DRAFT

PLANNING FOR FALL 2020
COVID Contingency Rapid Design

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

THE DESIGN PROCESS

4 TEAMS CONVENED TO RAPID DESIGN 4 SCENARIOS GROUNDING 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

Peaks and Valleys

Fall Peak

Slow Burn

COVID-19 Cases

Mar Jun Sep Dec Mar

Mar Jun Sep Dec Mar

Mar Jun Sep Dec Mar

PLANNING SCENARIOS

Re-entry Planning
- Screeners/Assessments
- Review and Reteaching
- SEL and Trauma
- Learning and Teaching Necessity and Preference
- Safety Protocol
- Communication

Physical Distancing
- 6 feet apart
- Combination – in-person & remote
- Incorporate lessons learned from Remote Learning

Remote Learning 2.0
- Incorporates stakeholder feedback
- Leverages expertise
- Upgraded schedule
- More small group instruction
- Progress monitoring

Resurgence
- Move seamlessly between Physical Distancing and Remote Learning
- And back
- School Year Calendar

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OVERVIEW OF SCENARIOS

REMOTE LEARNING 2.0
- Block Schedule for Secondary Students
- 7-Period Day with More Support for Secondary Students

RE-ENTRY
- Remote and/or In-person (Driven by Student-Centered Scheduling)
- Pre-planned, Flexible Short-Term Remote 2.0 Plan as Needed

RE-ENTRY
- Hybrid (In-person & Remote 2.0) with M/T or Th/F in Person
- Hybrid (In-person & Remote 2.0) with M/W or T/Th in Person

COVID-19 Resurgence
- Shift the Calendar Using Breaks, Including Summer
- Be Prepared to Transition to Remote 2.0

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• 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
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
• 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
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

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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)
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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

COVID-19 Resurgence
- Shift the Calendar Using Breaks, Including Summer
- Be Prepared to Transition to Remote 2.0
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

**COVID-19 Resurgence**

- **Shift the Calendar Using Breaks, Including Summer**
- **Be Prepared to Transition to Remote 2.0**
NEXT STEPS

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