

DRAFT

PLANNING FOR FALL 2020

COVID Contingency Rapid Design



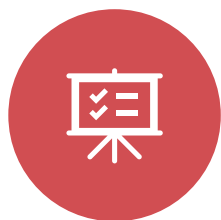
AFFIRM. INSPIRE. THRIVE.



THE DESIGN PROCESS



4 TEAMS CONVENED TO
RAPID DESIGN 4 SCENARIOS
GROUNDED IN EQUITY



DESIGNS SHARED WITH
DEILT AND SCHOOL BOARD
FOR GUIDANCE AND
FEEDBACK (ONGOING)



DESIGNS SHARED WITH
BARGAINING UNITS FOR
COLLABORATION AND
COORDINATION (ONGOING)



AFTER ACTION REVIEW &
DESIGN WORK EXPANDED TO
INCLUDE FAMILIES, STAFF
AND STUDENTS



LEADING DESIGNS DETAILED
OUT IN COLLABORATION
WITH BSD DEPARTMENTS
(OPERATIONS, HR, T&L, ETC.)

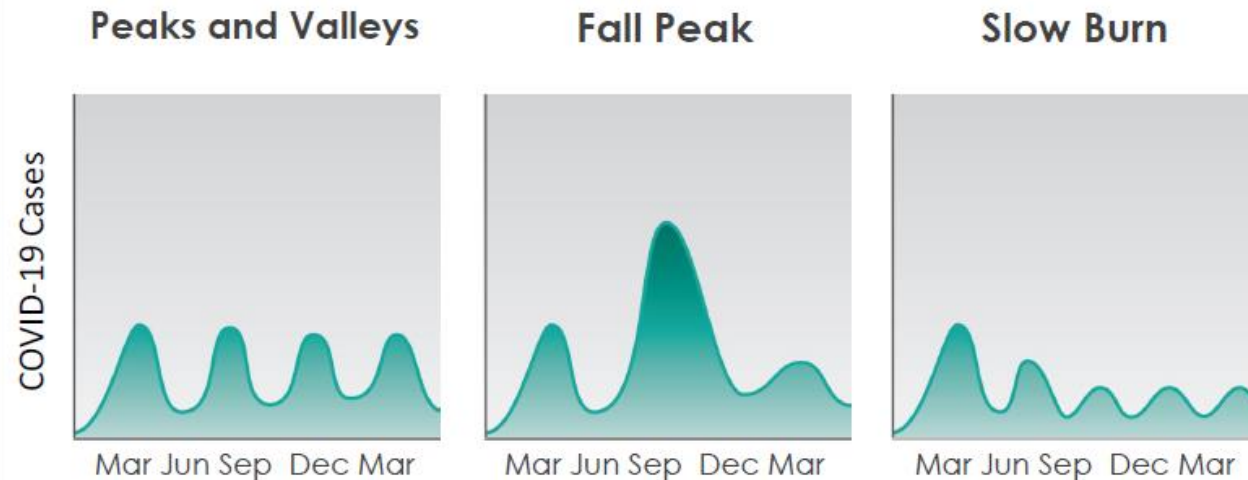


DESIGNS REFINED AND
STRENGTHENED WITH
GUIDANCE FROM CRITICAL
CRITERIA, OSPI & WA DEPT.
OF HEALTH (ONGOING)



PREDICTING THE PATH OF COVID-19

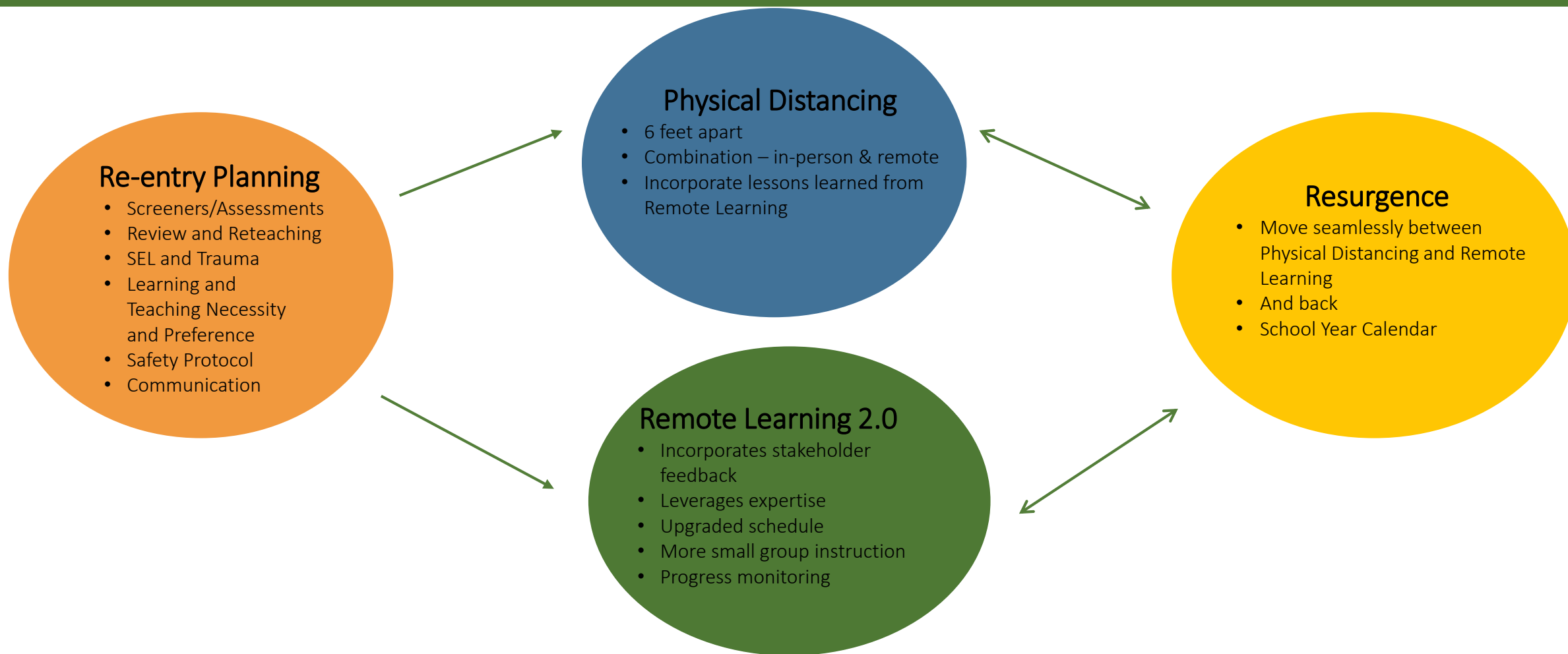
Three Possible Scenarios



Source: https://www.cidrap.umn.edu/sites/default/files/public/downloads/cidrap-covid19-viewpoint-part1_0.pdf

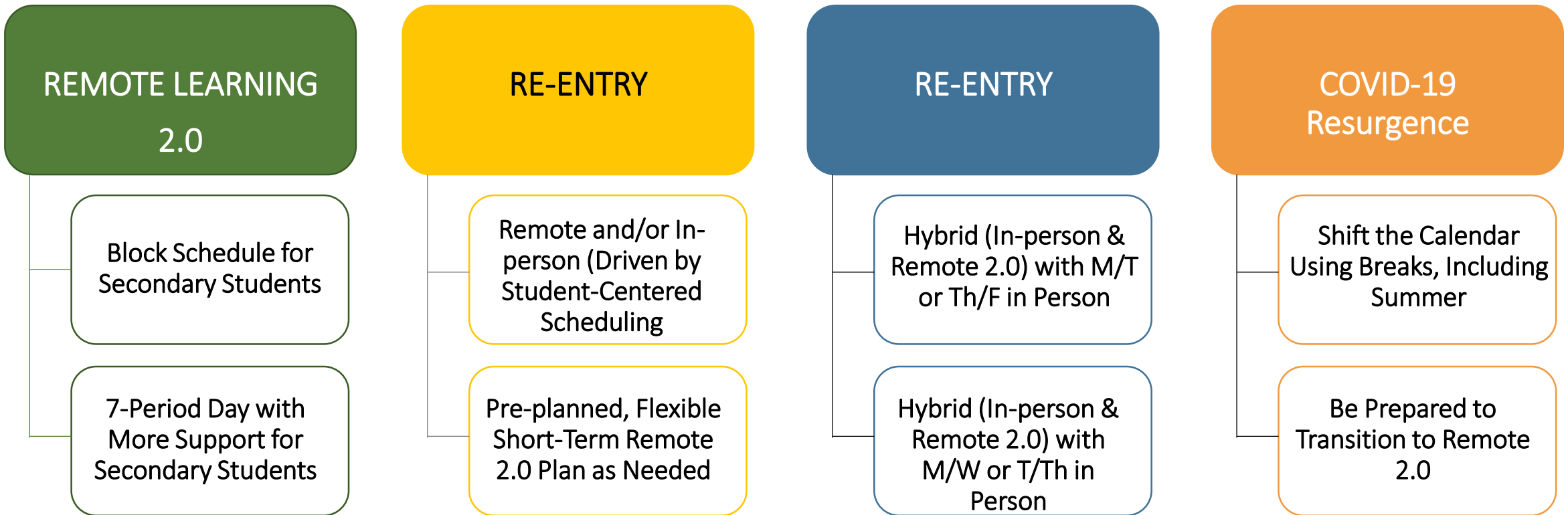


PLANNING SCENARIOS





OVERVIEW OF SCENARIOS





KEY COMMITMENTS TO OUR COMMUNITY

VISION

To affirm and inspire each and every student to learn and thrive as creators of their future world.

MISSION

To serve each and every student academically, socially, and emotionally, through a rigorous and relevant education that is innovative and individualized. As a learning community that values one another's humanity, we provide courageous support for an equitable and exceptional education for all students.

VALUES

Service
Integrity
Excellence
Compassion
Respect
Collaboration



VISION: TO AFFIRM AND INSPIRE EACH AND EVERY STUDENT TO LEARN AND THRIVE AS CREATORS OF THEIR FUTURE WORLD.



EQUITY

- Ensure **equity and access** for each and every student
- Center on needs of our **most marginalized and vulnerable students**
- Enlist **family, student and educator voice** in the design process
- Utilize learning from COVID-19 as an **opportunity to break/disrupt** inequities



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WELL-BEING

- **Elevate academic rigor** through innovative instruction
- Provide **courageous academic support** for students not progressing
- Start the school year with a robust, rigorous, fair and well-supported plan for **grading, assessment, & attendance**
- Strengthen plan to support **students with special needs**



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ACADEMIC SUCCESS

- Ensure **safety** of ALL students, staff and families
- Address **social, emotional, mental, psychological impacts** of COVID-19
- Support staff in **high-risk categories**
- Ensure access to **basic needs' support** for families
- Instill **joy** in learning for students



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CONSIDERATIONS

- Common platform
- Standards-based grading
- Universal supports for students (ex. homeroom, advisory, AVID)
- Equitable supports for students in need
- Coordinated student well-being, trauma supports
- Increased expectations for attendance
- Small group/individualized instruction
- K-2 Considerations

REMOTE LEARNING

2.0

Block Schedule for
Secondary Students

7-Period Day with
More Support for
Secondary Students



POTENTIAL OPTIONS

- **Secondary 7 Period Day**
 - Maintain 7-period schedule
 - Keep current weekly schedule
 - Provide intervention routine schedule
 - Consider Making Electives Optional
- **Secondary Block Schedule**
 - Fewer classes, more depth and less breadth
 - Shorten classes to quarters, students take 3-4 classes at a time
 - Alternate 3-4 classes every other week (except math or other core classes)
 - Take one course for three weeks, then switch to the next course
- **Small Group Instruction**
 - Core group of teachers at each grade level create videos for students
 - Classroom teachers focus their time on (1) whole group SEL, then (2) small group instruction, individualization, intervention
 - Common structure: daily SEL check-in, video, activity, in-person small groups or individual

REMOTE LEARNING

2.0

Block Schedule for
Secondary Students

7-Period Day with
More Support for
Secondary Students



CONSIDERATIONS

- Solicit and prioritize student, family, and staff needs
- Align resources to student learning needs and interests, as feasible
- Embed screeners in curriculum with review and re-teaching
- Consider use of existing district online coursework
- Prioritize social-emotional, physical, and basic needs
- Communicate effectively to varied constituencies

RE-ENTRY

Remote and/or In-person (Driven by Student-Centered Scheduling)

Pre-planned, Flexible Short-Term Remote 2.0 Plan as Needed



POTENTIAL OPTIONS

- In-Person and/or Remote Learning
 - Students may pre-register for remote and/or in-person learning based on health need and interest, where feasible
 - Registration is for the full school year
 - Remote learning facilitated by centrally assigned teacher
- Short-Term Remote Learning
 - Based on student health needs
 - Up to 14 days remote
 - Facilitated by centrally assigned teacher
 - Student stays engaged in classroom/building community

RE-ENTRY

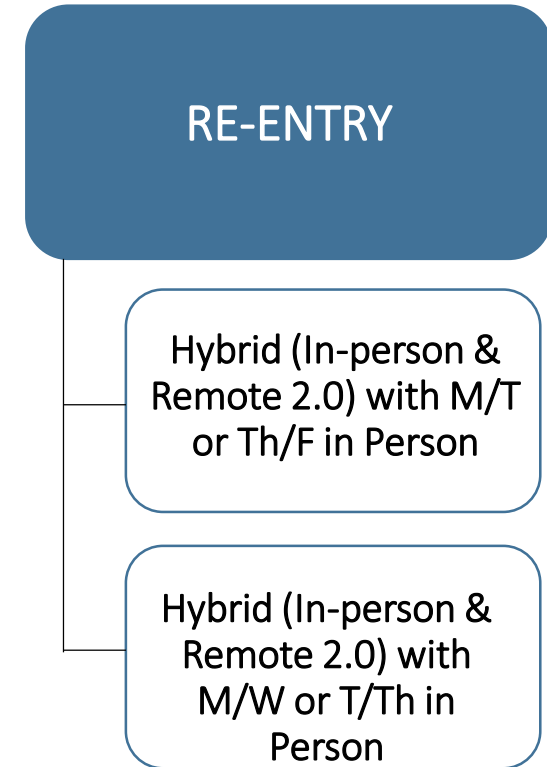
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CONSIDERATIONS

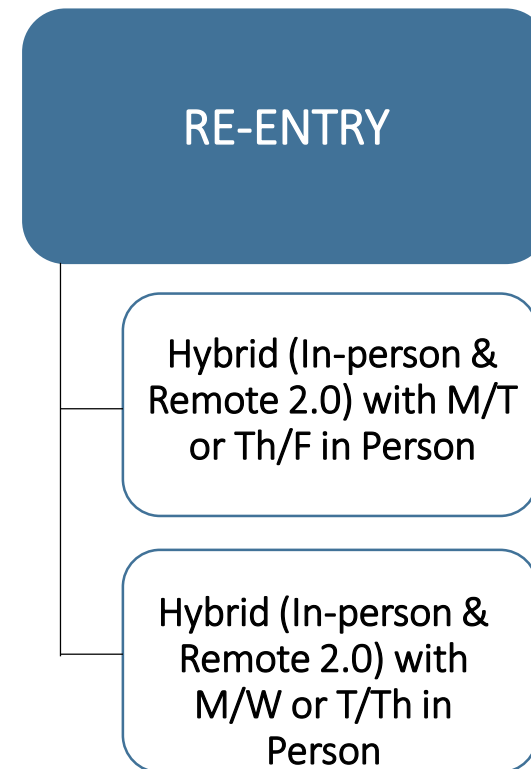
- Deploy staff effectively
- Implement essential learning standards
- Adjust physical arrangement of spaces
- Allocate sufficient protective equipment and health monitoring supplies
- Effectively serve students (including preschool), particularly those special needs, through both instruction and access to basic needs
- Communicate clearly to community
- Prioritize physical and emotional well-being of students, staff, and community





POTENTIAL OPTIONS

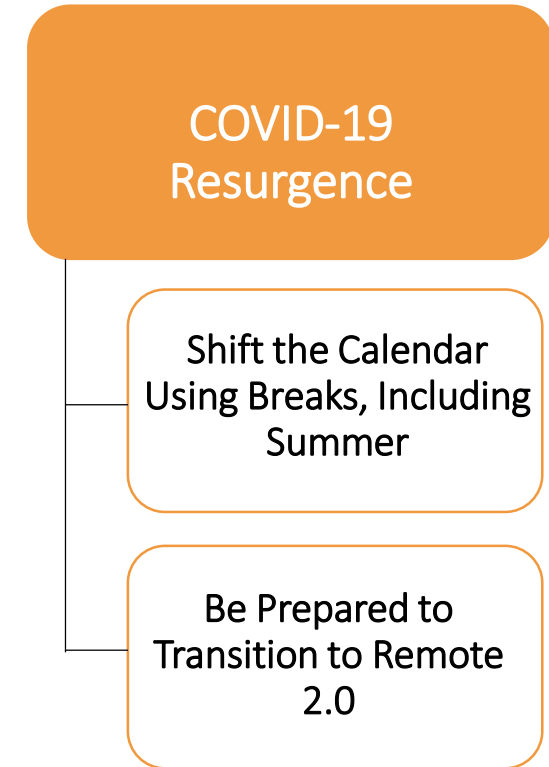
- In-Person and Remote Learning
 - Students attend in-person two consecutive days per week (M/T or Th/F)
AND
 - Students attend remotely two consecutive days per week (M/T or Th/F)
 - Continue full remote learning for some students
- In-Person and Remote Learning
 - Students attend in-person two days per week (M/W or T/Th)
AND
 - Students attend remotely two days per week (M/W or T/Th)
 - Continue full remote learning for some students





CONSIDERATIONS

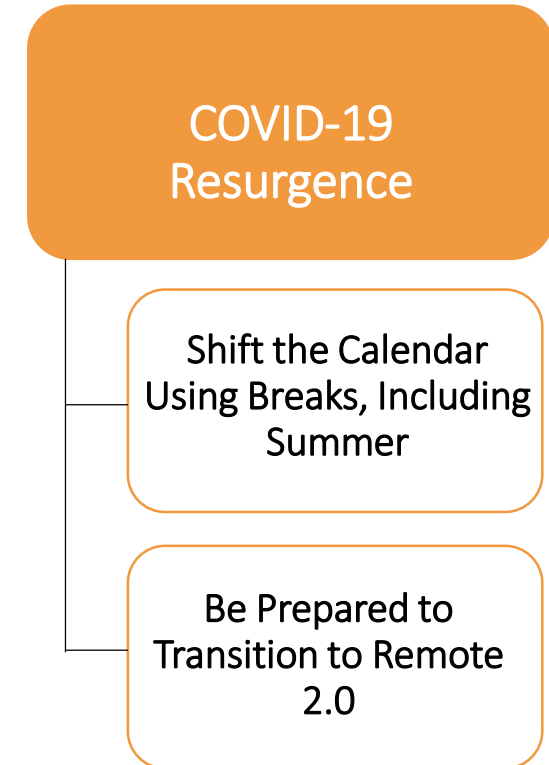
- Utilize staff flexibly to meet student needs
- Develop robust tertiary teams
- Prioritize core content
- Increase online and dual credit options
- Restructure the weekly school schedule
- Communicate and prepare to adjust calendar, as needed





POTENTIAL OPTIONS

- Shift the Calendar
 - Schools operate during break (except holidays)
 - Extend instructional time/length of school day upon return (duration dependent of length of closure)
- Transition to Remote 2.0
 - Staff and students are prepared for quick and smooth transition to full remote learning, if needed

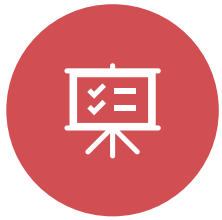




NEXT STEPS



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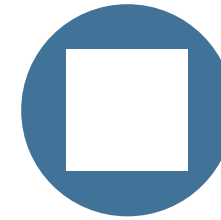
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