



P U Y A L L U P

S C H O O L D I S T R I C T

A Tradition of Excellence

Reopening Puyallup Schools

June 26, 2020



BACKGROUND

- Washington State Governor ordered schools closed on March 17, 2020 because of COVID-19
- Puyallup School District began continuous learning for students and families on March 19, 2020
- Puyallup School District's calendar was modified and the last day for students is June 19, 2020
- OSPI directed school districts to plan for a fall opening
- Administrative designee commissioned the formation of an Instructional Model Taskforce and a Health & Safety Taskforce



TASKFORCE: INSTRUCTION

- District Administrators
- School Principals
- Staff (Certificated and Classified)
- Parents/Guardians
- Right At School (Childcare)



TASKFORCE: HEALTH & SAFETY

- Operations
- Safety and Security
- Student Health
- Maintenance
- Transportation
- Food and Nutrition Services
- Human Resources
- Additional members include staff and school principals, and parent/community leaders



GOALS AND OBJECTIVES






- Examine and design implementation plans for two non-traditional instructional models:
 - Continuous (distance) learning 2.0
 - Hybrid (in-person with continuous learning)
- Develop common expectations for grade levels and content areas
- Align instructional models with guidance from Washington State Department of Health, Office of the Governor, and OSPI

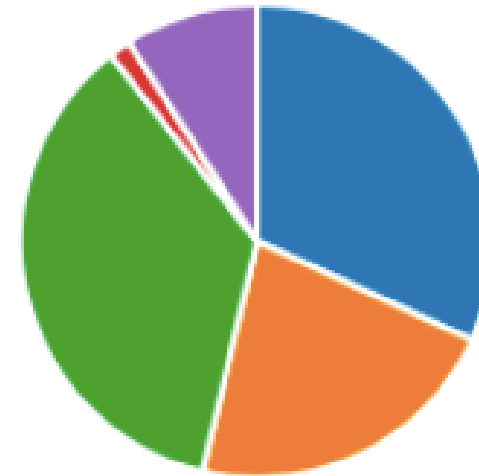


REOPENING SCHOOLS SURVEY: RESULTS



FACE MASKS

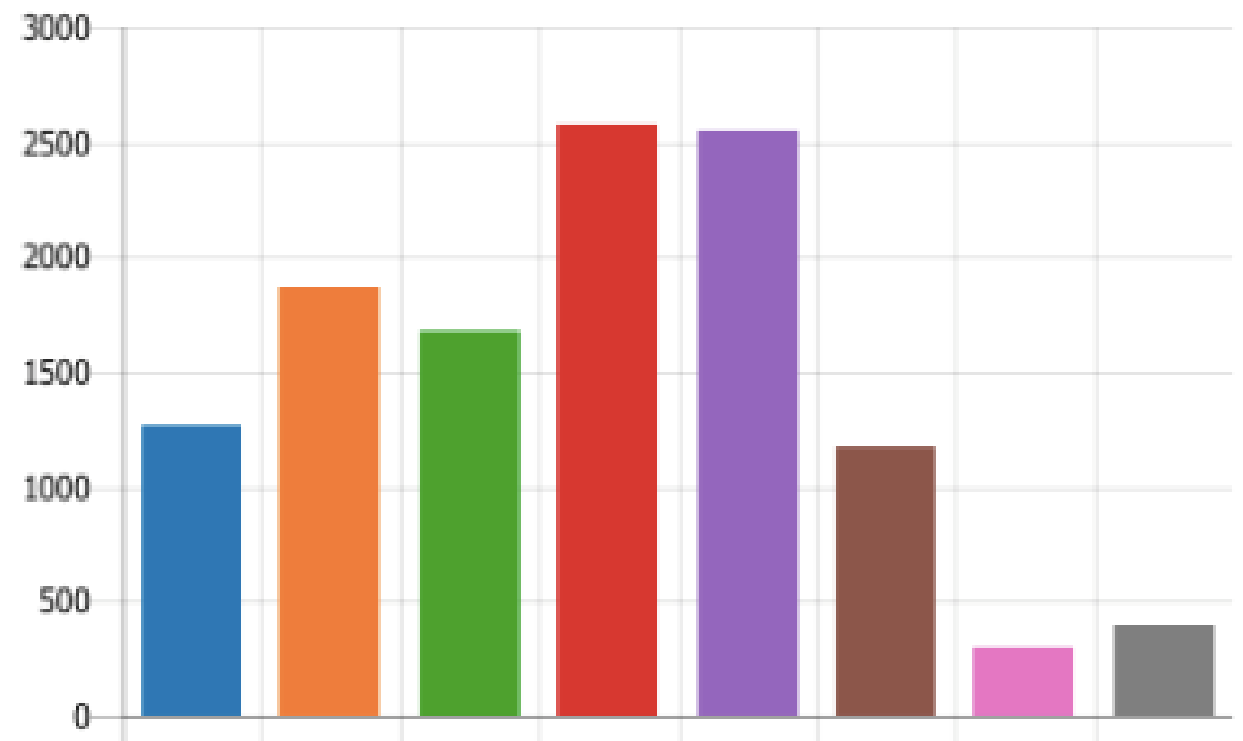
	I fully support this	1026
	I somewhat support this	704
	I don't support this	1150
	No opinion	48
	Other	294





COMFORTABILITY FACTORS

● Washington Department of H...	1262
● Symptom checks of employee...	1864
● Symptom checks required for ...	1679
● Classrooms and other gatheri...	2572
● Sanitizing supplies, including ...	2544
● Maintaining social distancing ...	1175
● There is nothing that will mak...	294
● Other	402





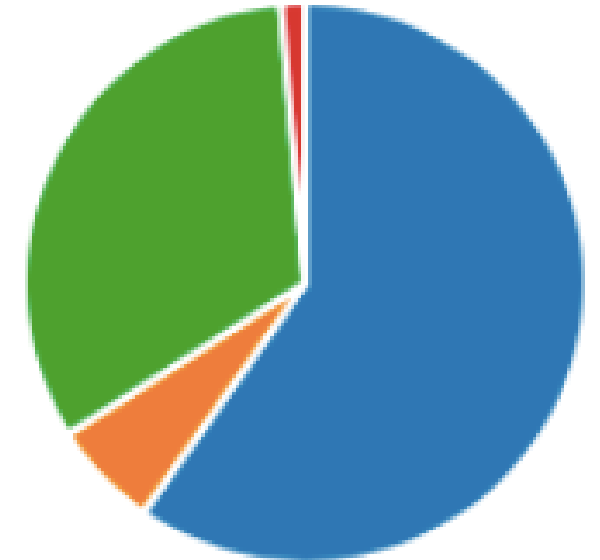
TRANSPORTATION





ATTENDING SCHOOL IN FALL

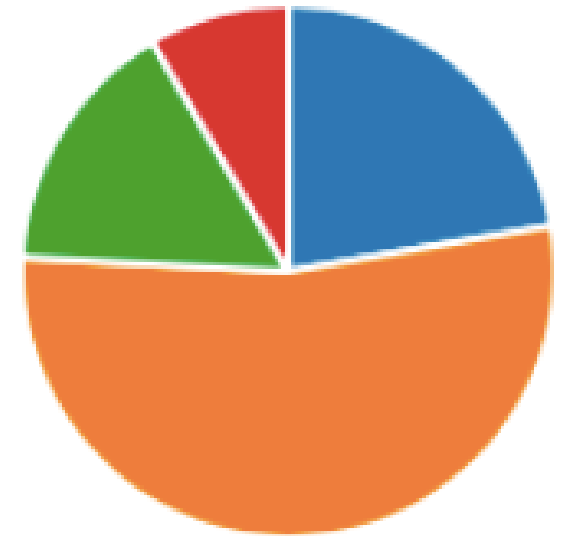
Yes	1925
No	199
Uncertain	1051
I will likely request other acco...	45





PREFERRED INSTRUCTIONAL MODEL

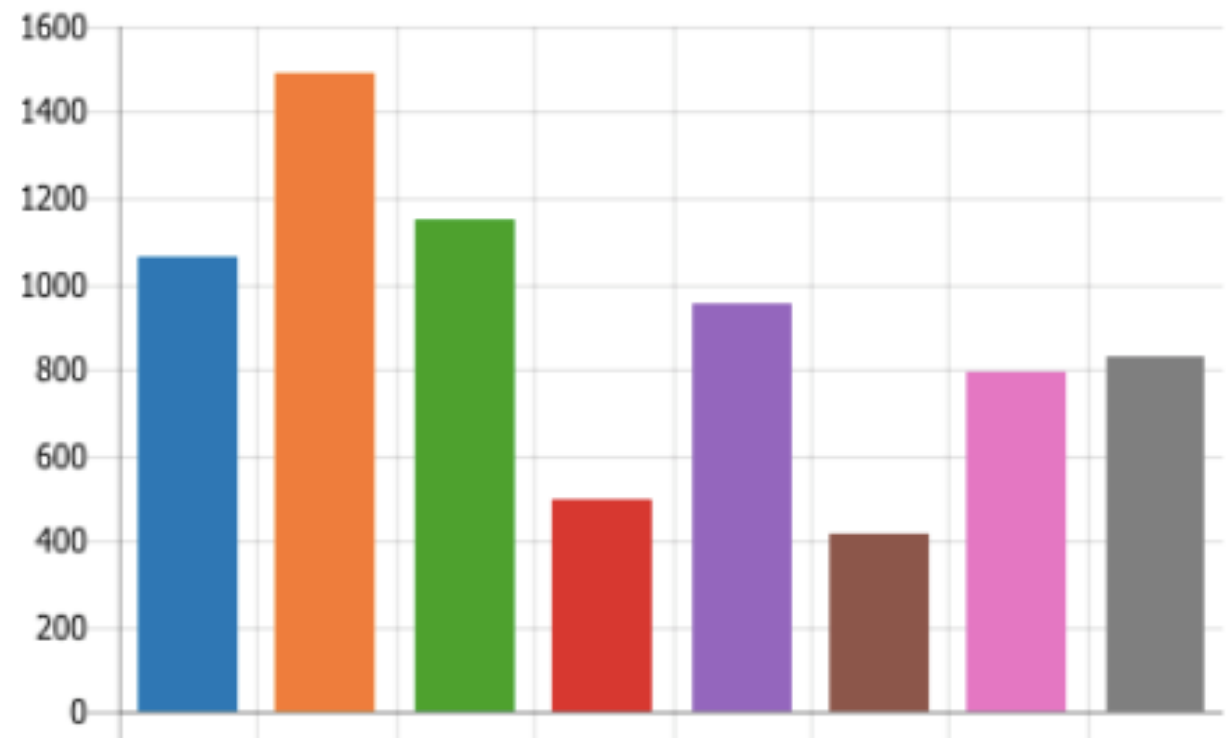
● All learning is conducted via C...	329
● A hybrid model that allows st...	792
● I plan to homeschool my child...	231
● I plan to enroll in my child(ren...	126





CONCERNS ABOUT RETURNING TO SCHOOL

Public health regulations not ...	1063
Classrooms and other student...	1493
Availability of disinfecting mat...	1149
Childcare/care for family mem...	496
Readjustment to classroom or ...	951
My child's transportation (e.g. ...	417
Having in-person interactions ...	793
Other	829



QUESTIONS





MODELS UNDER EXAMINATION

Continuous (Distance) Learning 2.0

Two week face-to-face/continuous learning

- In Person Instruction
- 4 days a week
- Rotating every other week (two weeks face-to-face) with Continuous Learning 2.0
- Mondays are Continuous (Distance) Learning

Half Day / continuous learning

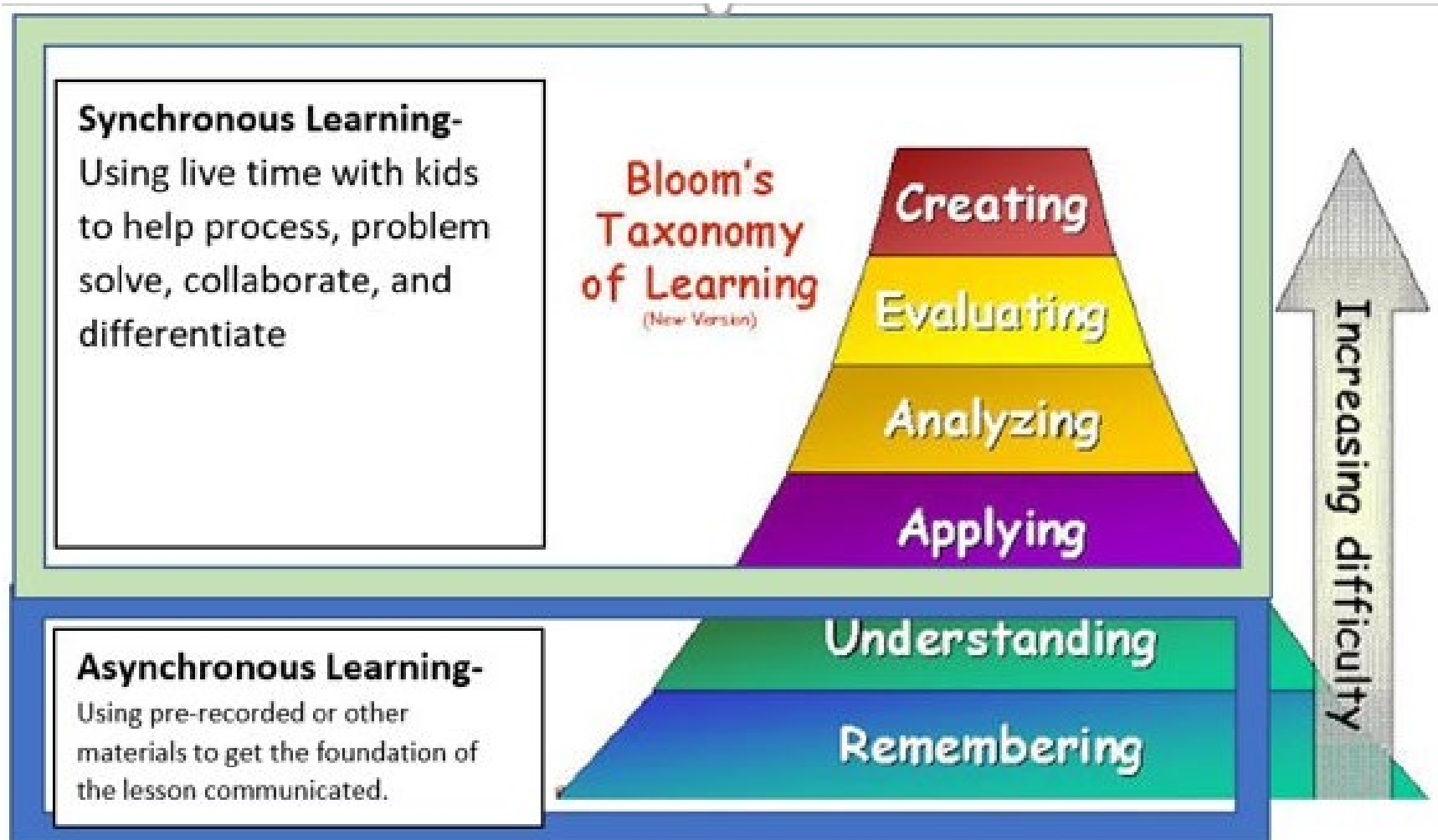
- In Person Instruction
- ½ day Instruction 4 days a week
- AM and PM schedule
- Supplement with continuous Learning 2.0
- Mondays are Continuous (Distance) Learning

A/B Schedule /continuous learning

- In Person Instruction
- A/B Schedule
- Tues/Thurs
- Wed/Fri
- Mondays are Continuous (Distance) Learning



SYNCHRONOUS VS. ASYNCHRONOUS





SOCIAL EMOTIONAL LEARNING (SEL)

- SEL will be embedded in all models.
- School counselor support of SEL could be done on Mondays and virtually in order to protect instructional time.
- Built in time for community circles within the elementary day and secondary class periods.
- Second Step (K-8) and Character Strong (9-12) would occur during on campus instruction.





COMMUNICATION AND GRADING



COMMUNICATION – GOALS & RATIONALE

Goal: To maximize learning and ensure school-family communication that is:

- **Predictable**---We know when to expect it
- **Accurate**---No mixed messages
- **Inclusive**---Meets the needs of each family
- **Reasonable**---It is not overwhelming





COMMUNICATION BIG PICTURE



Washington Office of Superintendent of
PUBLIC INSTRUCTION



PUYALLUP
SCHOOL DISTRICT
A Tradition of Excellence

Message from the Supt. Reykdal

“Families need their schools to use a consistent learning management system when school facilities close. This supports cohesive communication for families and ensures families do not need to learn and navigate more than one platform to support their children during continuous remote learning.

	Predictable	Accurate	Inclusive	Reasonable
	We know when and how to expect communication	No mixed messages	Meets the needs of each family	Clear and concise information
Staff	Consistent day and time for publishing information	Avoid educational jargon	Proactively assess needs and differentiate	Set guidelines for response times
Students & Families	Stay current on weekly plan	Seek clarification	Advocate for your needs	Expect responses within set parameters

Communication Plan (Instruction)		
OSPI Reopening Guide	PSD Expectation	What this looks like
Determine Predictable Communication	Schoology will become the sole method of instructional communication	*Weekly Schoology Update *Use of Schoology Calendar *Consistent organizational system
Include Family and Student Voice	Access to Schoology must be multifaceted	*Kiosks in the community *Wi-Fi access in school parking lots *24/7 Family & Student Survey
Culturally Responsive Engagement	Provide interpretation and translation services that address language and disability access	*Single point of contact *Embedded translating tool *Needs assessment

COMMUNICATION – NEWSLETTER

Predictable

- Common District-wide format
- Email sent on Fridays

Accurate

- Timely and complete information

Inclusive

- Allows for translation
- Written for readability
- Allows for school personalization

Reasonable

- ONE page of MOST important information



Weekly Newsletter

<https://translate.google.com/>

Principal Message

Predictable

Emailed out 4pm on Friday every week.

Accurate

Message peer reviewed prior to sending out

Inclusive

Language translation link at the top

Reasonable

One page, once a week

School news #1 (General news?)

School news #2 (Counseling section?)

School news #3 (Activities/Athletics?)

Important Dates

June 10 & 11, Textbook return

June 19, Last day of school

Common Links

[Community resources](#)

[Grades/attendance](#)

[Schoolology](#)

[Teacher Office Hours](#)

[WA colleges & universities](#)

Family 24/7 Survey

(Optional)

If [you have any feedback](#),
[please make use of this survey](#)

Need food/basic supplies?

Call 253-435-6300 or
[fill out this survey](#) and
we'll contact you.

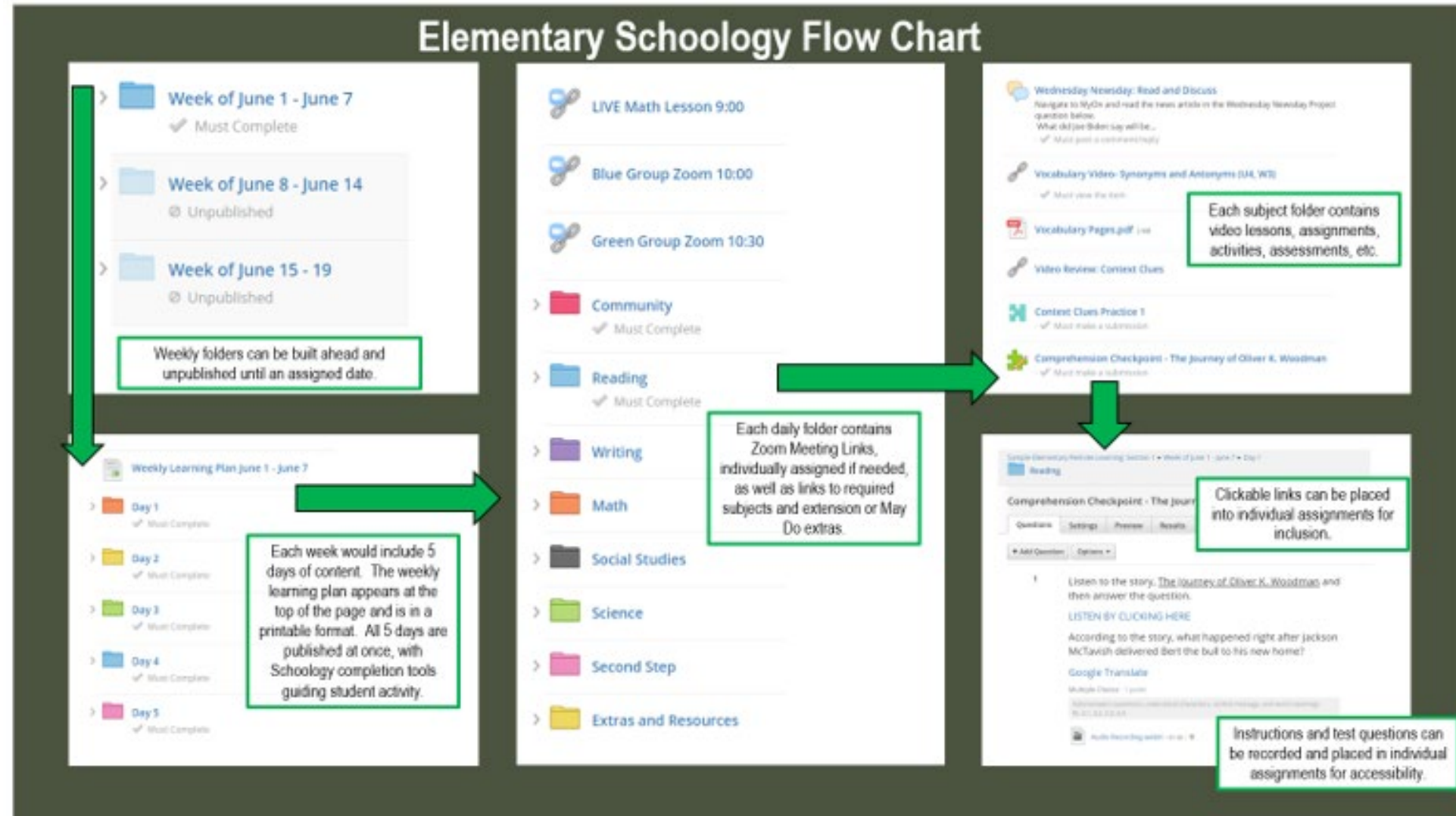
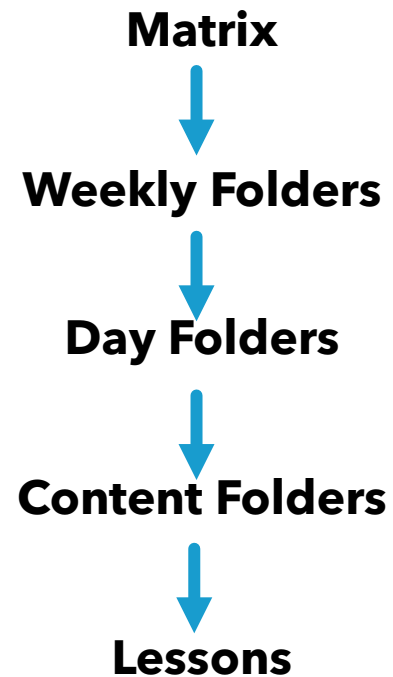
Need tech help?

Call 253.841.8600
7am-6pm, Monday-Friday, or
[you can submit a help desk ticket](#)

Need Other Support?

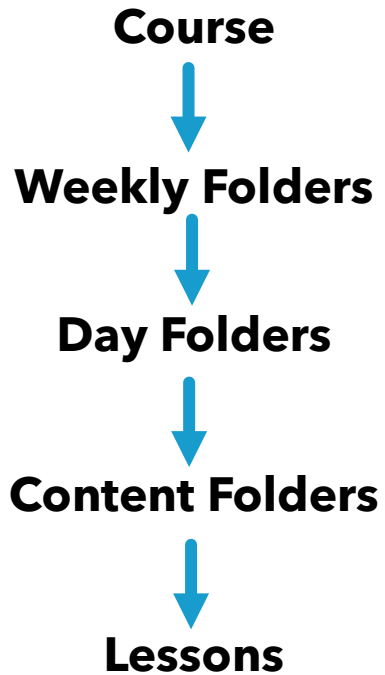
Contact us at Hunt
(contact email address)
253-841-8690

ELEMENTARY COMMUNICATION – SCHOOLOGY





SECONDARY COMMUNICATION - SCHOOLOGY



Teacher personalized message for the week.

Must include:

- Overview of the week
- Office hours
- Assignment due dates

 Mrs. Mattson ▸ ASL I: PERIOD 6 (Sem. 2)

1) Today, all ASL students will be taking the CTE Certification course/exam. This is a state requirement, and is not specifically linked to ASL skills. Students must earn an 80% to pass, but you have 5 attempts (my daughter piloted this exam and was done in less than 10 minutes with a nearly perfect score); please make sure you give yourself enough time to complete the exam with a passing score no later than Thursday 5/21-- this is a strict deadline as I have to submit student results to the district/state.

2) As always, you will find this week lessons in the folders: (Materials > Remote Learning Week-By-Week > May 18 - May 22)

Predictable

Weekly Learning Plan posted by 4pm on Friday every week.

Accurate

Naming system is consistent

Inclusive

<https://www.bing.com/translator> at the bottom of the message.

Reasonable

One post per week

May 18 - May 22

✓ Must Complete · 4 sections ·

May 26 - May 29

✓ Must Complete · 4 sections ·

June 1 - June 5

✓ Must Complete · 4 sections ·

June 8 - June 12

✓ Must Complete · 4 sections ·

MONDAY 5/18

✓ Must Complete · 4 sections

TUESDAY 5/19

✓ Must Complete · 4 sections

WEDNESDAY 5/20

✓ Must Complete · 4 sections

THURSDAY 5/21

✓ Must Complete · 4 sections

FRIDAY 5/22

✓ Must Complete · 4 sections

TUESDAY 5/19 194 KB

4 sections · ✓ Must view the item

Switched at Birth - S1 E2

4 sections · ✓ Must view the item

SAB S1 Ep2 Quiz

4 sections · Due Friday, May 22, 2020 at 11:59 pm ·

Weekly Folder

Daily Folder

Learning Materials



GRADING

Goals and Rationale for Elementary and Secondary

- Beginning in the fall of 2020, all secondary students (grades 7-12) in the Puyallup School District will receive grades as outlined in School Board Policy (Policy 2420 and 2420R) using the **PSD Grading Scale A through F**.
- Providing **feedback** to students in order to communicate growth and areas of concern.
- **Common forms for teachers** to communicate participation in various 2.0 activities to parents (Teams meetings, apps access, etc.).



GRADING – ELEMENTARY EXPECTATIONS

- Super Standards
- Bi-Monthly Participation Report sent out to families
- Rubrics aligned to elementary grading scale of 1, 2, 3, and 4 so that the grading process is clear for parents/guardians and students



Secondary grading and assessment practices outlined in Board Policy will be implemented if and/or when schools must shift to “Continuous Learning 2.0”, with the following considerations:

- Summative reassessment rules extended
- Due dates for student formative work will be flexible and reflect the reality of online student requirements.

QUESTIONS





CONTINUOUS (DISTANCE) LEARNING 2.0





CONTENT DELIVERY

Goals and Rationale

- Consistent expectations as much as possible with maximized teacher choice.
- Balance between synchronous and asynchronous learning that considers the age and abilities of the student audience.



CONTENT DELIVERY – ELEMENTARY EXPECTATIONS

- Live sessions daily with homeroom teacher
(recorded and posted)
- 30-60 minute session dedicated to Community Building
- Asynchronous Activities outside of live time.
Supported by short videos. Intentionally planned to align with live teaching content.



CONTENT DELIVERY – ELEMENTARY EXPECTATIONS

- Resource, EL, LAP, Title, OT, PT, Speech – 30 minutes per group per week to start.
- PE, Library, Music, Orchestra, Band – Live 20-30 minute sessions once per week that follow master schedule. Option to hold grade level sessions.
- Each Specialist and Interventionist will have their own Schoology Course that the homeroom teacher links to in their weekly communication and daily folders.



SECONDARY CALENDAR

Aligning Junior High and High School schedules provides consistency across the district.

Teachers would be only teaching synchronously for 30 minutes in each time window. The extra time allows for individual questions and answers with breaks for students and teachers.

Suggested PLC times built in.	
3rd- 10:30-11:00	All teachers teach in the front half of this block
3rd- 11:00-11:30	Built in PLC time
Lunch 11:30-12:00	Duty Free
4th- 12:00-12:30	Built in PLC time
4th- 12:30- 1:00	All teachers teach in the back half of this block

Period	Time
1 st Period	8:30-9:30
2 nd Period	9:30-10:30
3 rd Period	10:30-11:30
Lunch	11:30-12:00
4 th Period	12:00-1:00
5 th Period	1:00-2:00
6 th Period	2:00-3:00



SECONDARY CALENDAR

Recommendation for core academic classes:

- 5 Sessions per week, minimum 2 synchronous
 - AP Suggestion: 3 synchronous, 2 asynchronous
 - Non-AP Suggestion: 2 synchronous, 3 asynchronous
- SEL should be incorporated by instructor throughout each synchronous session in order to provide learners with support/coping/interaction/team building



SOCIAL EMOTIONAL LEARNING

- Embed SEL activities and curriculum in September to build classroom culture.
- Coordinate among departments or utilize a building-wide plan to avoid duplication with SEL/reflection activities
- Create an ongoing plan for tangible, documented outreach for kids who are struggling or not showing up at all.
- Recognize the need for students and families to voice challenges from the spring and guide them in building capacity when these arise.



POSITIVES AND CHALLENGES

Positives	Challenges
Students can work at their own pace	Wi-Fi access for all students
Schedules for learning can be adapted to meet families needs	Student engagement
Lessons can be reviewed multiple times	Meeting program specific requirements
Reduced exposure to COVID	Family and school schedule misalignment
	Language barriers

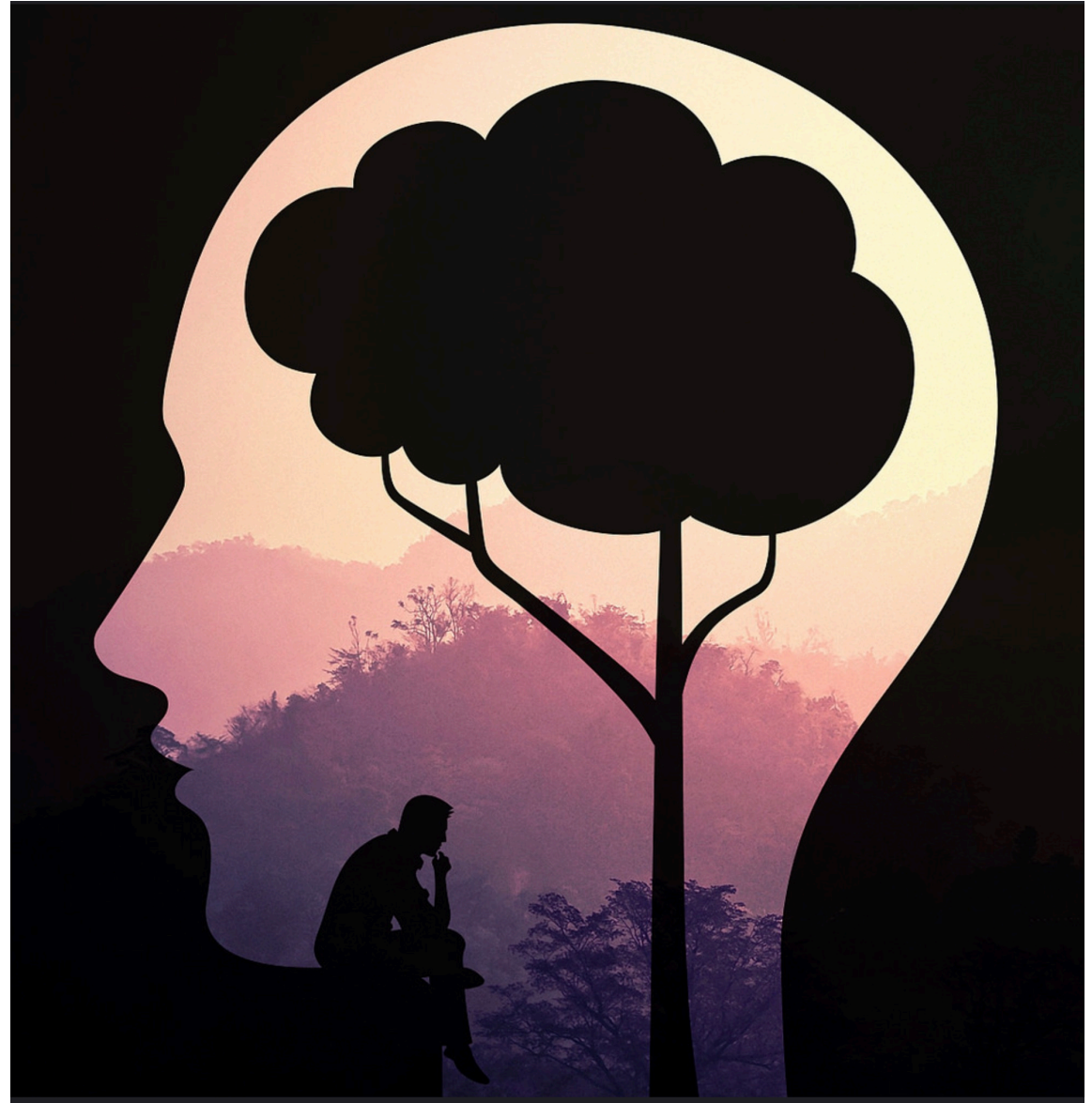
CONTINUOUS (DISTANCE) LEARNING 2.0

HEALTH & SAFETY

- There are no health and safety concerns regarding Continuous Learning 2.0



QUESTIONS





HYBRID MODELS





HYBRID: HALF DAYS INSTRUCTIONAL MODEL



Monday	Tuesday	Wednesday	Thursday	Friday
<ul style="list-style-type: none">PlanningCont. Learning 2.0CollaborationStudent/Teacher Office Hour	Class Periods 1,2,3 AM	Class Periods 4,5,6 AM	Class Periods 1,2,3 AM	Class Periods 4,5,6 AM
	½ of Elementary Class	½ of Elementary Class	½ of Elementary Class	½ of Elementary Class
	Class Periods 1,2,3 PM	Class Periods 4,5,6 PM	Class Periods 1,2,3 PM	Class Periods 4,5,6 PM
	½ of Elementary Class	½ of Elementary Class	½ of Elementary Class	½ of Elementary Class

Junior High Example

Tuesday & Thursday

Wednesday & Friday

Period	Time	Minutes		Period	Time	Minutes
1a	7:20 – 8:15 am Morning Announcements	55 min		4a	7:20 – 8:15 am Morning Announcements	55 min
2a	8:20 – 9:10 am	50 min		5a	8:20 – 9:10 am	50 min
3a	9:15 – 10:05 am	50 min		6a	9:15 – 10:05 am	50 min
Staff Lunch & Transition	10:05 – 11:05 am	60 min		Staff Lunch & Transition	10:05 – 11:05 am	60 min
1b	11:05 – 12:00 pm Afternoon Announcements	55 min		4b	11:05 – 12:00 pm Afternoon Announcements	55 min
2b	12:05 – 12:55 pm	50 min		5b	12:05 – 12:55 pm	50 min
3b	1:00 -1:50 pm	50 min		6b	1:00 -1:50 pm	50 min

***Mondays are for Continuous Learning 2.0 & Teacher Collaboration and Planning**

HALF DAY MODEL



OVERALL CONSIDERATIONS:



Students receiving special education services (Support Center, Resource, WRAP, Excel, Gateway, Advance, Deaf and Hard of Hearing (DHH), and KITE), students attending Walker High School, or students identified as McKenney-Vento may attend in-person learning all day Tuesday – Friday.



1 hour in between AM / PM Schedule is built in for cleaning, preparing for second session, and staff lunch.



To provide students with access to the instructor, it is suggested office hours occur on Monday. Office hours are an optional opportunity for students to drop-in via Teams to ask questions or get support from their teachers. Mondays should be reserved for collaboration, planning, and office hour student support or small group live sessions.



Lunches will not be served for students on half day schedule. Weekly breakfasts and lunches will continue to be provided on Monday. Lunches will be set aside for our special education students who attend in-person learning all day Tuesday – Friday.



HALF DAY MODEL – POSITIVES AND CHALLENGES

Positives	Challenges
Consistent in-person content 4 days a week	Transportation and childcare may be difficult for families to arrange
Ease of teacher planning	Sanitizing between AM and PM session may be tricky
No recess and lunch policies to modify	Smaller periods of time in-person, possibly further shortened by arrival/dismissal requirements
Shorter blocks of time wearing masks	General note: face masks limit view of mouths, difficulty for social emotional needs as well as sounds, etc.
Fewer students moving through campus	Specialist schedules will be tight, and may result in shorter blocks
2 full lengths periods a week of being face to face with students	Double transportation requirements and temperature checks
Students would be attending school four days a week	Childcare challenges
	Challenging for part time-time staff members

HYBRID: HALF DAYS

HEALTH & SAFETY

- Daily Health Checks (twice per day in this model)
- Disinfecting and Cleaning process in between AM/PM session
- Transitions: hallways, commons, cafeterias, flow of students/staff
- Classroom Configuration: Six feet distancing and capacity
- Health Room vs. Quarantine Space
 - Staffing and Space Challenges
- With two sessions per day, there is increased opportunity for viral transmission within the day

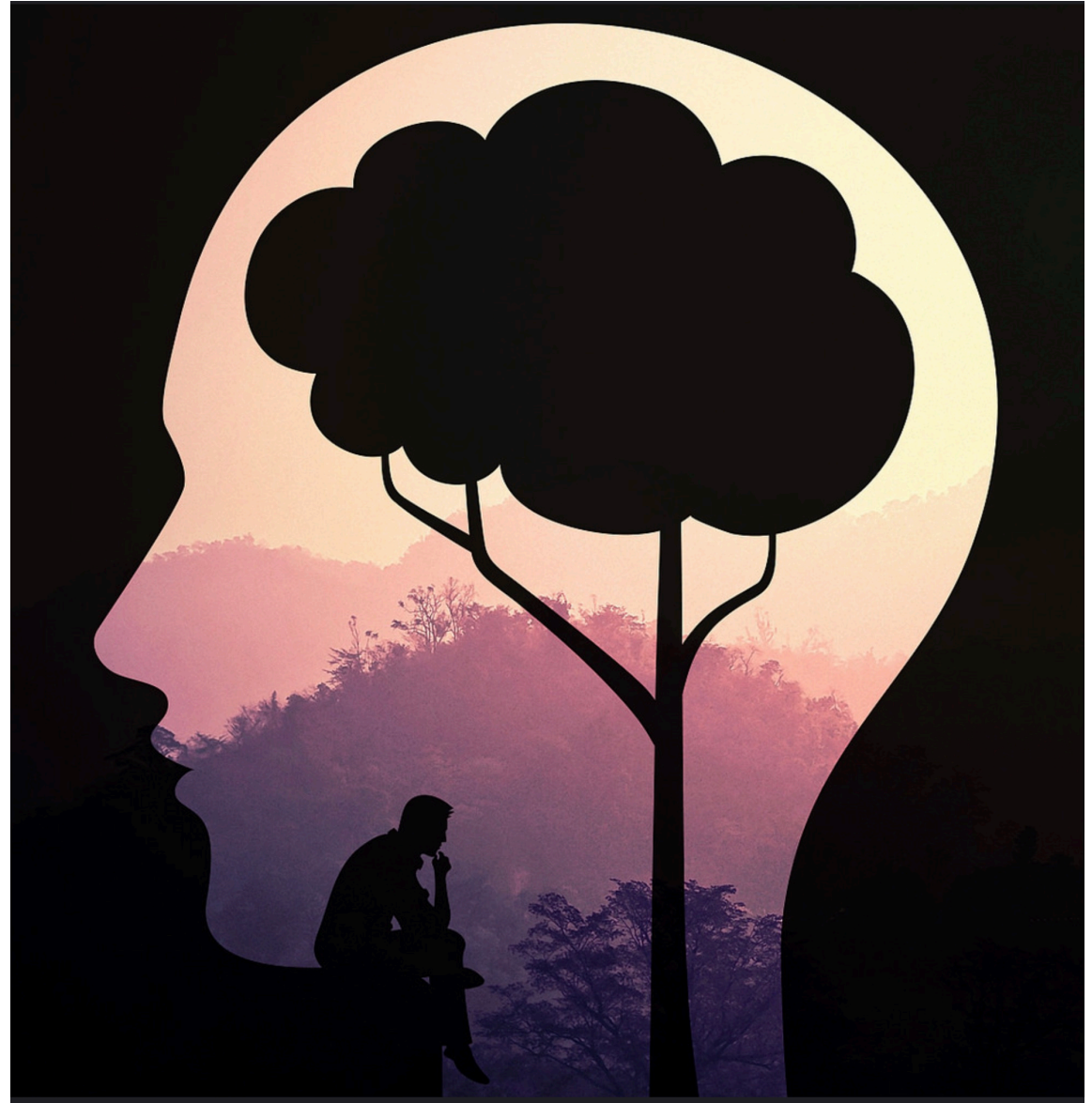
HYBRID: HALF DAYS

HEALTH & SAFETY

- Transportation
 - Twice the runs needed daily to accommodate two sessions
 - Increased runs needed to maintain social distancing (50% seat capacity-40 elementary students, 26 secondary)
 - Disinfect buses between each run: staff challenge
 - Not enough time between AM drop off and PM pick up
- Drop off/Pick up Process
- Food Service Model: Huge challenges



QUESTIONS



HYBRID: TWO WEEKS FACE-TO-FACE/CONTINUOUS LEARNING INSTRUCTIONAL MODEL



TWO WEEKS ROTATING

Instructional minutes to be served via onsite and continuous (distant) learning experiences at two-week intervals.

Day/Group	Monday	Tuesday	Wednesday	Thursday	Friday
Group A (half of class) Two Weeks	All students in at home learning Teacher Planning Time Team & Building Collaboration	On Site Learning	On Site Learning	On Site Learning	On Site Learning
Group B (half of class) Two Weeks		At Home Learning	At Home Learning	At Home Learning	At Home Learning
Session 2: Day/Group		Tuesday	Wednesday	Thursday	Friday
Group A (half of class) Two Weeks	Professional Development	At Home Learning	At Home Learning	At Home Learning	At Home Learning
Group B (half of class) Two Weeks	Feedback to at home learning group Design and create at home lessons/videos	On Site Learning	On Site Learning	On Site Learning	On Site Learning



MONDAY PROFESSIONAL DAYS

Monday Planning

Instructional planning
and collaboration on
Mondays

Planning T-F

E- 1x PE, 1x Music, 1x
Library time
S- Planning period
remains



Mondays would be an asynchronous day for students as teachers work collaboratively and plan instruction.



Teachers would need to shift planning from a M-F mindset to a T-M mindset.



Support students who are “furthest away from educational opportunity;” Non-instructional staff could also support students with all the other non-academic, but school related stuff.



ROTATION SCHEDULE

<u>Group</u>	<u>Instruction</u>	<u>Week</u>	<u>Unit of Study</u>
<u>A</u> <u>B</u>	<u>In-person</u> <u>Remote</u>	<u>Sept 7-11</u>	<u>1</u>
<u>A</u> <u>B</u>	<u>In-person</u> <u>Remote</u>	<u>Sept 14-18</u>	<u>2</u>
<u>A</u> <u>B</u>	<u>Remote</u> <u>In-person</u>	<u>Sept 21-25</u>	<u>3</u>
<u>A</u> <u>B</u>	<u>Remote</u> <u>In-person</u>	<u>Sept 28-Oct 2</u>	<u>4</u>

	S	M	T	W	T	F	S
			1	2	3	4	5
6		7	8	9	10	11	12
13		14	15	16	17	18	19
20		21	22	23	24	25	26
27		28	29	30			

- First Day of School
- Remote/Professional Learning
- Group A
- Group B



SAMPLE SCHEDULE

<u>CL 2.0</u>		<u>Model 2</u>
Period	Time	Time
Arrival/Check-in	-	8:10-8:30
1 st period	8:30-9:30	8:30-9:15
2 nd period	9:30-10:30	9:30-10:15
3 rd period	10:30-11:30	10:30-11:15
Lunch	11:30-12:00	11:30-12:00
4 th period	12:00-1:00	12:15-1:00
5 th period	1:00-2:00	1:15-2:00
6 th period	2:00-3:00	2:15-3:00
Dismissal	-	3:00-3:10
<u>Rationale:</u> Mirror that CL 2.0 as much as possible to allow for smooth transition between sessions and, if necessary, between CL 2.0 and Model 2.		

IN-PERSON LEARNING

SCHEDULE				
Group A at home learning & Group B in class learning				
Monday	Tuesday	Wednesday	Thursday	Friday
4 hours Teacher Planning	Content Instruction Mathematics ELA Science/SS RTI Second Step <small>*see district guidelines for instructional minutes</small>	Content Instruction Mathematics ELA Science/SS RTI Second Step <small>*see district guidelines for instructional minutes</small>	Content Instruction Mathematics ELA Science/SS RTI Second Step <small>*see district guidelines for instructional minutes</small>	Content Instruction Mathematics ELA Science/SS RTI Second Step <small>*see district guidelines for instructional minutes</small>
1 hour Collaborative Team Planning	Recess .5 hr. Teacher lunch	Recess .5 hr. Teacher lunch	Recess .5 hr. Teacher lunch	Recess .5 hr. Teacher lunch
.5 hour Teacher Lunch	Recess .25 hr x 2 <small>*per contract 15 min. break for teacher</small>	Recess .25 hr x 2 <small>*per contract 15 min. break for teacher</small>	Recess .25 hr x 2 <small>*per contract 15 min. break for teacher</small>	Recess .25 hr x 2 <small>*per contract 15 min. break for teacher</small>
1 hour Teacher Check In Check in with students on Mondays i.e. class meeting, MS forms tool, Schoology discussion thread	Community Building .25 hr	Community Building .25 hr	Community Building .25 hr	Community Building .25 hr
1 hour Feedback to Home Group	Specialist Time (in class) 1x per wk Music K-6 1x per wk PE 4-6 1x per wk Library K-6			
*CDC guidelines will determine recess format (#students, time outside, etc.)				

Instructional Blocks

ELA and Math Super Standards
 Science and Social Studies integrated or E/O day
 Second Step lesson (2x week) plus review
 Independent work reserved for at home rotation

Assessments

Complete district and state assessments in class

Review Day

Reserve part of "return to school" day for review of skills & expectations (T)

Regarding 1:1 Devices

All students will have access to a device



CONTINUOUS (DISTANCE) LEARNING

Skills Practice

- Teachers assign work using district curriculum that provides practice for skills taught during in-class instruction
- District adopted apps to supplement paper/consumable practice

Family Supports

- Support for families through Family University.

Instructional Schedule Considerations

- Elementary - Common weekly schedule and matrix
- Secondary - continued live teaching (whether in-person or remote) allows **students to stick to a schedule** and move forward with their learning in a consistent fashion.



POSITIVES AND CHALLENGES


Positives	Challenges
Full days with students allows for longer periods of teaching	Teachers unable to check in frequently with students at home (given the expectation to teach all day T-F). Access and instruction with students at home during this time will be limited.
Small groups of students for two weeks at a time may result in more intensive instructional opportunities	Two weeks away from direct instruction is not best practice when we consider long-term memory research
Skill acquisition could be greater with 2 weeks of consistent practice	Reteaching of expectations and review of academic skill required when returning after two weeks
In rotating groups of students, instruction follows the typical school day schedule	Concern about equitable outcomes when students are not in class for two weeks, without frequent opportunity for teacher supports
Two-week quarantine	Engagement may dip after a few days away from school as we saw with distance learning 2.0
	Extra curricular activities and sports



HYBRID: TWO WEEKS FACE-TO-FACE/CONTINUOUS LEARNING MODEL

HEALTH & SAFETY

- Daily Health Check: similar challenge for each model
- Disinfecting and Cleaning
- Transitions: hallways, commons, cafeterias, flow of students/staff
- Classroom Configuration: 6 feet distancing and capacity
- Cleaning and disinfecting at secondary level between class periods
- Health Room vs. Quarantine Space
 - Staffing and space challenges



HYBRID: TWO WEEKS FACE-TO-FACE/CONTINUOUS LEARNING MODEL HEALTH & SAFETY

- Transportation
 - Increased runs needed to maintain social distancing (50% seat capacity-40 elementary students, 26 secondary)
 - Routing challenges still exist but less complex
- Drop off/Pick up
- Food Service Model: Students not at school?



QUESTIONS





HYBRID: FULL DAYS A/B - TWO DAYS A WEEK INSTRUCTIONAL MODEL



Monday	Tuesday	Wednesday	Thursday	Friday
Traditional Late Start Time Block: Professional Learning & Staff Meetings. Remaining Time: PLC/ Planning/ Asynchronous Material Creation	A Group Present on site	B Group Present on site	A Group Present on site	B Group Present on site

A/B MODEL

- With this model students have three remote learning days and two on campus instruction (OCI) days.



Monday	Tuesday	Wednesday	Thursday	Friday
Traditional Late Start Time Block: Professional Learning & Staff Meetings. Remaining Time: PLC/ Planning/ Asynchronous Material Creation	A Group Present on site	B Group Present on site	C Group Present on site	Remote Learning Day

A/B/C MODEL- SECONDARY

If the A/B is not feasible to meet the social distancing requirements, we suggest an A,B,C model



IN-PERSON LEARNING

- Elementary and Secondary
 - Use of Super Standards
 - SEL component incorporated daily
 - Independent work is reserved for at home.
- Elementary
 - ELA and Math are taught daily
 - Science and Social Studies are on alternating days with an emphasis on incorporating in the ELA standards already being covered in class.
 - Some assessments can now be completed in person



CONTINUOUS LEARNING 2.0

- Elementary
 - Focus is to re-teach and reinforce skills that have already been taught in person.
 - Mondays – small groups live/recorded on Microsoft Teams, focused on Super Standards
 - Off-Campus Tuesday-Friday
 - Activities to follow CL2.0 Plan
- Secondary
 - Reinforcing skills taught live
 - Learning lower level content (Bloom's Taxonomy)
 - Mondays- Teachers plan & students' practice



INSTRUCTION AND PEDAGOGY- SECONDARY

Teachers need to communicate schedule in advance, so students have a clear picture of the expectations for the week.

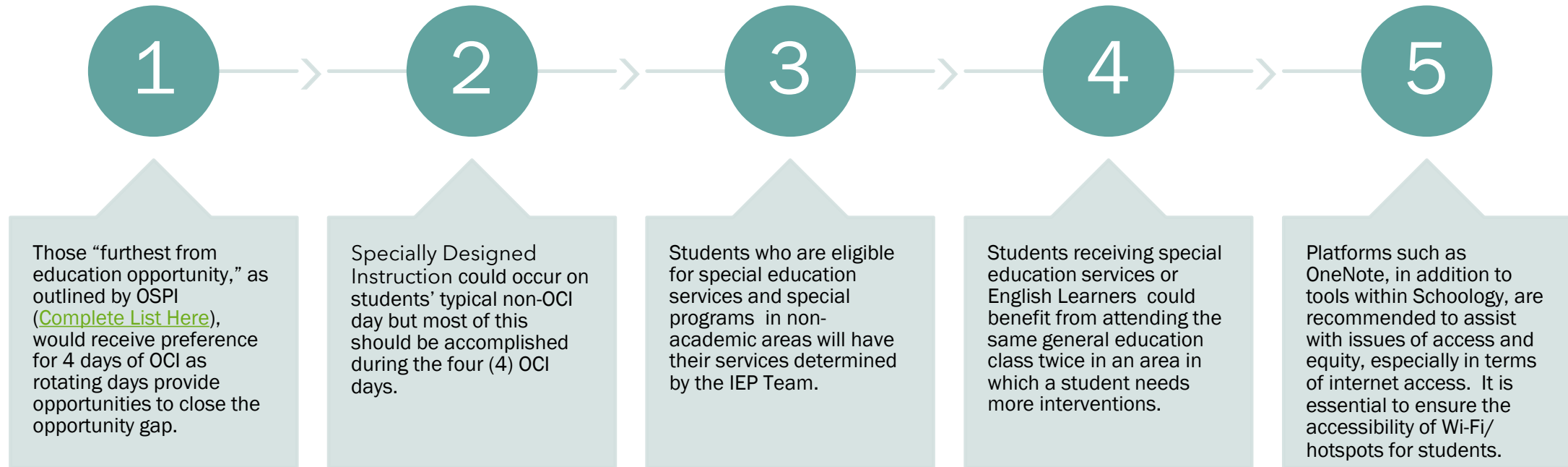
Because OCl is limited, lessons should focus on activities that ensure collaboration and student voice. Adjust assessment practices to allow summative assessment to occur on remote learning days when feasible.

Recorded sessions need to be offered to ensure equity for students who cannot join live sessions.

Additionally, a consideration to how we teach live lessons must consider that students who are participating via remote learning will have a different experience and **develop best practices around this layer of instruction.**



EQUITY AND INTERVENTION



CTE/MUSIC/ELECTIVE/SPECIALTY CLASSES



Arts and CTE are recommended to use a cycle of practice-performance by which remote learning opportunities are used to practice skills, access content, prepare for class so that OCI can be focused on performance in the arts and in-depth labs in the CTE classes



Due to dual credit opportunities, industry standards, and the mission to ensure students are both college AND career ready, we must ensure instructional needs and student access needs are met in order to provide students with the richness of these opportunities.



POSITIVES AND CHALLENGES

Positives	Challenges
The quality of lessons and the amount of time to cover the super standards won't be rushed, students will feel less pressure, and it is a schedule students are used to.	How to balance the time in class and meeting the needs of the students who are in distance learning on their day.
More time for students to collaborate and build relationships.	Incorporating lunch and recess for teachers and students (elementary)
On the A/B, rotating schedule, there is less time for gaps in learning.	Students are building relationships with only half of their classmates.
This model helps with paraeducators being able to reach out to support students and staff.	Planning for teachers may a bit difficult with only having a Monday to plan for the week.
Childcare is predictable.	General note: face masks limit view of mouths, difficulty for social emotional needs as well as sounds, etc.
Increases the feedback loop of students learning, practicing is timely and meaningful.	Covering the content in $\frac{1}{2}$ the amount of time will be tricky.



HYBRID: FULL DAYS A/B- TWO DAYS A WEEK

HEALTH & SAFETY

- Daily Health Checks: Similar challenge for each model
- Transitions: Hallways, commons, cafeterias, flow of students/staff
- Cleaning and disinfecting at secondary level between class periods
- Classroom Configuration: Six feet distancing and capacity
- Health Room vs. Quarantine Space
 - Staffing and Space challenges
- Food Service Model: Best option for team!



HYBRID: FULL DAYS A/B- TWO DAYS A WEEK

HEALTH & SAFETY

- Transportation
 - Special Ed routing: additional routes
 - Increased runs needed to maintain social distancing (50% seat capacity-40 elementary students, 26 secondary)
 - Communication with families on schedule
- Drop off/Pickup



MODELS UNDER EXAMINATION

Continuous (Distance) Learning 2.0

Two week face-to-face/continuous learning

- In Person Instruction
- 4 days a week
- Rotating every other week (two weeks face-to-face) with Continuous Learning 2.0
- Mondays are Continuous (Distance) Learning

Half Day / continuous learning

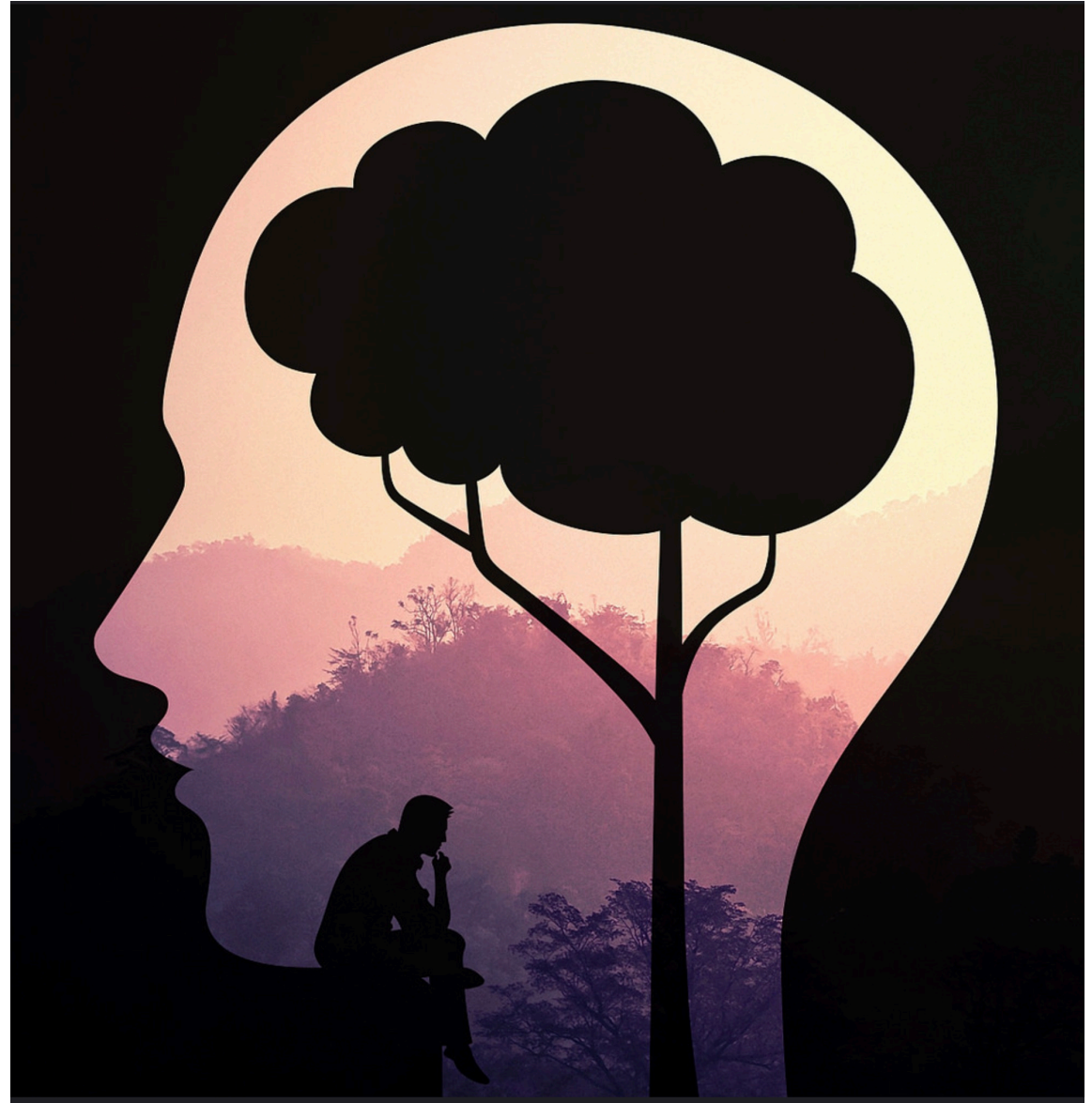
- In Person Instruction
- ½ day Instruction 4 days a week
- AM and PM schedule
- Supplement with continuous Learning 2.0
- Mondays are Continuous (Distance) Learning

A/B Schedule /continuous learning

- In Person Instruction
- A/B Schedule
- Tues/Thurs
- Wed/Fri
- Mondays are Continuous (Distance) Learning



QUESTIONS



MOVING THE WORK FORWARD

- Subcommittee of taskforce members will refine instructional and health and safety plans over the summer
- Instructional and health and safety plans will be vetted by departments and labor unions
- Board will consider taking action on the district's reopening plan in August



NEXT STEPS

