

Shoreline School District

Reopening 2020-2021

Special Board Meeting

August 3, 2020

Agenda

- Overview of Shoreline's Process
- Review Considerations and Constraints
- Review Shoreline's Reopening Recommendation
- Questions and Feedback



2020-2021 Planning Work

Operations

- Technology
- Transportation
- Food services
- Health & Safety

Marla Miller

Instruction

- Student learning
- Equity of access
- Attendance & Engagement

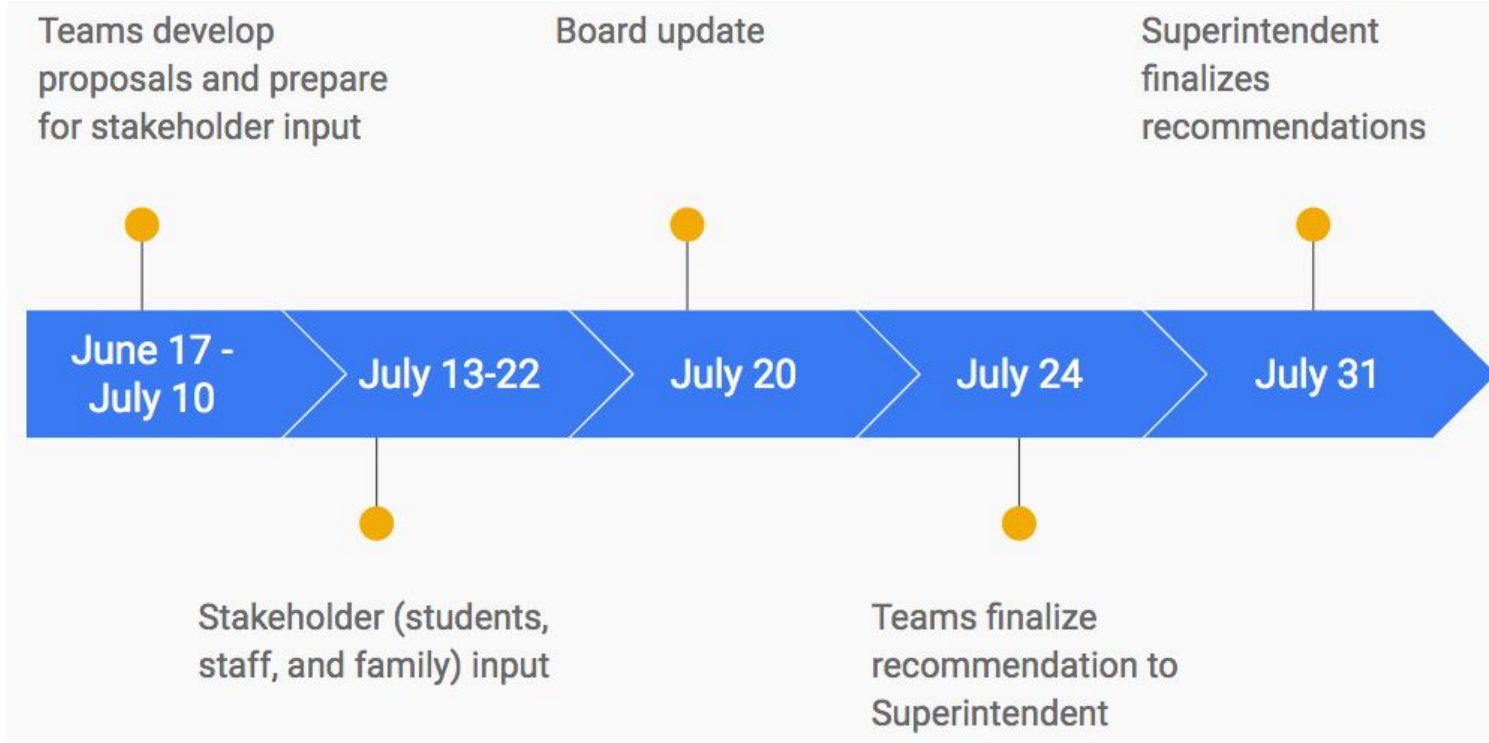
Dan Gallagher
Maria Stevens

Family & Community

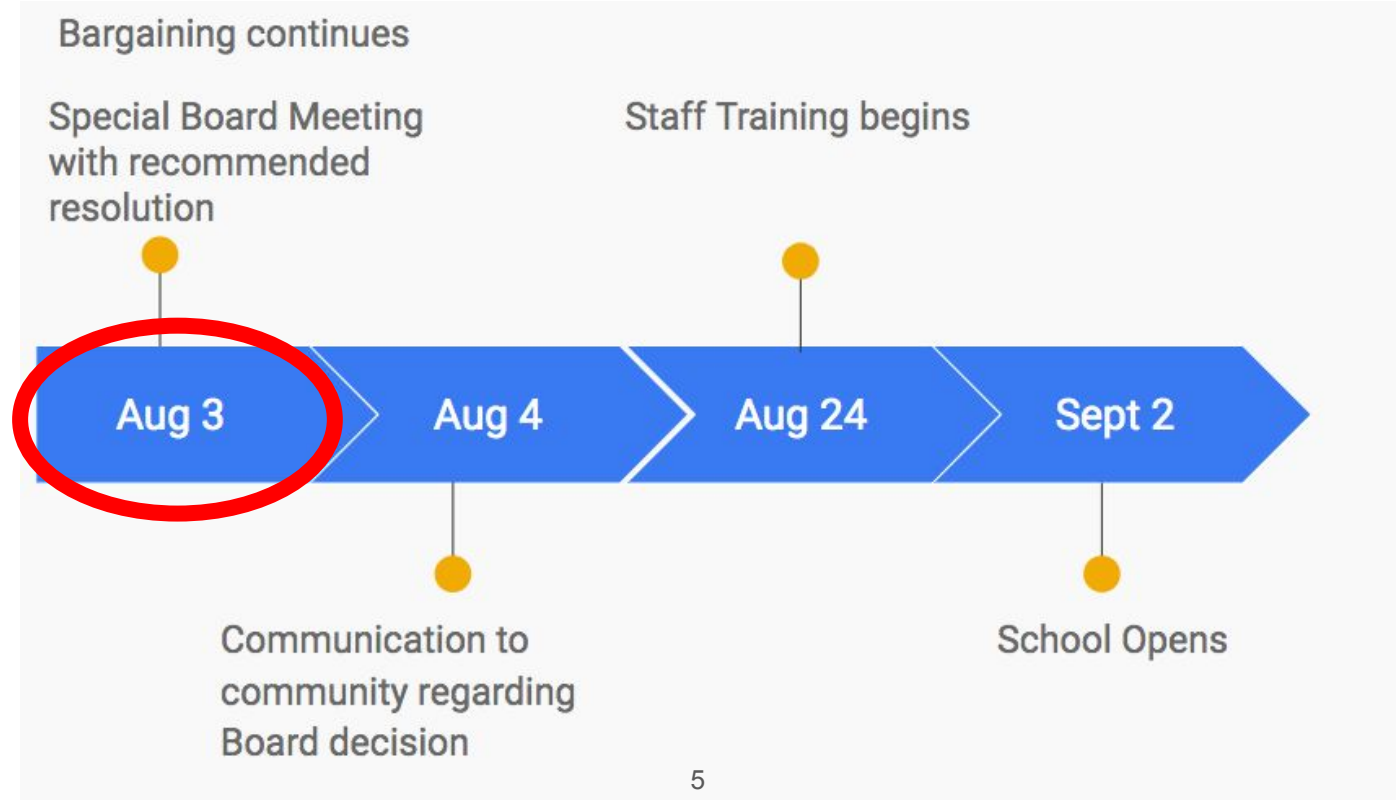
- Communication
- Engagement
- Access to tech

Tanisha Brandon Felder
Curtis Campbell

Planning for Reopening 2020-2021



Planning for Reopening 2020-2021



Working Assumptions

There will still be active cases of COVID-19 in Shoreline at the time of school opening and throughout the 2020-2021 school year.

There will not be a vaccine developed in time to impact the 2020-21 school year.

There may be multiple “waves” of virus outbreak and changing guidance from county health officials.

Schools will need to maintain operational flexibility for the 2020-2021 school year.

We do not anticipate increased state or federal funding for schools

Resources and Guiding Documents

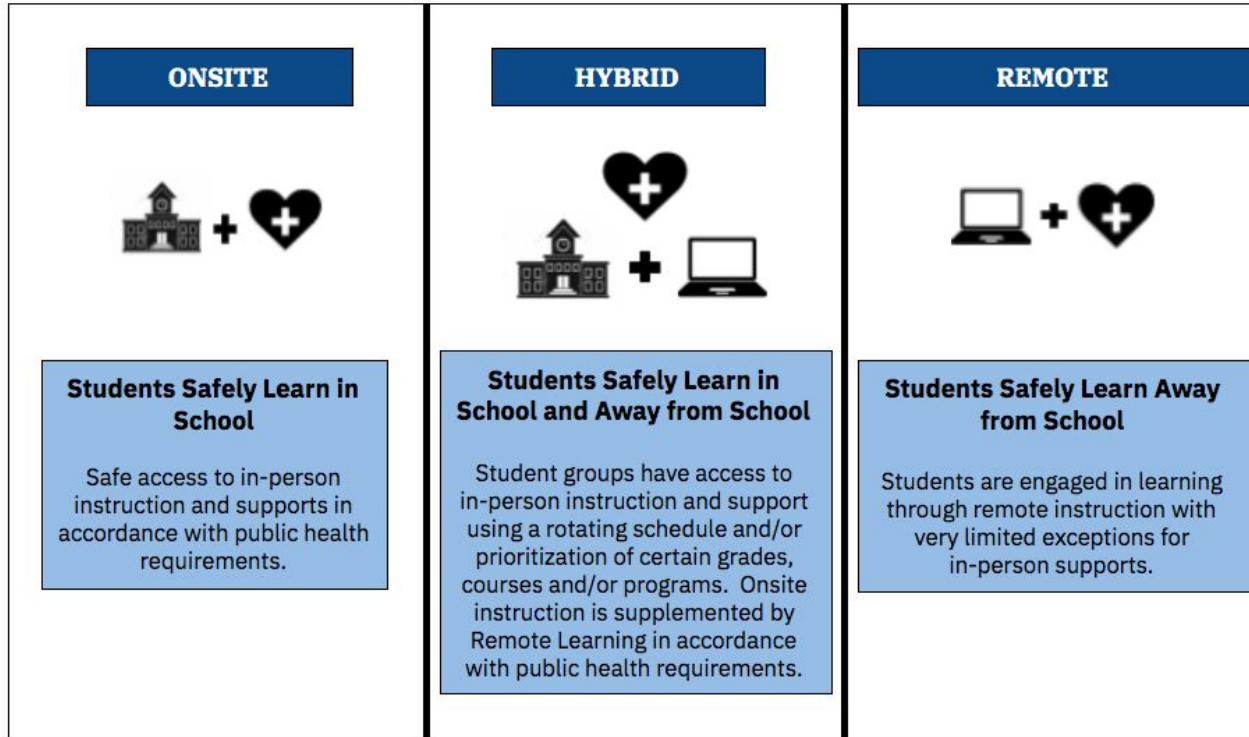
- King County Health Department Guidance
- OSPI *Reopening Washington Schools 2020 District Planning Guide*
- Shoreline School District Race and Equity Decision-Making Tool
- Additional considerations

The collage features three documents. On the left is a page titled "Questions, Issues" with a list of topics including "Conducting effective", "Providing some group per week for all students", "How to handle work", "Teaching classes/units (e.g., science)", "Opportunity to do so and students (example subjects, etc.)", "How do students access", "How do students with IEPs access appropriate instruction?", "Provide special education services in least restrictive environment, not inclusion; enables special education services to be delivered and IEP out", "Considers basic scheduling needs our families and staff will have as v childcare schedules; accommodate working parents' schedules and th children to school on potentially different times/days", "Able to shift whole instructional model depending on what county-wide are in: flip to more restrictive model by school, by class by student; flex situation- pre-plan rather than react (phase change, staff and student flexibility; things might pivot quickly and we need to be able to respond", "As much face to face connections as possible at all levels; importance instruction", "Engaging all students", "All students have access to rigor", "Support social-emotional learning and development, interaction with health; support relationship-building between the teacher and students; address SEL in mind, build trust and connection", "Considers varying home situations that may impact student engagement and outcomes", "Realistic teacher/staff/administrator (and student) workloads", "Providing students with access to electives", and "Ensuring that instruction is equitable, not necessarily the same across schools/students".

In the center is the "SHORELINE PUBLIC SCHOOLS Shoreline Race & Equity Impact Decision-Making Tool" document, which includes sections for "Before a Decision", "Section A: Pause and examine YOU - Who are you?", "Section B: Who is affected?", and "Section C: What are the impacts?".


On the right is the "Washington Office of Superintendent of PUBLIC INSTRUCTION Reopening Washington Schools 2020 District Planning Guide" document, which features a photograph of three young children with their hands raised in a classroom setting.

Instructional Models



Recommendation: Open in Remote Model

REMOTE



Students Safely Learn Away from School


Students are engaged in learning through remote instruction with very limited exceptions for in-person supports.

OSPI Requirements for Remote Learning

1. Work with community partners to identify child care options for school-aged students whose families don't have the option to stay home with a child each day;
2. Address gaps in connectivity and technology access so each student has sufficient opportunity to continue their learning outside of the classroom;
3. Continue providing school meals to the students who rely on them; and
4. Utilize their local data to determine which of their students need additional intensive learning supports and provide those supports remotely if possible or in-person when that is the only effective delivery method

Recommendation: Prepare to Pivot to Hybrid

REMOTE




Students Safely Learn Away from School

Students are engaged in learning through remote instruction with very limited exceptions for in-person supports.

Pivot based on metrics from public health

















HYBRID



Students Safely Learn in School and Away from School

Student groups have access to in-person instruction and support using a rotating schedule and/or prioritization of certain grades, courses and/or programs. Onsite instruction is supplemented by Remote Learning in accordance with public health requirements.

Instructional Model - Pivot to Hybrid

	Monday	Tuesday	Wednesday	Thursday	Friday
Student Group A			<ul style="list-style-type: none"> • Remote Learning • Intervention Services • Recovery Services • Staff Planning • Staff Collaboration • Staff Professional Learning • Deep Cleaning of Building 		
Student Group B					
Student Group C					
Student Group D					

Once metrics for pivot to hybrid onsite model are met



ONSITE
In-person instruction



REMOTE
Online instruction



HEALTH & SAFETY
Guidelines

Instructional Model Recommended for Opening

REMOTE



Students Safely Learn Away from School

Students are engaged in learning through remote instruction with very limited exceptions for in-person supports.

Planning for Students:

- Synchronous (live instruction via zoom)
- Asynchronous (recorded or individual student work time)
- Small group synchronous (live instruction via zoom)
- Grading and feedback
- Attendance (daily/course)
- Streamlined regular communication
- Technology access for all students, including internet access
- Maintain music, PE, library services

**Continuing to assess guidance for onsite instruction for some students

Instructional Model Recommended for Opening

REMOTE



Students Safely Learn Away from School

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Planning for Families:

- Streamlined regular communication from the school and teacher
- Family academies
- Technology access for all students, including internet access
- Meals
- Continuing regular feedback opportunities
- Maintain regular district updates

Instruction Model Recommended for Opening

REMOTE



Students Safely Learn Away from School

Students are engaged in learning through remote instruction with very limited exceptions for in-person supports.

Planning for instructional staff:

- Developed priority standards
- Summer teacher teams developed units/lessons to align with priority standards
- Professional learning focused on:
 - Effective use of LMS (Canvas, Seesaw, Google Classroom)
 - Remote and hybrid instructional strategies and tools
 - Social emotional learning strategies

Instructional Model Recommended for Opening

REMOTE



Students Safely Learn Away from School

Students are engaged in learning through remote instruction with very limited exceptions for in-person supports.

Remote Learning - Away from School (Continuous Learning 2.0)

Remote Learning, will include:

- Standards-based instruction - moving students forward in their learning
- Regular assessments of student progress
- Meeting social emotional needs
- Basic education compliance

Recommendation Summary

- 1. Open with Remote Learning Model**
- 2. Prepare for pivot to Hybrid Learning Model**
- 3. Continuous monitoring of public health guidance**

Questions?

Thank you!