Board Study Session
A New Approach to Learning in Fall

Thursday, July 30, 2020
Agenda

Guiding Principles
Background
SBLSD Dial System - *Staged for Success!*
Distance Learning 3.0
  * Elementary Model
  * Secondary Model
Professional Learning
Next Steps
Guiding Principles

The following principles guide decisions, preparations, and actions as we work to reopen the Sumner-Bonney Lake School District.

✓ Comply with all health and safety requirements to protect the health and well-being of students, staff, and families

✓ Educate our students by offering as much face-to-face instructional time at school as possible

✓ Offer families the option of an improved, full-time distance learning model

✓ Build in flexibility knowing there might be times we’re required to transition to full-time distance learning for all students
Guiding Principles

✓ Regularly engage with families by seeking feedback and communicating often
✓ Decisions to reopen the district are best made by consulting with those closest to the problem, including school leaders, health officials, and community leaders
✓ We are responsible for meeting the needs of all students, including but not limited to the distinctive needs of students from low-income backgrounds, students with disabilities, and English language learners
✓ We are obligated to find ways to serve all students, even during times of disruption when remote learning requires students to connect from home
Background for a New Approach

Medical Director for Tacoma-Pierce County Health Department issued a message 7/23/20....

“Based on the COVID-19 disease activity in Pierce County and our region, I do not feel it is safe to open schools in September for traditional classroom learning.”

KIRO 7:

Chen said in-person instruction will cause the numbers to climb even higher.
“If we wait until we see the deaths, it’s too late, there will be nothing we can do at that point.”
Pierce County is experiencing widespread and accelerating community transmission. Every measure of disease activity has increased since we went from Phase 1 to 2 at the beginning of June:

- Our 14-day average of cases jumped from the teens to 85 a day. It has been on a straight line up since mid-June
- Single day counts have hit triple digits three times in the past week. The high of 118 eclipses the peak of 77 in April
- Our total case rate over 14 days is 132 per 100,000. It was 16 when we went from Phase 1 to 2 at the beginning of June and far exceeds the state target of 25
- Test positivity rate is increasing
- Hospitalizations, a lagging indicator, are starting to increase
- On Friday, we reported 5 new deaths, another lagging indicator, the highest number of deaths we have reported in months

(Information from Dr. Anthony Chen, July 24, 2020)
Pierce County Safe Start Metrics

14-Day Case Rate Per 100,000
Case rate as of 6 days ago. Rate is 140.7 without reporting delay. Target: ≤25
This gauge is updated daily.

Average Cases Per Day/14 Days
As of 6 days ago. Without the lag the average is 90.6. Target: ≤16
This gauge is updated daily.

https://www.tpchd.org/healthy-people/diseases/covid-19-pierce-county-cases/
*Graphs are updated daily, information captured is from 7/29/20
While we know that children are less severely affected than older adults, we know:

- They do get infected
- They can spread it to other children and adults
- Some have died (not in Pierce County)
- Some will develop a rare, severe immunologic syndrome
- Countries that have reopened schools but have suffered resurgent, widespread community transmission (eg, Israel) have seen outbreaks infecting thousands of students and staff
For our districts who make the difficult choice to go online this fall, they will need to have plans in place to:

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**

3. **Continue providing school meals** to the students who rely on them;

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; and

5. **Weekly schedules** for each student, **daily engagement or assigned work** for each student, and requirements for **daily attendance**. Meet the number of **instructional days and hours** required in state law.
SBLSD DIAL SYSTEM

Staged for Success!

100% DISTANCE LEARNING
6 stages for learning allow education to pivot at any time between distance, hybrid and in-person learning

These stages will be determined by the impacts of a changing health situation, available resources, and direction from OSPI, our Governor and our Health Department(s)

As the public health situation continues to evolve, the District and the Sumner-Bonney Lake Education Association will continue to work together to refine and implement these stages
100% Distance Learning: Stage 1

All students participate in distance learning provided by District staff.

School buildings closed for access.
100% Distance Learning: Stage 2

All students participate in distance learning provided by District staff. Staff will have limited and monitored access to school sites for the purpose of planning and delivering online instruction.

EXCEPTION: Schools may provide instruction to students who need additional intensive learning support remotely if possible, or in-person when that is the only effective delivery method as determined by an individualized education plan (OSPI Memo 7/22/20).
Hybrid Learning: Stage 3

Students in greatest need of additional support participate onsite with in-person instruction or support two (2) or more days a week as determined by set criteria.

All other students participate in distance learning provided by District staff.

Staff able to be onsite for the purpose of planning and delivering instruction.
Hybrid Learning: Stage 4

All students from Stage 3, as well as *all* K-3 students 2 days per week onsite. All other students participate in distance learning provided by District staff.

Staff able to be onsite for the purpose of planning and delivering instruction.

*K-3 families wishing to remain in distance learning will have the opportunity to continue using services provided by a 3rd party online provider.
Hybrid Learning: Stage 5

K-3 students onsite at least 2 days per week.

Students in grades 4-12 participate onsite with in-person instruction two (2) days a week.

Staff able to be onsite for the purpose of planning and delivering instruction.

*4-12 families wanting to remain in the distance learning model will be given the choice to transfer to an online program delivered by an online 3rd party service provider. Admission into the online program can only happen at semester. Before high school students transfer to the online program, they will need to meet with their guidance counselor to make sure classes and credits are aligned to the student’s High School and Beyond Plan.
100% In-Person Learning: Stage 6

All students and staff participate onsite with in-person instruction five (5) days a week.

K-12 students who have previously selected the online program must continue in this model through the end of the school year.
Distance Learning 3.0

myviewboard.com
Distance Learning 3.0

Overarching Tights:

• Focus on priority standards
• Utilize Core 4 Technology Platforms
  – Google Classroom, Google Drive, Zoom, Screencastify
• Student engagement is required
• Parents are NOT expected to be teachers
• Provide family with reliable and consistent schedule
  – Hold weekly office hours to support student learning
  – Assignments for following week dropped on Friday
Distance Learning 3.0

Overarching Tights Continued:

• Regular communication with families regarding student learning and for support opportunities
• Must meet day and minute requirements per OSPI
  – 180 days
  – Minimum 1027 average district hours (1000 hours grades 1-8, 1080 hours grades 9-12)
  – Commitment to ensuring students with IEPs or 504 plans are provided their educational services in compliance with state and federal guidelines
Elementary Model
# Elementary Schedule

## ELEMENTARY FULL TIME DISTANCE LEARNING

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td><strong>Daily Class Zoom (60 minutes synchronous teaching between the hours of 8:00 - 9:00 a.m..)</strong></td>
<td><strong>20-30 minutes Student Connection-Character Traits, Second Step, Mindfulness, Purposeful People, Community Circle</strong></td>
<td><strong>Minimum of 30 minutes Whole Group Learning/review of asynchronous learning: ELA or Math Focus (priority standards)</strong></td>
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### Monday (50 Minutes)

**ELA (Priority Standards)**
- Teacher assigned work
- Student directed learning
- Online practice
  *Integrated with Science/SS*

### Tuesday - Friday (75 Minutes)

**ELA (Instruction based on Priority Standards using district adopted curriculum/programs)**

**Teacher-Directed Learning**
- Asynchronous videos to support new learning
- Access CKLA V.2 Readers: K-1 phonetically connected text (code)
- Exit Tickets/performance tasks to demonstrate Mastery

**Student-Directed Learning**
- Choice Board/Learning Pathways: Menu options
- Genius Hour (weekly) for independent research and project centered learning

Includes Online Platforms for Practice 15 mins per day
- Lexia Core5

- Assigned readings/videos to build understanding
- Writing Prompts

- Read to Self Choice Book/Listen using Storyline
- GoFormative Assessments
### Choice Reading (30 minutes daily)
- Read to self or someone else
- Listen to someone read to you-following along
- Listen to books on Storyline

**Regional Librarians:** Support elementary with creating social studies choice boards (K-1, 2-3, 4-5) to integrate into ELA block or for Genius Hour. Creative interactive read alouds with selections that highlight diversity and culture to connect to equity work and posted in google classroom.

<table>
<thead>
<tr>
<th>Monday (50 Minutes)</th>
<th>Tuesday - Friday (75 Minutes)</th>
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<tbody>
<tr>
<td><strong>MATH</strong></td>
<td><strong>MATH</strong> (Instruction based on Priority Standards using district adopted curriculum/programs)</td>
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<tr>
<td>Instruction based on Priority standards using district adopted programs(s)</td>
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</tr>
<tr>
<td>*Time should include new learning and independent practice</td>
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</tr>
<tr>
<td><strong>Teacher-Directed Learning</strong></td>
<td>- Zearn or Khan Academy</td>
</tr>
<tr>
<td>- Asynchronous videos to support new learning</td>
<td>- Exit Tickets/assigned problem sets using workbooks, Google Forms, GoFormative, or Assersions resources</td>
</tr>
<tr>
<td>- Exit Tickets/assigned problem sets using workbooks, Google Forms, GoFormative, or Assersions resources</td>
<td>- Student-Directed Learning</td>
</tr>
<tr>
<td><strong>Student-Directed Learning</strong></td>
<td>- Problem Solving/Scenarios Menu: Estimation 180</td>
</tr>
<tr>
<td>- Problem Solving/Scenarios Menu: Estimation 180</td>
<td>- 3-Act Tasks</td>
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<tr>
<td>- 3-Act Tasks</td>
<td>- Math Performance Tasks</td>
</tr>
<tr>
<td>Includes Online Platforms for Practice 15 mins per day</td>
<td>- Zearn - Asynchronous Eureka Math Lessons w/independent practice</td>
</tr>
<tr>
<td>- Dreambox - computer adaptive</td>
<td>- Xtramath-fluency practice</td>
</tr>
</tbody>
</table>
# Elementary Cont.

<table>
<thead>
<tr>
<th>Lunch (30 mins)</th>
<th>Lunch (30 mins)</th>
<th>Lunch (30 mins)</th>
<th>Lunch (30 mins)</th>
<th>Lunch (30 mins)</th>
</tr>
</thead>
</table>
| 30 min. Recess (Brain Break)  
Choose from Menu of activities or engage in free play (OFF SCREEN TIME)  | 30 min. Recess (Brain Break)  
Choose from Menu of activities or engage in free play (OFF SCREEN TIME)  | 30 min. Recess (Brain Break)  
Choose from Menu of activities or engage in free play (OFF SCREEN TIME)  | 30 min. Recess (Brain Break)  
Choose from Menu of activities or engage in free play (OFF SCREEN TIME)  | 30 min. Recess (Brain Break)  
Choose from Menu of activities or engage in free play (OFF SCREEN TIME)  |

<table>
<thead>
<tr>
<th>Monday (45 Minutes)</th>
<th>Tuesday - Friday (45 Minutes)</th>
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</table>
| **Flex Specialist:**  
Choose from Menu of activities:  
- STEM Choice Menu  
- Fitness Menu  
- Music Menu | **Specialist (Fitness, Music, STEM, SEL)**  
- Each specialist will teach 3 classrooms per day via zoom 30 minutes  
- Each specialist will hold 30 minutes of office hours daily for parent/student support  
- Choice Menus will be developed for days students do not have a zoom session with specialist |
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday - Friday (45 Minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No WIN time on Mondays</strong></td>
<td><strong>WIN Time: (What I Need) 45 mins.</strong></td>
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<tr>
<td></td>
<td>• Small group Zoom Intervention (phonics for Reading, Rewards, Kilpatrick routines, etc.) as needed.</td>
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<tr>
<td></td>
<td>• SDI-Specially Designed Instruction for students on IEPs</td>
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<tr>
<td></td>
<td>• Small Group Zoom: Enrichment as needed</td>
</tr>
<tr>
<td></td>
<td>• Menu of Enrichment Choice Activities</td>
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<tr>
<td></td>
<td>• Review of essential standards and skills practice as needed</td>
</tr>
<tr>
<td>Monday (60 Minutes)</td>
<td>Tuesday - Friday (60 Minutes)</td>
</tr>
<tr>
<td><strong>Students Independent Work</strong></td>
<td><strong>OFFICE HOURS (60 minutes T-F)</strong></td>
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<tr>
<td></td>
<td>(One hour between the hours of 1:00 - 3:00 p.m. with consistent time block posted on the Google Classroom Calendar)</td>
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<td></td>
<td>- Zoom and/or email communication with students and families</td>
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<td></td>
<td>- Share students progress</td>
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Elementary - Monday Schedule

Staff Schedule:

• 1 hour SEL Zoom
• 1 hour PLC time focused on four Essential Questions
• 1 hour collaborative planning with team to prepare for next week’s lessons
• 1 hour structured District directed professional learning time
  – Distance Learning
  – Equity
• 1 hour structured Building time
  – Analyze student data with LAP/LS
  – Professional Learning - equity, curriculum, priority standards
Secondary Model
<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full Distance Learning/Hybrid Model or In-Person</strong>&lt;br&gt;In Full Distance Learning, students and teachers focus on three periods per day Tuesday-Friday. In the Hybrid Model, students and teachers focus on six periods per day.</td>
<td></td>
</tr>
<tr>
<td>120 minutes of work per class per day, three period focus per day in <strong>Full Distance Learning</strong> (includes time with teachers and independent student learning)</td>
<td></td>
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<tr>
<td>OR</td>
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</tr>
<tr>
<td>60 minutes of work per class in periods 1-6 in <strong>Hybrid Model</strong> (includes time with teachers and independent student learning)</td>
<td></td>
</tr>
<tr>
<td>Students earn 0.5 credit for periods 1-6</td>
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Secondary Cont.

Students may work on independent student learning for classes at any point. Required Zoom sessions will occur on specific days. Alternate activities to the required Zoom sessions must be provided for students who are unable to attend at that specific time.

<table>
<thead>
<tr>
<th>Monday*</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Condensed Periods 1-6 Focus</strong></td>
<td><strong>Focus on Periods 1,3,5</strong></td>
<td><strong>Focus on Periods 2,4,6</strong></td>
<td><strong>Focus on Periods 1,3,5</strong></td>
<td><strong>Focus on Periods 2,4,6</strong></td>
</tr>
<tr>
<td>35 minutes of asynchronous work per class</td>
<td>120 minutes of work per class in periods 1,3,5 (includes time with teachers and independent student learning)</td>
<td>120 minutes of work per class in periods 2,4,6 (includes time with teachers and independent student learning)</td>
<td>120 minutes of work per class in periods 1,3,5 (includes time with teachers and independent student learning)</td>
<td>120 minutes of work per class in periods 2,4,6 (includes time with teachers and independent student learning)</td>
</tr>
</tbody>
</table>

<p>| 8:00AM-9:00AM: PLC Time (Four Questions) | 8:30AM 50 minutes: Required** synchronous instruction and support for Period 1 | 8:30AM 50 minutes: Required** synchronous instruction and support for Period 2 | 8:30AM 50 minutes: Required** synchronous instruction and support for Period 1 | 8:30AM 50 minutes: Required** synchronous instruction and support for Period 2 |
| 9:00AM-10:00AM: Collaborative Planning (with PLC) | 9:30AM 50 minutes: Required** synchronous instruction and support for Period 3 | 9:30AM 50 minutes: Required** synchronous instruction and support for Period 4 | 9:30AM 50 minutes: Required** synchronous instruction and support for Period 3 | 9:30AM 50 minutes: Required** synchronous instruction and support for Period 4 |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00AM-11:00AM: Individual Planning</td>
<td>10:30AM 50 minutes: Required** synchronous instruction and support for Period 5</td>
</tr>
<tr>
<td>11:00AM-12:00PM: Lunch and Break</td>
<td>30 minutes: Lunch</td>
</tr>
<tr>
<td>12:00PM-1:00PM: Structured Building Time</td>
<td>60 minutes: Individual Planning</td>
</tr>
<tr>
<td>1:00PM-2:00PM: Structured District Time</td>
<td>60 minutes: Office Hours/Support for Incompletes (Between 7:30AM-4:00PM; not during Required Synchronous Instruction, student lunch, or building/district meeting times)</td>
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</tbody>
</table>
## Secondary Cont.

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>2:00PM-3:00PM: Office Hours</td>
<td>Independent student learning time includes 60-70 minutes of asynchronous activities, videos, and practice per class (60 minutes during Advisory weeks)</td>
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<tr>
<td>2:00PM-3:00PM: Office Hours</td>
<td>Independent student learning time includes 70 minutes of asynchronous activities, videos, and practice per class</td>
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**3:00PM-3:45PM: Individual Planning**

- 20 weeks during the year: Built in 30-minute “9th hour” for SEL, Advisory

**From an equity standpoint, students must be provided with an alternate learning activity if they cannot attend the “required” Zoom sessions at the specified time.**
Secondary - Monday Schedule

Staff Schedule:

• 1 hour PLC time focused on four Essential Questions
• 1 hour collaborative planning with team to prepare for next week’s lessons
• 1 hour Zoom office hours
• 1 hour structured District directed professional learning time
  – Distance Learning
  – Equity
• 1 hour structured Building time
  – Analyze student data with LAP/LS
  – Professional Learning - equity, curriculum, priority standar
Professional Learning
Professional Learning

Staff will engage in minimum of 7 hours of professional learning before school starts.

Topics include:

- Zoom, Screencastify, Google Classroom, Distance Learning
- General use of technology
- **Best practices related to distance learning** - classroom management, student feedback, assessment, communication with families and students, creating instructional videos, building relationships, teacher clarity, engagement strategies, instructional design
Ongoing Professional Learning for Staff

• Teacher Leaders and Administrators participated in sessions in June
• Staff participating in optional modules this summer
• Continued access to modules that can be accessed asynchronously
• Just-in-time topics: weekly via Zoom sessions and school-based professional learning
Training for Families and Childcare Providers

- Orientation to Core 4 technology tools
- Classroom teacher presentations on course specific tools and overview of course expectations
- Instructional videos
- Quick Resource Guides
Next Steps:

Communicate the new approach with staff and parents
Hold webinars for families and childcare providers on distance learning
Continue planning for reopening
Board meeting on August 12th
  Reopening plan and resolution for approval
Board meeting on August 19th
Professional learning for staff continues
School opens September 8th
Questions??