

#### June 9 and 11:

- Generate potential options for planning groups to explore that may address or mitigate some of the needs that the workgroup had identified and reviewed this report using a consensus protocol

# Unique Needs

## **Examples of Student, Staff and/or Family Groups and Characteristics Being Considered**

- Disabilities
- Medically Fragile
- Significant Cognitive or Physical Disabilities
- ADHD, Autism, Attention Disorders
- African American/Black, Hispanic/LatinX
- Multiple Intersectionalities
- Technology Insecure
- Those Needing Flexible Schedules
- Low Socio-Economic Status
- Complex Emotional Needs
- English Learners
- Preschool
- Underlying Health Conditions
- Employee Groups

# Unique Needs

## Examples of Questions Being Considered:

### Student Needs

To what extent are rates of applications for free/reduced lunch changing?

To what extent are rates of enrollment for McKinney Vento changing?

To what extent are students accessing mental health supports provided by the District?

What do students identify as their needs?

How many students navigate multiple households? What is the correlation with level of engagement?

### Parent needs

To what extent are families accessing mental health supports provided by the District?

What do parents identify as their needs?

What is the level of “involvement” that parents are providing to support remote learning?

To what extent are parents/guardians reliant upon schools for supervising children during the traditional school day in order to go to work?

### Staff needs

What number of staff have pre-existing medical concerns?

What number of staff are expectant mothers or mothers of newborns?

What number of staff live with people over the age of 65 or have conditions which places them at risk?

What number of staff have children who are students in other districts and by which districts?

What number of staff have been diagnosed with COVID-19?

To what extent are staff accessing mental health supports provided by the District?