

Return to Learn

Planning for 2020-21



Staff Webinar Series #2
July 29, 2020



Sharing Questions in Today's Webinar



+



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%**

Teamsters 3 Throughout the Models



FULLY DISTANCE

- **Paraeducators** support Small group instruction and individual students via designated online platforms
- **Paraeducators** participate in collaborative teaching teams
- **Paraeducators** participate in trainings on Sept 3, 4, and 8 on supporting students in distance learning
- **Office staff** provide registration and service to families on a rotating basis at schools with PPE
- **Office staff** continue to support building operations, remotely



HYBRID

- **Paraeducators** support small group instruction and individual students via designated online platforms **and in-person with PPE, as well as fulfill monitoring duties**
- **Paraeducators** participate in collaborative teaching teams
- **Office staff** provide registration and service to families with PPE
- **Office staff** continue to support building operations, remotely **on Wednesdays**



In-Person

- **Paraeducators** support small group instruction and individual students, **in-person with PPE, as well as fulfill monitoring duties**
- **Paraeducators** participate in collaborative teaching teams
- **Office staff** provide registration and service to families with PPE
- **Office staff** continue to support building operations

[illegible]

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 accommodations

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

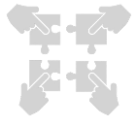
Key Terms Defined



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**

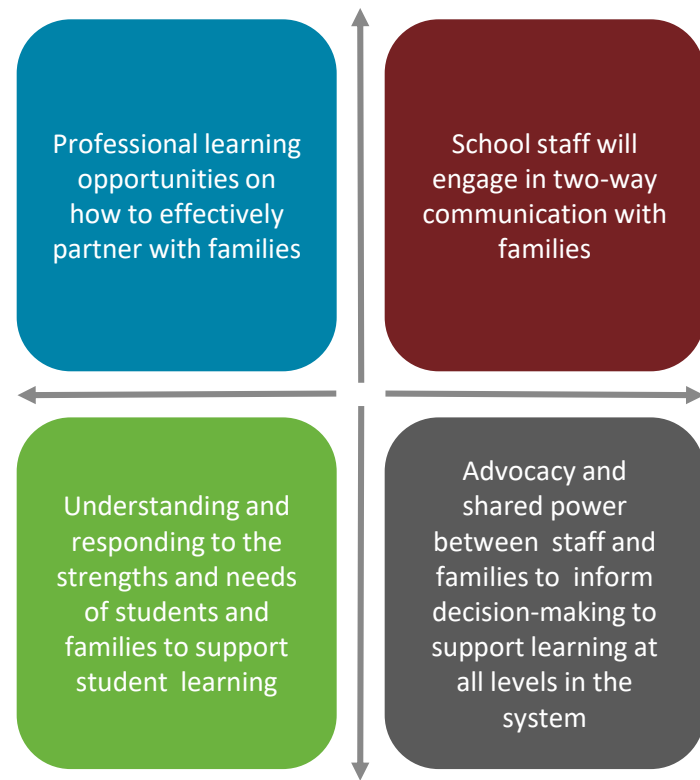


**OPPORTUNITIES FOR
FAMILIES AND SCHOOLS
TO PARTNER IN THEIR
STUDENTS' LEARNING**

Whole Child Support

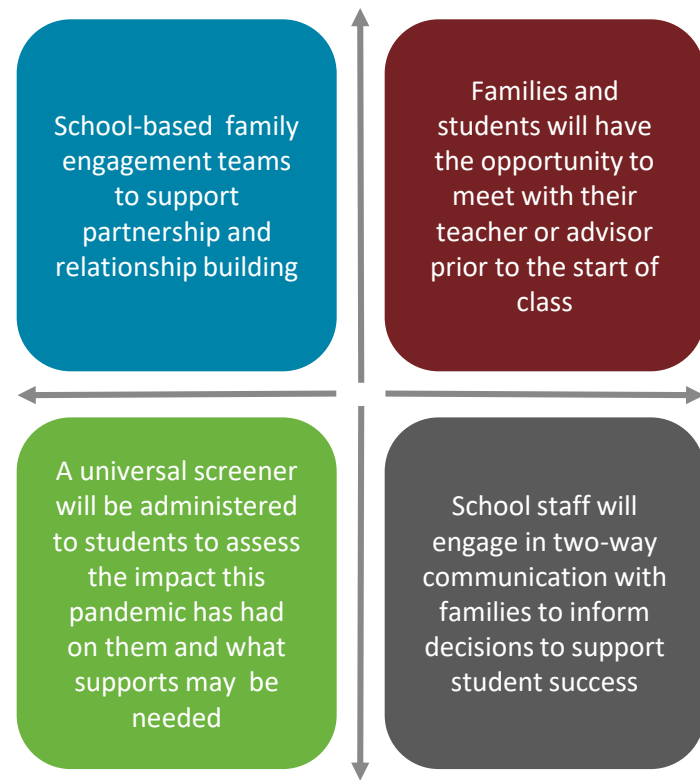
Launching the year with
Students and Families

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**

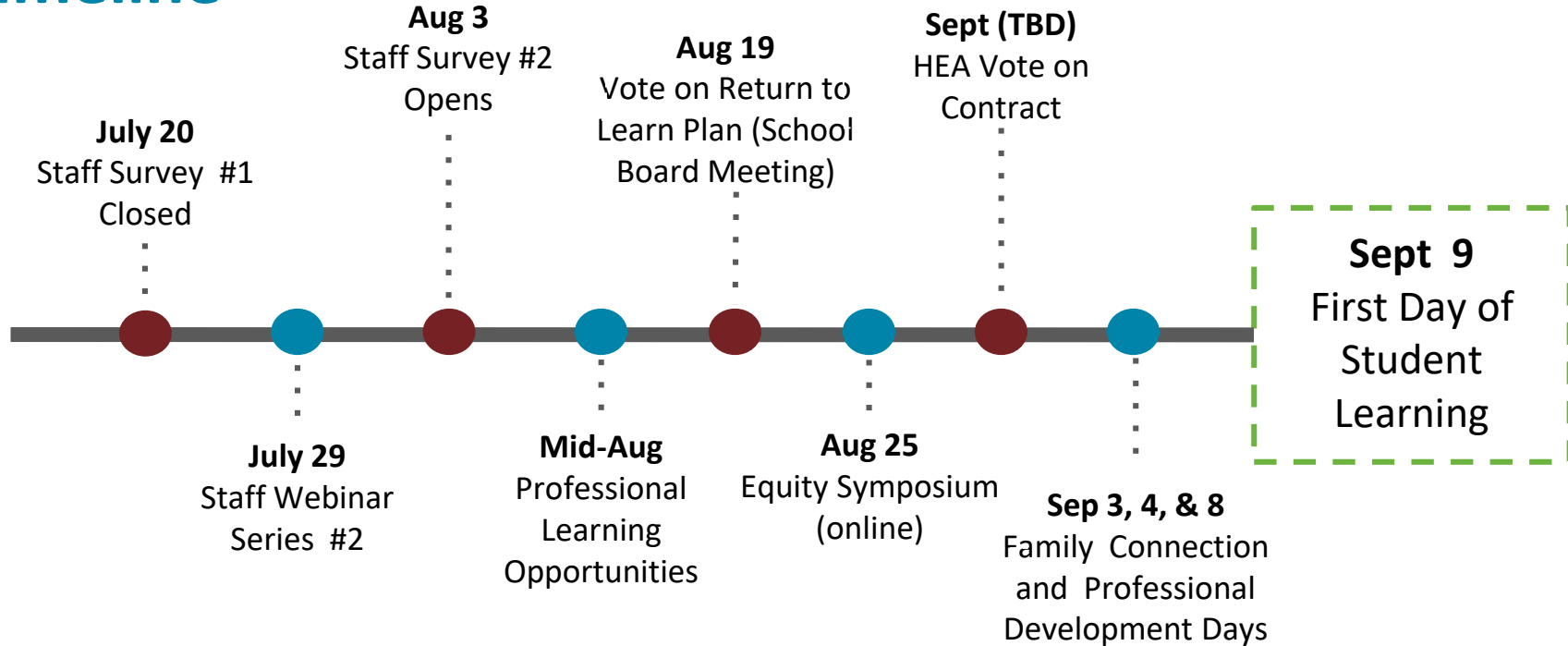
**How to Access and
Use Interpretation
Services**

**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 I have access to my school building and additional tech resources to support my work in our Fully Remote Learning model?

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?

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

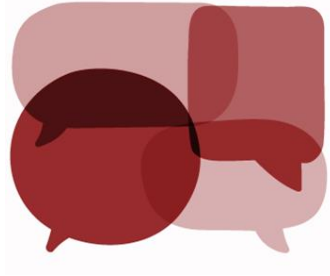
What are the impacts on my workload?
How do I know this work will be sustainable for me?

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'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

