

# Return to School Update

July 13, 2020

# Return to School Guiding Principles

- Mitigate and minimize the spread of Coronavirus in accordance with Department of Health guidance.
- Keep staff and students safe and support social-emotional well-being and interactions.
- Prioritize inclusive access to learning for each student/educate each student.
- Enable staff and students to return to learning in ways that are significantly better than during our closures this year.
- Support and engage families.
- Proactively address inequities related to race, ability, socio-economic status, and language that have been exacerbated by the pandemic.

# OSPI Guidance: Hours/Days

## For 2020-2021 School districts should plan to:

- Operate with face-to-face, in person instruction AND follow DOH's guidelines.
- Meet the 1,027 average instruction hours and 180 instructional days requirement.
- Have contingency plans in place to “pivot” to Continuous Learning 2.0 so student learning days and instructional hours can be met.
- Take daily attendance.



# OSPI Guidance: Hours/Days

**Practice physical distancing (6 feet) within each group of students as much as possible.**

- **Increase space between desks (*approximately 16 -20 students in a classroom will allow desks to be spaced 6 feet apart*).**
- ***Reduce the number of students in the halls at one time.***
- Cancel or modify classes where students are likely to be in very close contact.
- Suspend or make significant modifications to activities that are considered high risk such as choir or other classes that required students to remove face mask.
- Limit cross-school transfer for special program.
- Reduce the number of students in the halls at the same time.
- Stagger arrival and/or dismissal times.
- Cancel field trips, assemblies and other large gatherings.

# Models Considered Most Viable

Model	Description	Conditions
<b>In-Person</b>	<ul style="list-style-type: none"> <li>All students return to school.</li> <li>Have the flexibility to adjust plans to one of the other models (in-person or remote) should the need arise.</li> <li>Implement new health, safety, cleaning and hygiene practices.</li> <li>Some students fully remote for health reasons.</li> </ul>	<ul style="list-style-type: none"> <li>Approval from Governor and Department of Health</li> </ul>
<b>Hybrid</b>	<ul style="list-style-type: none"> <li>Youngest students and students in some programs attend each day with reduced class sizes.</li> <li>All students have an opportunity to engage in some in-person learning each week.</li> <li>Provide an improved version of remote learning and teaching.</li> <li>Have the flexibility to adjust plans to one of the other models (in-person or remote) should the need arise.</li> <li>Implement new health, safety, cleaning and hygiene practices in place.</li> <li>Some students fully remote for health reasons.</li> </ul>	<ul style="list-style-type: none"> <li>Approval from Governor and Department of Health.</li> <li>Return to School Plan approved by OSPI?</li> </ul>
<b>Remote</b>	<ul style="list-style-type: none"> <li>All students participate in remote learning.</li> <li>Option of remote learning for families who choose to keep their children home for health-related reasons.</li> </ul>	<ul style="list-style-type: none"> <li>Directive from Governor and Department of Health</li> <li>COVID surge</li> </ul>

# Hybrid Model Overview

- Students in school two (2) days per week and in online learning three (3) days per week
- Classes divided in half by alphabet - half on an “A” schedule half on a “B” schedule. Ability to make some adjustments by school. *This allows us to meet required social distancing guidelines*
- In person instruction focus on building relationships, introduction of course content and skills, class discussion, direct feedback, hands-on learning, and other instructional approaches that lend themselves to in-person learning
- Online learning more “asynchronous” - students work independently on assignments that were introduced in class
- Students will be able to check in with teachers when working remotely
- Delivery of services and supports to students individually and through small group instruction remotely

***The ability to return with this model will be dependent on state and King County Public Health guidelines and direction.***

# Fully Remote Model Overview

- Students participate in online learning five (5) days per week
- Enhanced version of the learning that took place in the spring of 2020
- Online instruction provided on a regular schedule with “synchronous” or live instruction, video lessons, and small group support
- Includes “asynchronous” learning – students will have the flexibility to work independently
- Developing guidelines for high-quality and consistent instruction with clear expectations and accountability for assignments and assessments
- Developing ways deliver services and supports remotely to students individually and through small group instruction



***We are planning to use a single digital platform for our remote instruction in the fully remote and hybrid models.***

# Grades 2-12 Hybrid Model 1

**A/B Hybrid Rotation Model 1a**  
 Grades 2-12  
 Alternating In-Person Days, Friday Remote

Participation	Monday	Tuesday	Wednesday	Thursday	Friday
In-school 	Group A	Group B	Group A	Group B	All groups remote with some in-person services to be determined
Remote 	Group B	Group A	Group B	Group A	

**A/B Hybrid Rotation Model 1b**  
 Grades 2-12  
 Alternating In-Person Days, Wednesday Remote

Participation	Monday	Tuesday	Wednesday	Thursday	Friday
In-school 	Group A	Group B	All groups remote with some in-person services to be determined	Group A	Group B
Remote 	Group B	Group A		Group B	Group A





# Grades 2-12 Hybrid Model 2

**A/B Hybrid Rotation Model 2a**  
 Grades 2-12  
 Consecutive In-Person Days, Friday Remote

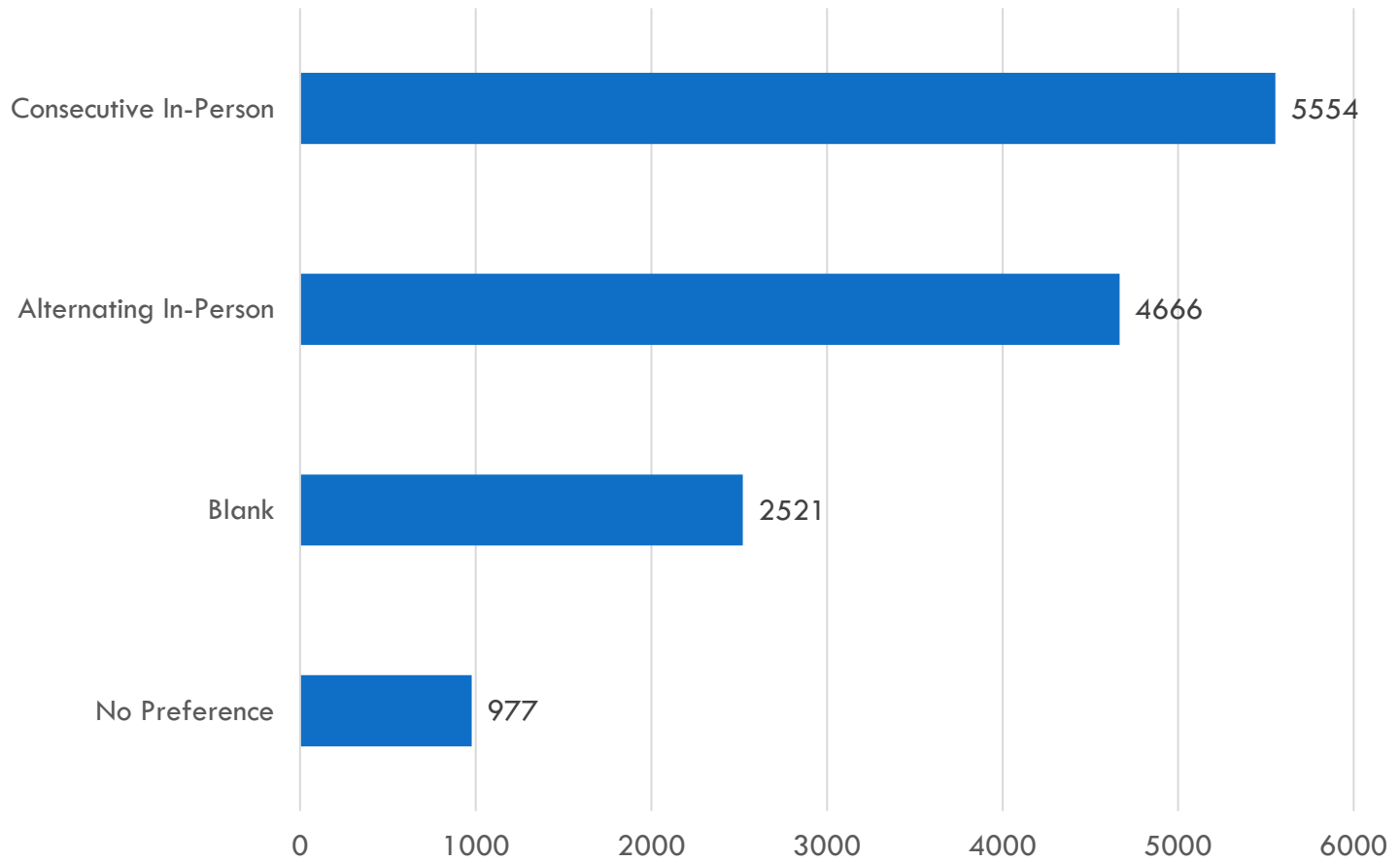
Participation	Monday	Tuesday	Wednesday	Thursday	Friday
In-school 	Group A	Group A	Group B	Group B	All groups remote with some in-person services to be determined
Remote 	Group B	Group B	Group A	Group A	

**A/B Hybrid Rotation Model 2b**  
 Grades 2-12  
 Consecutive In-Person Days, Wednesday Remote

Participation	Monday	Tuesday	Wednesday	Thursday	Friday
In-school 	Group A	Group A	All groups remote with some in-person services to be determined	Group B	Group B
Remote 	Group B	Group B		Group A	Group A

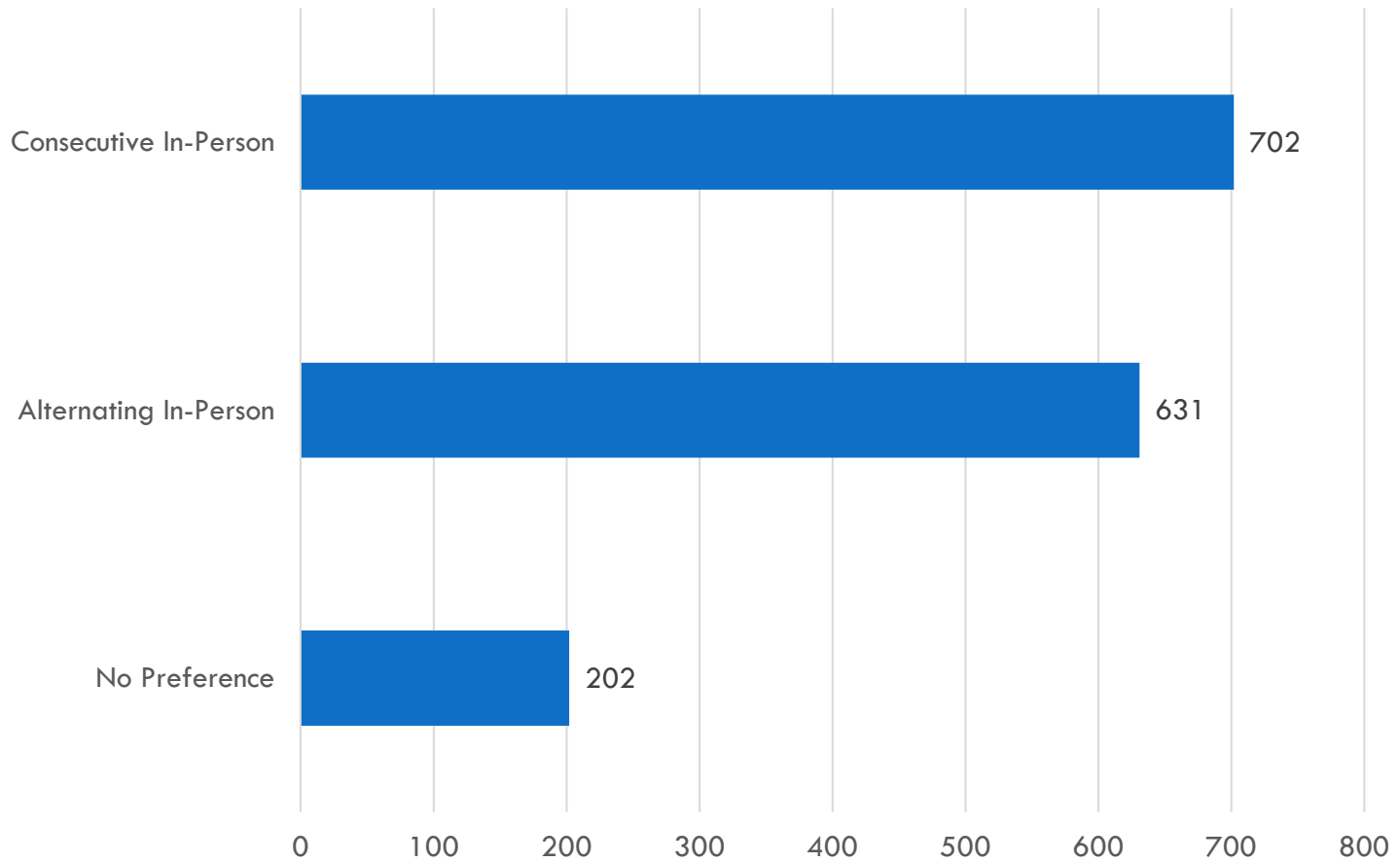
# Family Survey Results

## Hybrid Model Preference



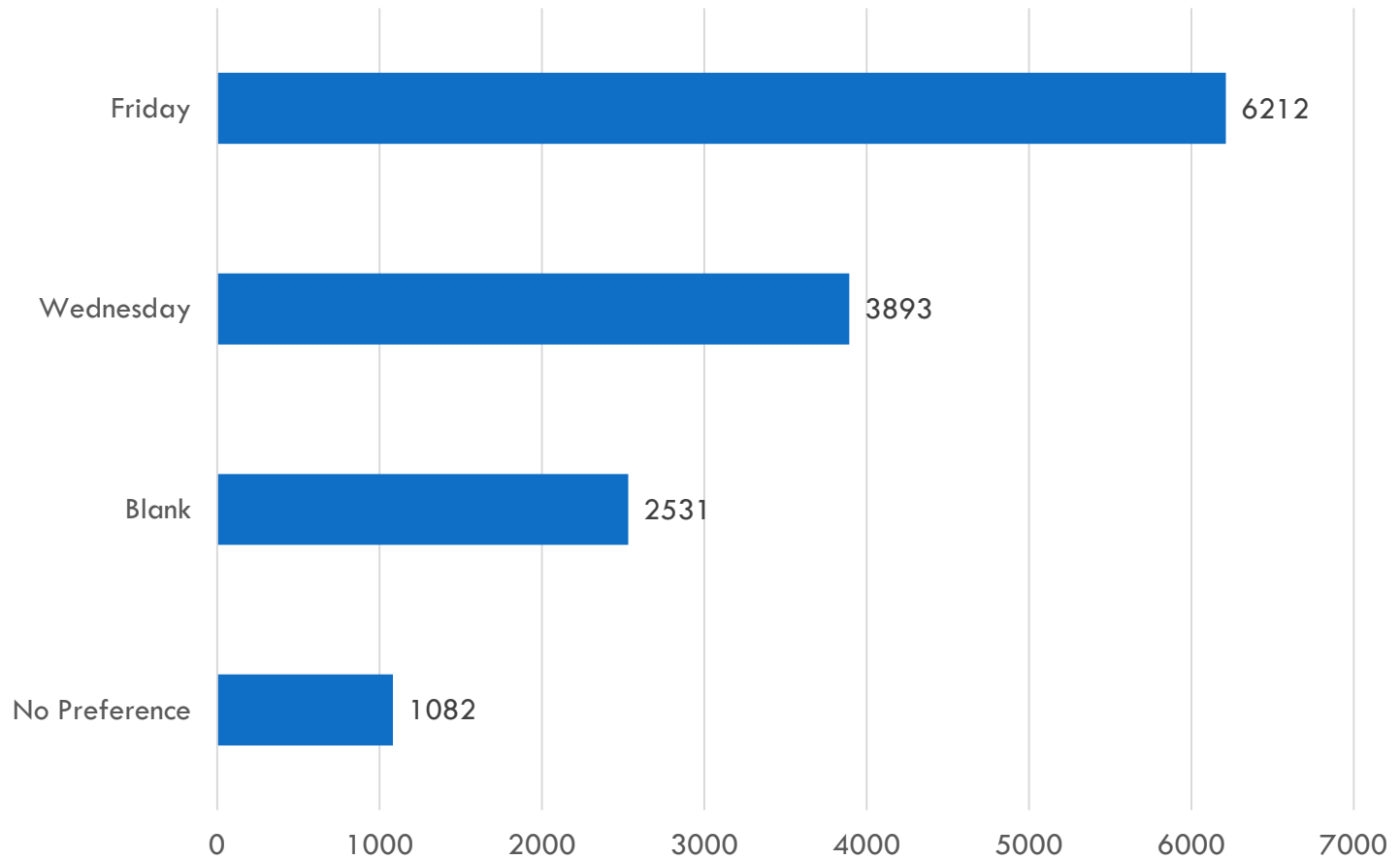
# Staff Survey Results

## Hybrid Model Preference



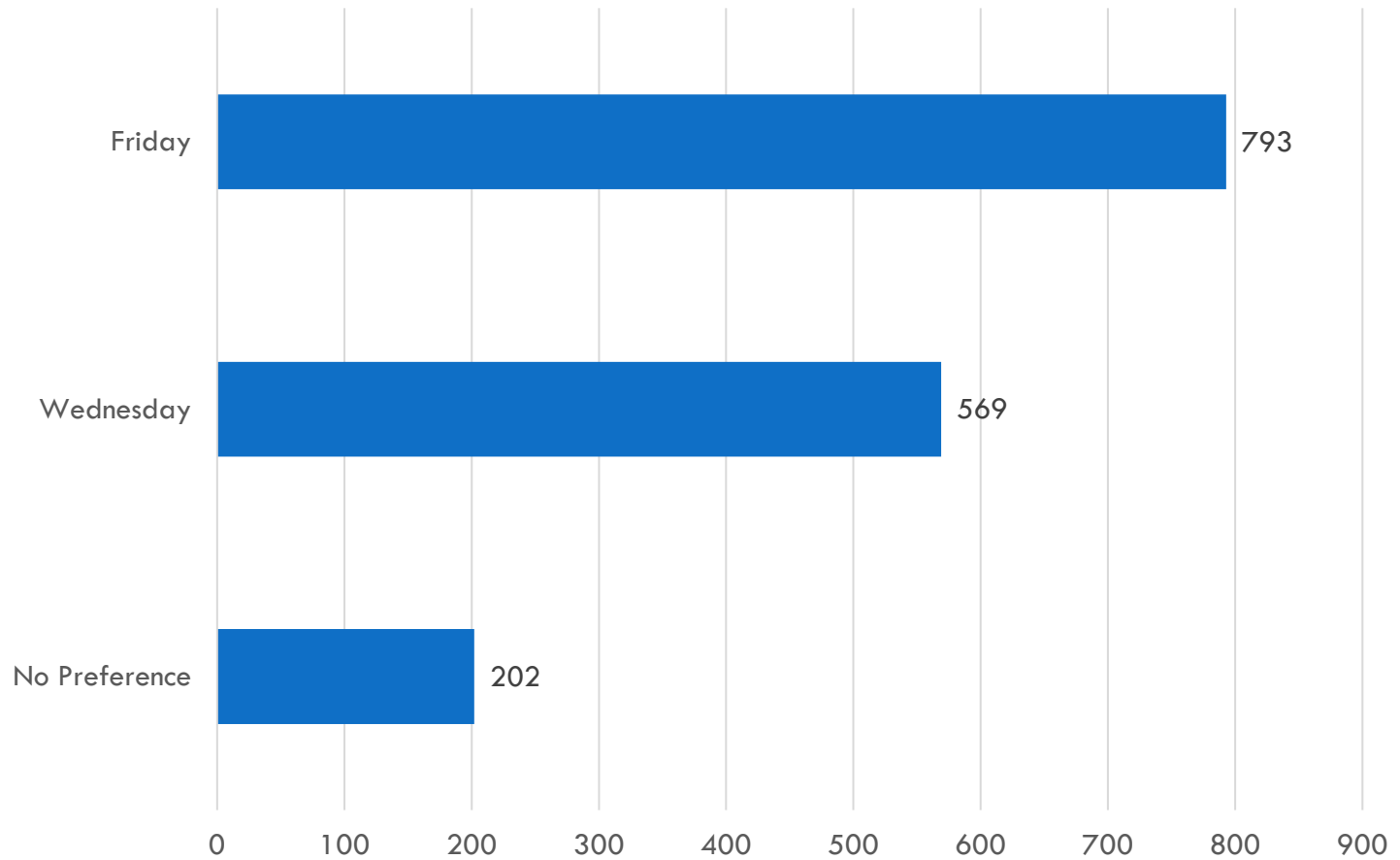
# Family Survey Results

## All Remote Day Preference



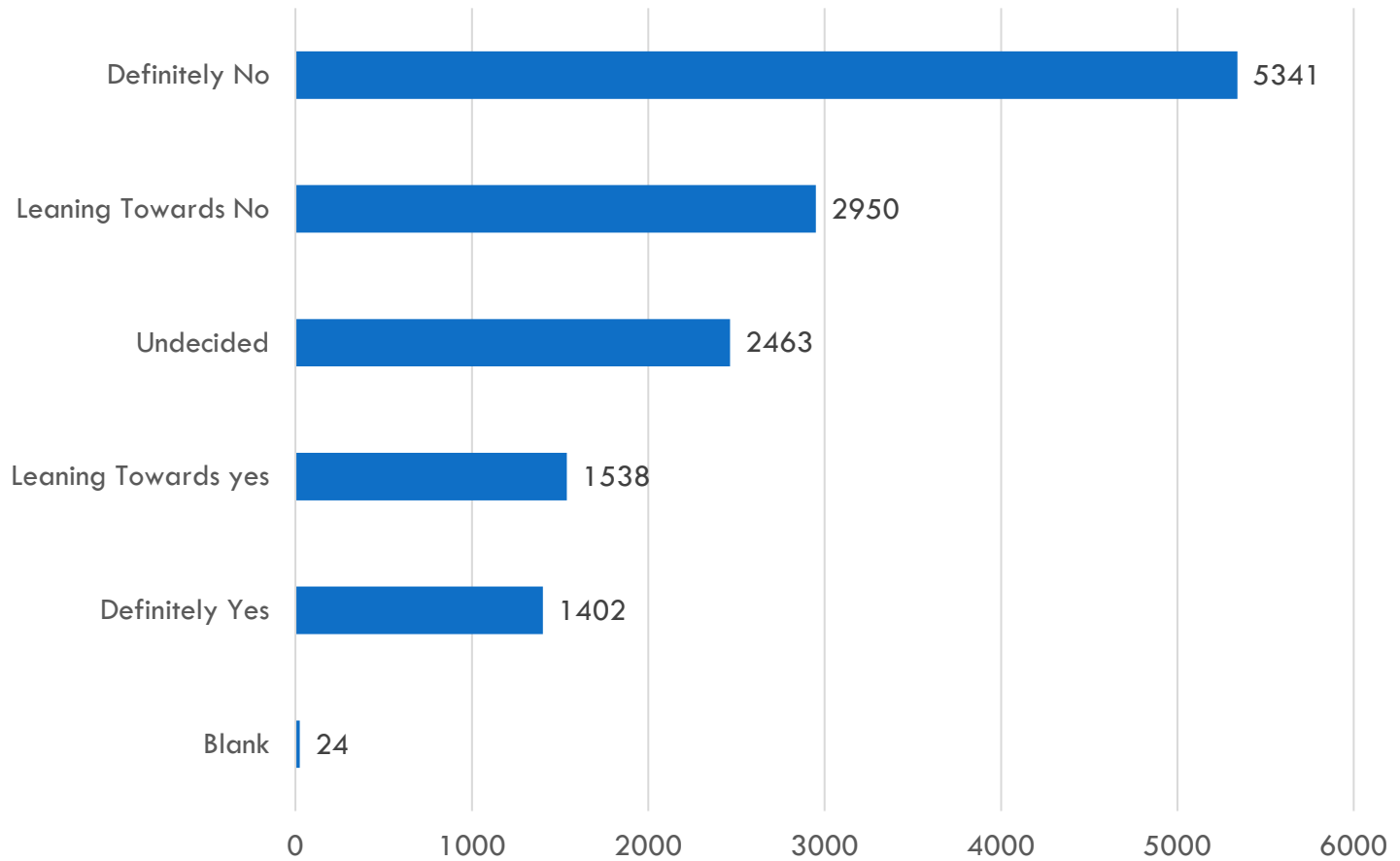
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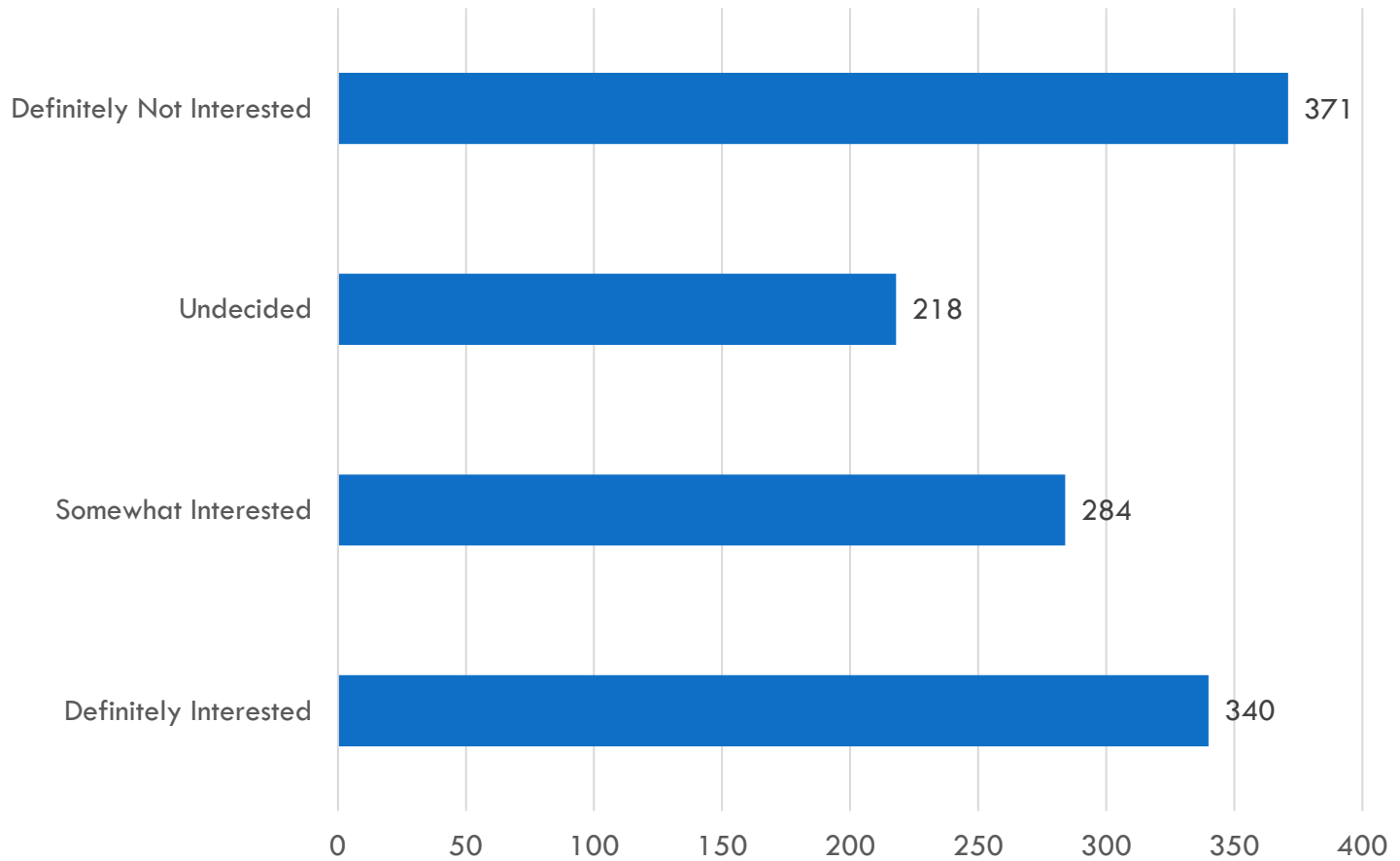
# Family Survey Results

## Interest in Full Remote



# Staff Survey Results

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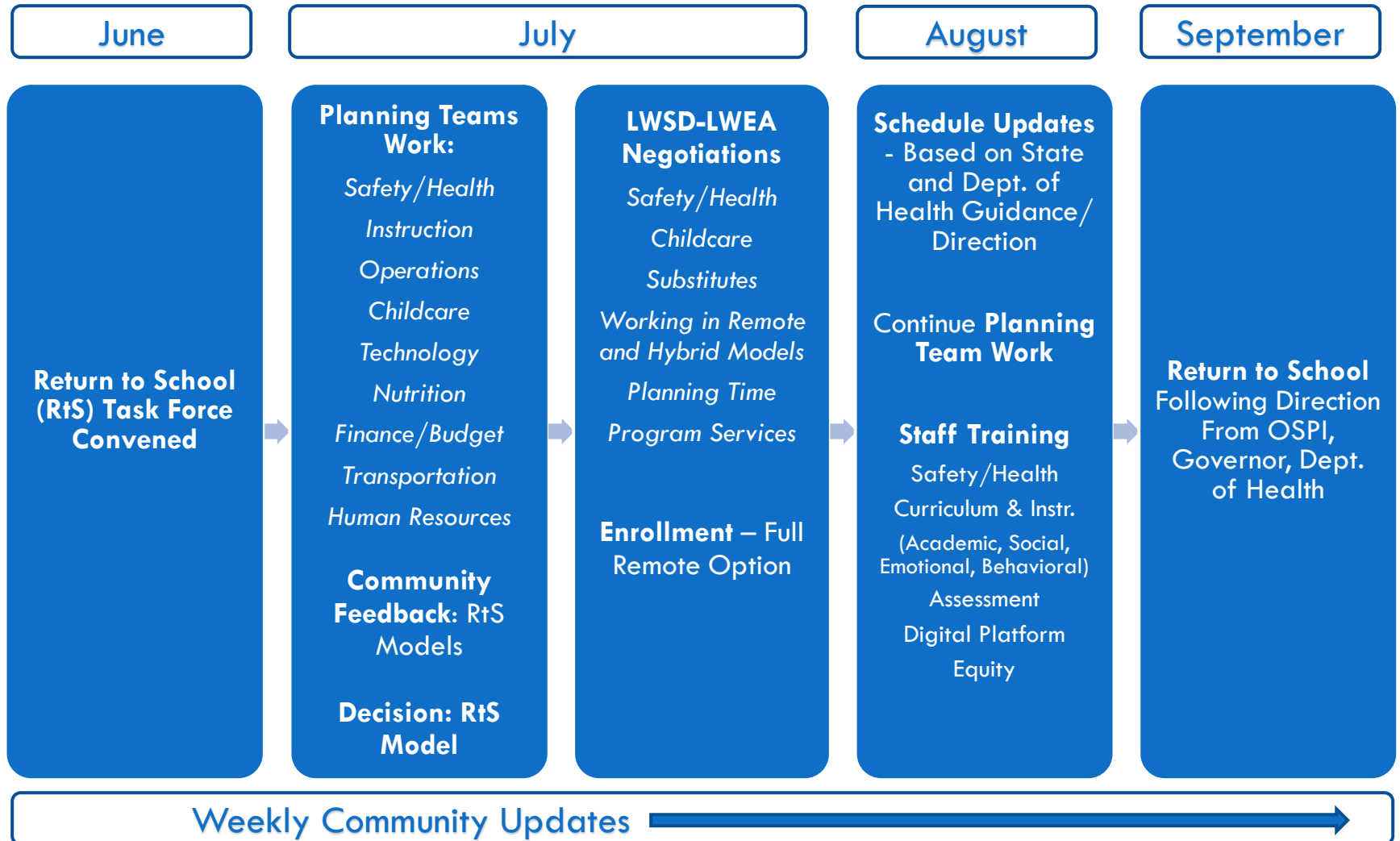
# Hybrid and Full-Remote Scheduling

Project Start Date 7/2/2020 (Thursday)      Display Week 2  
 Project Lead \_\_\_\_\_

WBS	TASK	LEAD	START	END	DAYS	% DONE	WORK DAYS	Week 2							Week 3							Week 4							Week 5							Week 6							Week 7						
								6 Jul 2020							13 Jul 2020							20 Jul 2020							27 Jul 2020							3 Aug 2020							10 Aug 2020						
								6	7	8	9	10	11	12	6	7	8	9	10	11	12	6	7	8	9	10	11	12	6	7	8	9	10	11	12	6	7	8	9	10	11	12	6	7	8	9	10	11	12
<b>1 Hybrid A/B Student Assignments</b>																																																	
1.1	Assign all students A/B	DRA Dept	Thu 7/02/20	Thu 7/02/20	1	100%	1																																										
1.2	Adjust mismatched Family IDs	DRA Dept	Thu 7/02/20	Thu 7/02/20	1	100%	1																																										
1.3	Transportation Reviews A/B assignments for feasibility	Transportation	Tue 7/07/20	Tue 7/14/20	8	0%	6																																										
1.4	Review Process with Secondary Operations	DRA Dept	Thu 7/09/20	Thu 7/09/20	1	0%	1																																										
1.5	Upload A/B assignments to Skyward	DRA Dept	Tue 7/14/20	Wed 7/15/20	2	0%	2																																										
1.6	Schools make adjustments to A/B	Schools	Wed 7/15/20	Tue 7/28/20	14	0%	10																																										
<b>2 Hybrid Parent Communication</b>																																																	
2.1	Turn on A/B assignments in Family	DRA Dept	Tue 7/28/20	Tue 7/28/20	1	0%	1																																										
2.2	Write newsletter	Level Directors, Communications	Wed 7/22/20	Sat 7/25/20	4	0%	3																																										
2.3	Newsletter Sent	Level Directors, Communications	Tue 7/28/20	Tue 7/28/20	1	0%	1																																										
2.4	Parents can request switches	Schools	Tue 7/28/20	Mon 8/10/20	14	0%	10																																										
<b>3 Full Remote Program SignUp</b>																																																	
3.1	Write summary of online program for parents	T&L Dept	Mon 7/13/20	Thu 7/16/20	4	0%	4																																										
3.2	Design survey for signups	TBD	Mon 7/13/20	Thu 7/16/20	4	0%	4																																										
3.3	Parents sign up for full remote program	TBD	Mon 7/20/20	Tue 8/04/20	16	0%	12																																										
3.4	Move students into online program	TBD	Mon 7/20/20	Wed 8/05/20	17	0%	13																																										
3.5	Staff Online Program	TBD	Wed 8/05/20	Thu 8/06/20	2	0%	2																																										



# Return to School Planning Timeline



# Programs: English Learner

- Intervention Services Department is reviewing guidance from OSPI on serving English Learners during school closure which includes:
  - Best Practices
  - Family and Community Partnerships
  - High School and Beyond Planning
- Designing models, identifying curricular tools and developing schedules for students based on English Learner levels (Long Term English Learner, Emerging, Progressing and Exited and Not at Standard)
  - Synchronous: 'Live' teaching via Teams
  - Asynchronous: Prerecorded lessons students can access at any time
- Seeking parents of student who receive English Learner support to provide feedback on draft models
- Waiting for OSPI guidance on the process to assess 600+ potential English Learners who enrolled in LWSD after COVID closure

# Programs: Special Education

- The Special Services department is currently reviewing guidance from OSPI regarding the provision of special education services for next fall including:
  - OSPI Q. and A. for Special Education
  - OSPI Special Education Guidance
  - Draft WAC guidance
- Working collaboratively with risk management services and transportation to consider how to safely support students in special education during in-person services
- Reviewing the potential for in-person services and how to successfully provide specially designed instruction and accommodations within a Hybrid model or for students participating with a fully online program
- Meeting with the Lake Washington Education Association to collaborate on serving special education students within the different models. In addition, we will be reaching out to parents to gather their input as well
- Reviewing potential options for district paraeducators within the different models

# Programs: Highly Capable

- Developing options to provide services for all students who are identified as highly capable
  - Full-time Quest classrooms
  - Pull-out Quest classrooms
  - K5HC groups
- Full-time Quest classrooms will follow the schedule for school they attend
  - HiCap educator group is working to align/adjust curriculum created in the Elementary Remote Task Force with the focus on compacting and enrichment
  - Piloting supplemental gifted curriculum to enhance remote learning days
- Developing models for pull-out programming (POQ and K5HC)
  - Based on hybrid model with pull-out options being offered on remote days
  - Revising curriculum to increase teacher/student remote interactions
- Creating enrichment materials for home and classroom
  - Updated enrichment folders that will include passion project materials