

# Return to Learn

## Planning for 2020-21



**Staff Webinar Series #2**  
**July 29, 2020**



# Sharing Questions in Today's Webinar



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# Our Time Today

## GROUND CONTEXT AND KEY INFORMATION (6 min)

- Grounding our work
- Recap of 7.15 webinar and survey

## REVIEW OUR CURRENT MODEL AND PLAN (15-20 min)

- **Our model:** Distance Learning
  - Lessons learned
  - Week in the life
  - Day in the life

## KEY UPDATES ON SUPPORTS FOR EMPLOYEES (10 min)

- Update on leaves
- Supports for students and families
- Ongoing work and Timeline

## Q&A (15-20 min)

## WHAT TO EXPECT (2 min)

- What is next and what to expect in the month of August and beyond

# **BUILDING CONTEXT**



# OUR PROMISE

Every student in Highline Public Schools is known by **name, strength and need**, and graduates prepared for the **future they choose**.

# Our Guiding Principles

## WE WILL...

- **Be guided by Our Highline Promise** to know every student by name, strength and need so they graduate prepared for the future they choose.
- **Follow public health guidelines** to protect the health and safety of students, staff, and families.
- **Engage our families, students and staff to the best of our ability** given the short timeline to understand how to address their needs.
- **Prioritize the needs of students who are most reliant on the educational system.**
- **Provide every student with the opportunity for in-person instruction to the extent possible** within the requirements of public health and safety guidelines.

# Our Staff



# WHAT WE KNOW



# Staff and student safety is paramount

## What we know and have heard from you...

- Infection rates in King County are projected to get worse before they get better
- Over **35% of staff** identify as being in a high-risk group for COVID infection
- Nearly **29% of our teachers** live with or care for someone in a high-risk group



# Our Models



## VIRTUAL ACADEMY

- Separate Highline school
- Families would “opt in” anticipating full year enrollment
- Grades K-12
- Online/virtual instruction with support from teachers
- 6 credits a year for high school students
- Learning curriculum TBD

## HYBRID

- 2 days remote learning during the hybrid model (only 50% of students in the building to allow for physical distancing)
- Taught by assigned school level staff
- Using Seesaw (Elementary) and Google classroom (Secondary)
- Aligned with HPS frameworks and GVC
- Ability to transition quickly from hybrid to distance learning and back to hybrid

DELAYED to SY21-22

WHEN ALLOW CONDITIONS

# Our Model



## FULL DISTANCE LEARNING

- 5 days a week distance learning
- Combination of synchronous and asynchronous model
- Taught by assigned school level staff
- Primary platforms: Seesaw (Elementary) and Google classroom; Third party tools are available to support learning in the primary platforms
- Aligned with HPS frameworks and GVC
- Canvas will be used to support adult learning for staff

# Remote learning: Staff survey responses

*Q: Do you think you can work remotely and fulfill your job responsibilities from home?*

%Staff reporting "Yes" by school-level

Frequency of reasons reported for the  
**20%** of Elem teachers reporting "No"

Insufficient training: **58%**

Need to be onsite: **44%**

Insufficient equip: **29%**

Teachers

Elementary

**80%**

Secondary

**82%**

Teachers

Frequency of reasons reported for the  
**18%** of Sec teachers reporting "No"

Insufficient training: **58%**

Insufficient equip: **42%**

Need to be onsite: **23%**

Frequency of reasons reported for the  
**38%** of Elem paras reporting "No"

Need to be onsite: **67%**

Insufficient training: **30%**

Paras

**62%**

**68%**

Paras

Frequency of reasons reported for the  
**32%** of Sec paras reporting "No"

Need to be onsite: **69%**

Insufficient equip: **19%**

Insufficient training **19%**

**Access to technology:** Additional laptops and hot spots to support students and staff, as well as iPads to support PreK-1 and students with 504 plans and accomodations

**Communicating with students and families:** Remind platform to support communication and engagement with students and families

[illegible]

**Student access:** Students need devices and access to wifi.

**Predictability and flexibility with structure:** Routines and a fine-balance between structure and flexibility is essential for student and staff experience and achievement

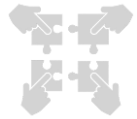
# Key Terms Defined



**Asynchronous Instruction:** Students engage in learning at their own pace



**Synchronous Instruction:** Live instruction and communication



**Teaching Team Collaboration:** Teachers and school staff--including paraeducators and specialists--assigned to the same cohort of students to review formative assessment data, plan lessons for the following week, and strategize reaching all students



**Small Group Synchronous Instruction:** Teaching team uses Zoom to provide targeted instruction based on formative assessments. (Focus on students who need additional language support and students with IEPs)

# Guiding Principles for Distance Learning 2.0



## Academic

- **Acceleration:** Provide students access to grade-level work on priority standards identified by the district
- **Real-Time Instruction:** Use in-school and synchronous time for live activities that provide the greatest impact on student learning

## Social Emotional

- **Social-Emotional Support:** Anticipate and support students' social-emotional needs related to the pandemic and disruptions in schooling
- **Relationship Building:** Leverage real-time interactions to foster students' relationships with teachers and peers
- **Student Agency:** Build students' capacity and motivation to drive their own learning by providing choice and opportunities for decision-making

## Equity

- **Equitable Access:** Ensure that all students have equitable access to learning experiences and materials
- **Equitable Opportunity:** Provide every student the experiences and resources they need to succeed
- **Our Promise:** Build on the strengths and meet the needs of all students, prioritizing IEP, ELL, and historically underserved populations
- **Ongoing Partnership** with families and staff



# Guidelines to Support Instruction Across the District



**DAILY SYNCHRONOUS INSTRUCTION** totaling:

PreK-1: 1-2 hours

Grades 2-3: 3-4 hours

Grades 4-5: 3-4 hours

Grades 6-8: 3-4 hours

Grades 9-12: 3-4 hours

Limit **DIRECT INSTRUCTION** to **10-min** increments

**50%** = % of time for **SMALL  
GROUP TARGETED  
INSTRUCTION**

# Elementary: Day in the Life



**Morning meeting** (30 min)

**Literacy instruction** (30-45 min)

**Independent learning** (15-45 min)

**Music** (45 minutes)

**LUNCH** (30 min)

**Math instruction** (30 min)

**Independent learning** (15-45 min)

**Check-in** with teacher (15 min)

**Independent learning** (0-60 min)



**Asynchronous learning on Seesaw and with other materials**



**Live Support on zoom (or recorded)**

# Elementary: Week in the Life



TIME	MON	TUE	WED	THU	FRI
9:15	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
9:45	Rdg and Writ Group A	Rdg and Writ Group B	Collaborative Planning/School Identified PL	Rdg and Writ Group A	Rdg and Writ Group B
10:45	Small Group	Small Group		Small Group	Small Group
11:45	Lunch	Lunch	Lunch	Lunch	Lunch
12:15	Specialist (Planning time)	Specialist (Planning time)	Specialist (Planning time)	Specialist (Planning time)	Specialist (Planning time)
1:00	Math Group A	Math Group A	Math Group A	Math Group A	Math Group A
1:30	Math Group B	Math Group B	Math Group B	Math Group B	Math Group B
2:00	Small Group	Small Group	Small Group	Small Group	Small Group
2:45	Wrap-up or student check-ins	Wrap-up or student check-ins	Wrap-up or student check-ins	Wrap-up or student check-ins	Wrap-up or student check-ins

# Secondary: Day in the Life



PER 1  
(80 min)

**Live/recorded** instruction (30 min)

**Asynchronous**/Small group (15-30 min)

PER 2  
(80 min)

**Live/recorded** instruction (30 min)

**Asynchronous**/Small group (15-30 min)

**LUNCH (30 min)**

ADV  
(30 min)

**Live** Advisory Session (30 minutes)

PER 3  
(80 min)

**Live/recorded** instruction (30 min)

**Asynchronous**/Small group (15-30 min)

FLEX  
(60 min)

**Asynchronous** Google Classroom  
(flexible 60 min)



Asynchronous learning on Google Classroom  
and with other materials AND small group live  
support



Live Support on zoom (or recorded)



Asynchronous learning on Google Classroom  
and with other materials

# Secondary: Week in the Life



TIME	MON	TUE	WED	THU	FRI
8:30	Teacher Planning	Teacher Planning	Collaborative Planning/School Identified PL	Teacher Planning	Teacher Planning
9:00	Period 1	Period 1		Period 1	Period 1
10:25	Period 2	Period 2		Period 2	Period 2
11:50	Lunch	Lunch	Lunch	Lunch	Lunch
12:25	Advisory	Family Comms/Flex	Advisory	Family Comms/Flex	Advisory
1:10	Period 3	Period 3	Small Group Instruction	Period 3	Period 3
2:30	Teacher Planning	Teacher Planning		Teacher Planning	Teacher Planning

# Detailed Planning



**Grading**

**Dual Language Program Models**  
(Language Learning Department)

**Supporting Students with IEPs**  
(Special Education Department)

**Essential Standard Selection**  
(sample unit plans)

**Support for Teaching Team  
Collaboration**

**Materials to families**  
(manipulatives, material sets, etc.)

**Professional Learning**  
(for teachers and paraprofessionals)

# Phased Transition to Hybrid



**FULLY DISTANCE**



**HYBRID**

Timing of transition based on state guidance, local public health guidance, local transmission rates and staff availability

# **SUPPORTING OUR PEOPLE**



# Leaves



We encourage staff to prepare and make decisions on leaves when we are closer to enacting the hybrid model and we have a better understanding of the health conditions at the time. Please do not hesitate to reach out to us with questions in the meantime.



# Family Engagement

Family Engagement in Highline Public Schools means trusting relationships, open communication, and opportunities for families and schools to partner in their students' learning.



**TRUSTING  
RELATIONSHIPS**



**OPEN  
COMMUNICATION**



**OPPORTUNITIES FOR  
FAMILIES AND SCHOOLS  
TO PARTNER IN THEIR  
STUDENTS' LEARNING**

# Whole Child Support

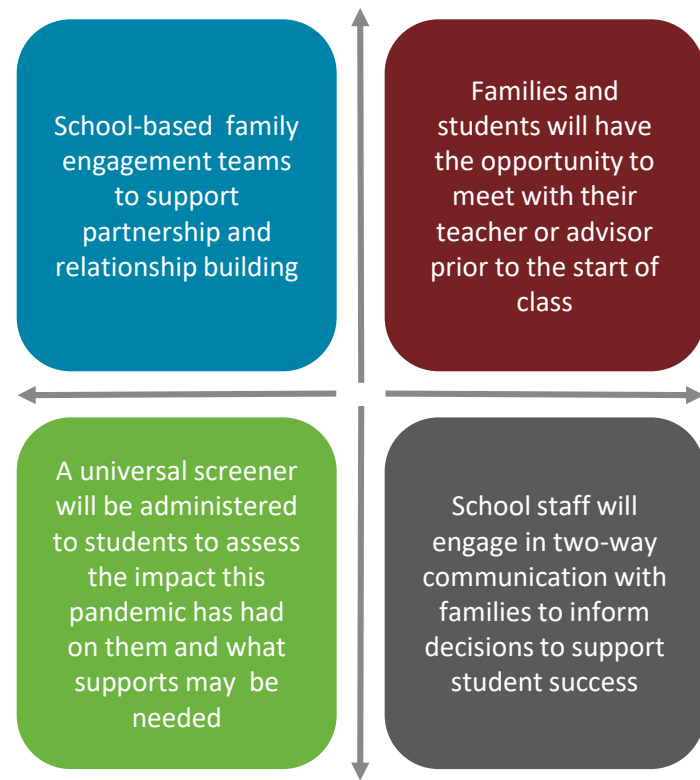
Launching the year with  
Students and Families

Academic and Whole Child  
Teams



# Whole Child Support

So, what does this look like?



# Whole Child Support

Current work underway: Professional learning opportunities  
and staff resources

**Examine Your Core  
Beliefs**

**Connecting with  
Families and  
Building  
Relationships**

**Mental/Behavioral  
Health Supports**

**Trauma-Informed  
Healing Practices**

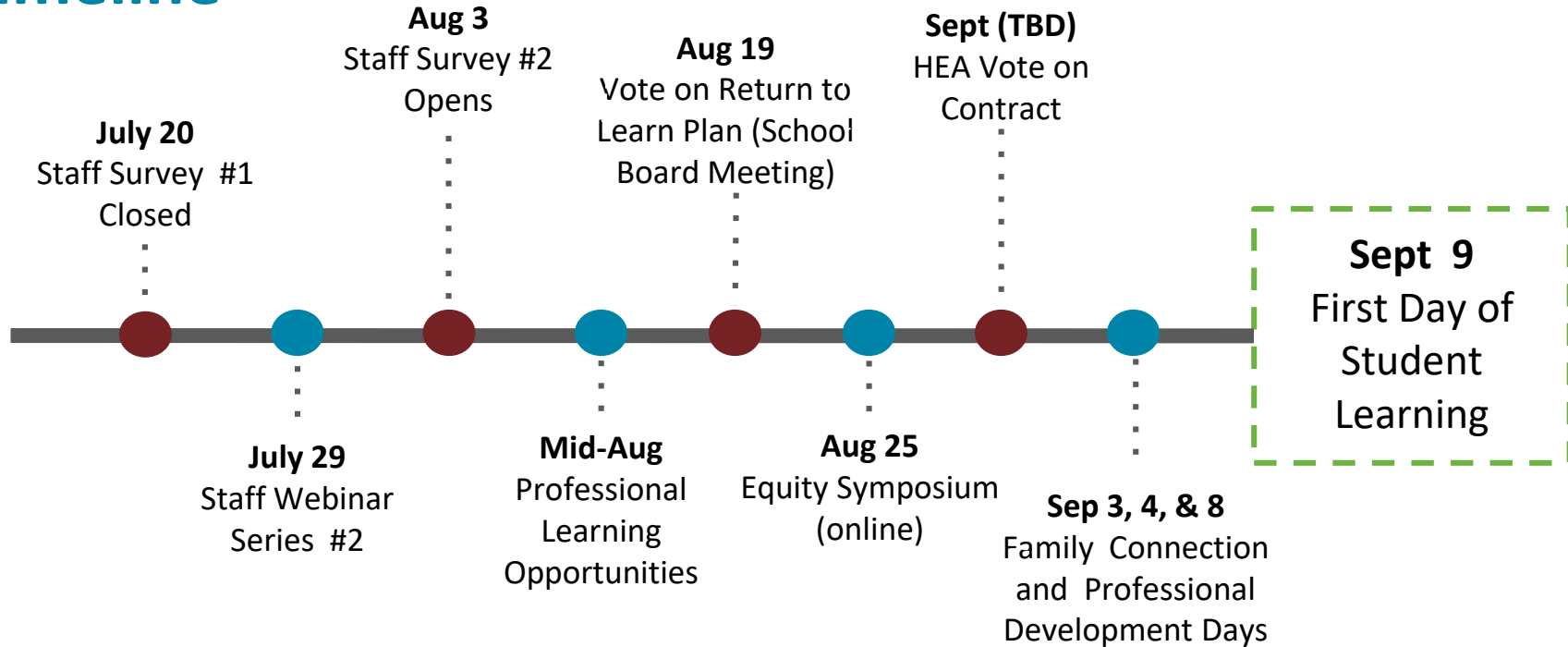
**How to Access and  
Use Interpretation  
Services**

**Expectations and  
Protocols**

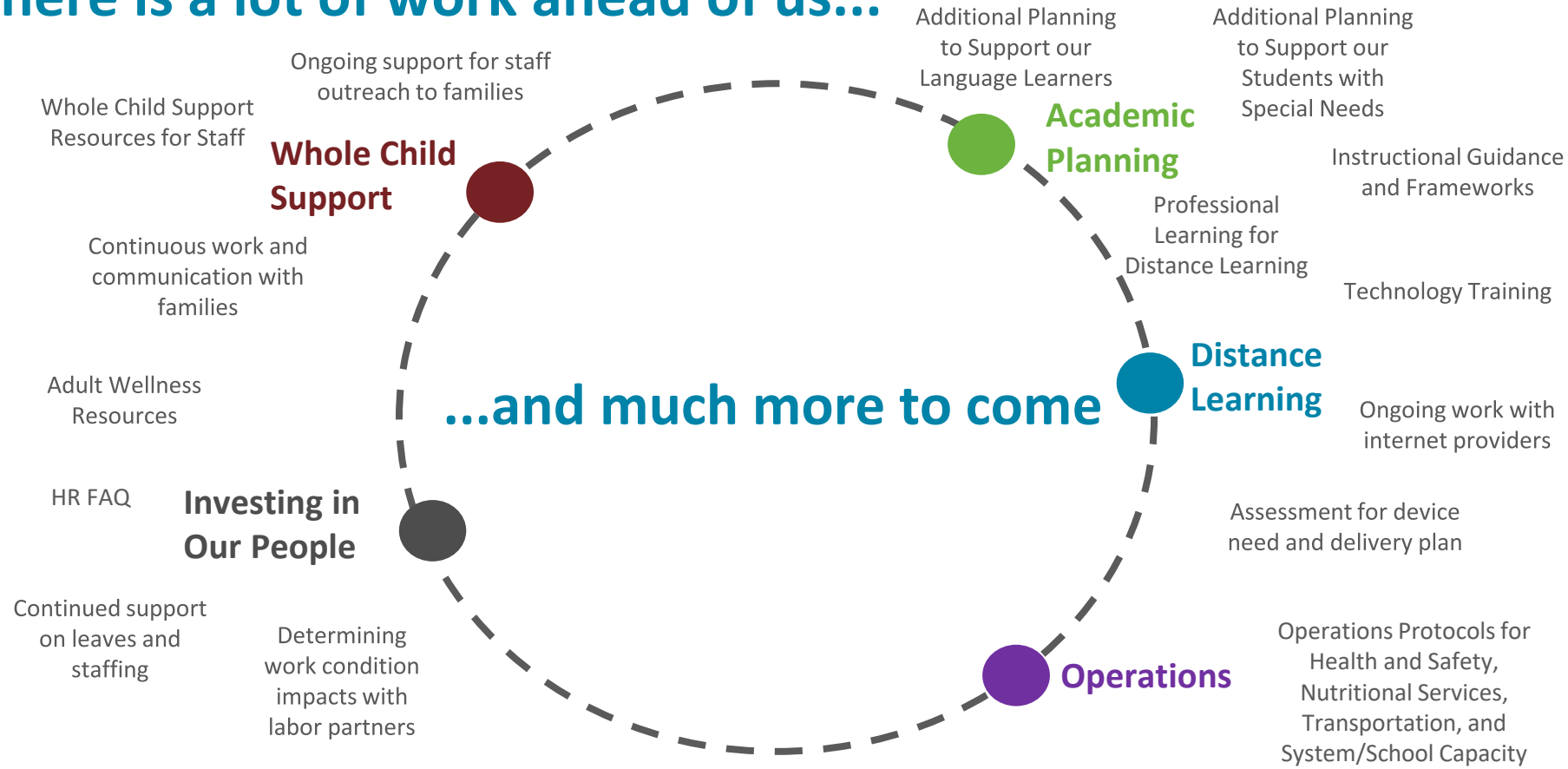
**Tools and  
Resources**

**Canvas Family  
Engagement Site**

# Timeline



# There is a lot of work ahead of us...







# Some key themes and questions...



Will staff have access to my school building and additional tech resources to support my work in our Fully Remote Learning model? What does this mean for me as a building/departments administrator?

How will I know if we are closer to transitioning or phasing into a hybrid model? How far in advance will I know?

What are the impacts on my workload and working conditions? How do I know this work will be sustainable for me?

Is the district considering my childcare needs and responsibilities at home?

What is the district doing to support me in the event I need to consider leave?

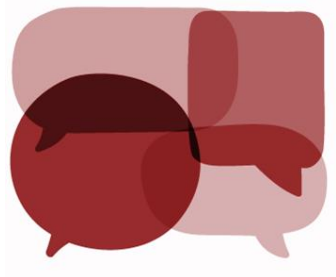
When/How will I know about training opportunities and supports for my unique role, content, and students? What about grading practices?

What can be shared about current work and thinking about supports for students with IEPs and the staff who support our students with IEPs?

What can be shared about current work and thinking for central office staff and administrators?



# What's Next and What to Expect



**Next Staff Survey: August 3rd**



**Webinar Resources, PowerPoint, and  
Recordings**  
available via Staff Hub

Ongoing communication re: professional learning and resources to prepare for and support work within the fully distant model for Fall 2020

# Thank You!



**Reminder: Staff Survey #2**  
**July 30, 2020**

