

Pathway Forward



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Superintendent

February 26, 2021

Return to School Goals

Five Goals will be accomplished by the Task Force and Workgroups.

The Return to School Task Force and workgroups have been tasked with developing flexible plans that:

G-1

Mitigate and minimize the spread of Coronavirus in accordance with health agency guidance.

G-2

Keep staff and students safe and support social-emotional well-being and interactions.

G-3

Prioritize inclusive access to learning for each student.

G-4

Support families.

G-5

Enable staff and students to return to learning in ways that are significantly better than during our closures this year.

Agenda

Decision Points and
Information

Review of in-person
experiences/options and
how students can access
these experiences and
supports.

Secondary Learning Model Announcement

On Thursday, February 25, the following announcement was released to staff and families:

“Secondary students can expect to maintain their current remote courses and teachers for the remainder of the school year. After analyzing a number of factors, the District has determined that the shift to a hybrid model and disruptions to schedules would create more challenges and problems for secondary students than benefits.”

Decision Points

Health and Safety

Academic Learning Needs

Social/Emotional Needs

Health and Safety



Evaluation of Metrics

- King County Public Health Dashboards:
 - King County case rates per 100,000 residents over the last 14 days
 - Transmission or Reproductive Rate
 - Hospitalization readiness
 - Testing capacity
 - Local case rates per 100,000 residents over the last 14 days

Area	Cases/100,000	Transmission Rate	Hospital Readiness	Testing
King County	99	.9	- 88.6% beds used + 4.2% beds used for COVID	+ testing is available to those seeking a test within 2 days

Area	Cases/100,000	Hospitalizations/100,000
Kirkland	44	1.1
Redmond	46	4.7
Union Hill	41	4.5
Sammamish	48	3.1

Over the Last 14-Days (as of 2/25/2021)

COVID-19 Activity Level	Education Modality*	Extracurricular
HIGH >75 cases/100K/14 days Other considerations: <ul style="list-style-type: none"> Increasing trend in cases or hospitalizations Test positivity >5% Other health and education risks and benefits to children and their families 	Strongly recommend distance learning with the option for limited in-person learning in small groups, or cohorts, of students for the highest need students, such as students with disabilities, students living homeless, those farthest from educational justice, and younger learners.	Strongly recommend canceling or postponing all in person extra-curricular activities, including sports, performances, clubs, events, etc.
MODERATE 25–75 cases/100K/14 days Other considerations: <ul style="list-style-type: none"> Increasing trend in cases or hospitalizations Test positivity >5% Other health and education risks and benefits to children and their families 	Recommend distance learning as described above. In addition, consider expanding in person learning to elementary students. Over time, consider adding hybrid in person learning for middle or high school students if limited COVID transmission occurs in schools.	Strongly recommend canceling or postponing all in-person extra-curricular activities. Consider low risk activities when all students have some level of in person learning.
LOW <25 cases/100K/14 days	Encourage full-time in person learning for all elementary students and hybrid learning for middle and high school. Over time and if physical space allows, consider full-time in person learning for middle and high school.	Consider low and moderate risk in person extra-curricular activities.

For whom should your community provide in person learning? For School Administrators, Local Health Officers, and Community Stakeholders			
The risk of COVID-19 being introduced into the school and spreading depends on the health and safety measures taken by schools and the level of COVID-19 spread in the community. Consider the following educational modalities based on community transmission and other health and education risks and benefits.			
COVID-19 Activity	HIGH >350 cases/100K/14 days Test positivity >10% Trends in cases and hospitalizations	MODERATE ~50-350 cases/100K /14 days Test positivity 5-10% Trends in cases and hospitalizations	LOW <50 cases/100K/14 days Test positivity <5% Trends in cases and hospitalizations
Education Modality	Phase in in-person learning in groups of 15 or fewer students for pre-K through grade 5 and those with highest needs. Prioritize Pre-K through grade 3, and students in any grade with disabilities, students living homeless, or those farthest from educational justice. If schools can demonstrate the ability to limit transmission in the school environment, add grades 4-5.	Phase in in-person learning. Prioritize Elementary (pre-K - 5) if they are not already receiving in-person learning, and Middle School. If schools can demonstrate the ability to limit transmission in the school environment, add more high school students when case rates are below about 200/100K/14 days.	Provide in-person learning for all students.
Extra-curricular Activities	Cancel or postpone most in-person extra-curricular activities except those allowed under Safe Start and Governor's proclamations on COVID-19.	Extra-curricular activities must follow K-12, applicable Safe Start protocols and Governor's proclamations on COVID-19.	Extra-curricular activities must follow K-12, applicable Safe Start protocols and Governor's proclamations on COVID-19.
Transition	Across all COVID-19 Activity Levels: <ul style="list-style-type: none"> When trends in cases and hospitalizations are flat or decreasing, and the school can demonstrate the ability to limit transmission in the school environment, expand access to in-person learning When trends are increasing, pause expansion of additional in-person learning and maintain access to in-person learning for those who have it. Schools are not required to reduce in-person learning or revert to remote learning based on metrics if the school can demonstrate the ability to limit transmission in the school environment. Consider other health and education risks and benefits to children and their families At any COVID-19 level, transition temporarily to full distance learning for 14 days when school meets criteria in DOH's K-12 Health and Safety Guidance (p 16) or on recommendation of the local health officer.		



Health and Safety Requirements

- Attestation (temperature checking, daily attesting to being a-symptomatic)
- Physical distancing throughout campus
- Cohort student groups to the greatest extent possible
- Reduce hallway congestion and cross-contact
- Six-feet of distance between student desks

Academic Learning Needs





Secondary Academic Programs

- Larger school size
- Larger campuses
- Larger class sizes
- Cohorting is not typical
- Multiple transitions between classes
- Teachers/Staff are certified based on content expertise

Features of Secondary Programs

- High School and College Credit bearing courses
- Learning Pathways
- Graduation attainment
- 6 or 7 unique class periods



Implications and Considerations



Timing of change



Student schedules



Student access to classes



Staff ability to teach in-person vs. remote



Maintaining on-track to graduate trajectory for students



Spring impacts for students

Social & Emotional Needs



Addressing Varied Student Social & Emotional Needs

Some students report...

...Increased Challenge	vs.	Increased Benefit
...Loneliness & isolation	while others report	excelling during the last year
...Increased anxiety & depression	while others report	increased positive outlook & success
...Poor social/peer relations	while others report	positive and pro-social feelings

Seeking to Meet the Needs of Students

A support model in
lieu of a hybrid model



Balancing Options

What are the available options?

What outcomes are we seeking for students?

Which option provides the greatest opportunity to align with our outcomes?

Goals for Spring related to In-Person Experiences for Students

- Address the Social, Emotional and Mental Health needs of our students
- Any student that wants an in-person experience is provided that opportunity
- Students that are struggling academically, socially/emotionally or organizationally are provided the necessary in-person support
- Students have the opportunity to participate in clubs, activities and athletics

How will students enter into in-person experiences?

- Some in-person experiences will be for invited students. These students will be demonstrating need in a variety of ways.
- Other experiences will be opt-in.
- Students and families will receive explicit directions regarding in-person opportunities in the coming weeks.
- Students and families can anticipate receive joint communication released from the District and LWEA whom we are actively negotiating the working conditions related to this effort. We are partnering in this effort and the bargaining team has approached this work with a heightened sense of urgency.

Thank you for taking the time to watch this video to provide further information about our decision.

