ASD Reopening Planning

Introduction

In March, the COVID-19 pandemic forced us to quickly move learning for students from our physical buildings to remote settings. While the ASD community has done a tremendous job under continually emerging circumstances, our brief summer pause provides us an opportunity to leverage the time and perspective we have now to plan for the best fall possible, knowing we will continue to have to respond to emerging health and safety conditions for students, staff, and community. This unique circumstance provides us an opportunity to be clear about the educational experiences we want for all students and to redesign with these ends in mind. Reopening planners are encouraged to think transformatively in order to create school experiences that are truly inclusive and responsive to all students, beginning with those farthest from educational justice as signaled by our data and feedback. Our efforts will be concentrated on the short-term but should capture practices that need more reconsideration long term, as well.

Values

With the addition of equity, the following aspirational values will continue to frame ASD's approach to remote learning.

> **Equity**: Students and families experience inclusive, responsive educational practices resulting in equitable outcomes for students.

> **Safety**: Students, families, and staff have basic needs met in safe learning environments. (food, child care, social distance, flexibility)

> **Relationships**: Students feel valued and stay connected to teachers and school.

> **Learning**: Staff enable students to continue learning the Washington State K-12 Learning Standards (provide flexible instruction, direction, resources).

> **Collaboration**: Staff stay connected to each other for collaboration, shared learning

> **Accountability**: Staff continue working but how looks different during closure. Teachers will manage and monitor student learning; they will check student understanding using a variety of strategies to monitor, assess, and provide feedback to students about their learning.

Overall Structure

The **Executive Committee on Reopening** will support **Work Groups** in developing recommendations for ASD's return to learning in fall 2020. This group of Cabinet members, labor leaders, work group facilitators, and key department representatives will serve as the coordinating committee for planning, providing oversight for connections between work groups. The team will:

- Identify overarching vision for the efforts
- Identify Work Group structures and membership
- Review stakeholder input and data
- Advise and provide feedback to Work Groups to enhance coordination
- Monitor and adjust planning processes as we go
- Coordinate recommendations from work groups to create a coherent master plan
- Advises subsequent communications needs

Four **Work Groups** will recommend district plans in the following areas. Each group must craft recommendations that respond to a full-remote learning setting and face-to-face and hybrid plans that allow for movement between the two settings. If intermittent closures are required during the year, these plans will allow ASD to move between models. Each group is charged with the listed responsibilities

Inclusive Teaching & Learning Practices
- Contribute to final visioning documents for Students, Families, and Teachers
- Identify/refine structure for bringing the vision to life through written documents that content/grade-band area groups will complete for their peers
- Assure plans are aligned with inclusive practices goals of the district
- Assure solutions are inclusive of linguistic, racial/cultural diversity
- Identify how best-practices in a blended technology learning model can be integrated into planning for fall
- Identify supplemental needs and plans for English Learners
- Identify supplemental needs and plans for SWD
- Identify assessment practices to be used for feedback
- Advise on grading practices
- Advise on August and fall professional learning opportunities for teachers
- Identify issues for longer-term attention that help us ensure more inclusive, supportive, and responsive school experiences for all students

Teaching & Learning Logistics
- Contribute to final visioning documents for Students, Families, and Teachers
- Affirm or adjust coordination/scheduling parameters for grade bands
- Identify resources needed for students, families, staff to support learning
- Identify how to organize for an "online school"
- Identify potential scheduling and staffing models for a hybrid setting based on clear criteria
- Coordinate with Health & Safety to ensure hybrid plans are safe and sustainable
- Identify any logistical issues for longer-term attention that help us ensure inclusive, supportive, and successful school experiences for all students

Student & Staff Wellness
- Contribute to final visioning documents for Students, Families, and Teachers

- Address social-emotional needs of staff and students
- Develop plans for monitoring and promoting staff morale, including value of clean and safe working conditions
- Develop plans for providing students co-curricular and activities programs
- Identify supports for staff, including teachers new to the profession, staff of color, and high-risk/vulnerable staff
- Identify issues for longer-term attention that contribute to wellness for all students and staff

Student & Family Engagement
- Contribute to final visioning documents for Students, Families, and Teachers
- Identify strategies for connecting students who have not been engaged in learning
- Identify strategies for building new teacher-student relationships in a remote learning setting
- Identify strategies for onboarding new families, transitioning grade levels (K. 6, 9, new families)
- Develop strategies for enhancing two-way communication strategies with families
- Develop plans for parent education in a remote learning setting
- Develop strategies for identifying and responding to family needs
- Identify options for day care offerings
- Identify issues for longer-term attention that create a inclusive and productive school experiences for all students and families

Health & Safety
- Contribute to final visioning documents for Students, Families, and Teachers
- In alignment with public health recommendations, identify needed health and safety measures for the following areas, depending on phases of reopening and remote status of work and learning
  - Classrooms
  - School Offices
  - Support Building Offices
  - Transportation
- Create a plan for responding when staff or students fall ill at school/work
- Identify needed resources and supplies
- Identify needed procedural changes and staff training
- Identify community use recommendations
- Identify special needs of high-risk staff, related staffing impacts
- Identify related flexible leave and absence procedures
- Identify issues for longer-term attention that create a safe, inclusive and healthy school environment for all students and staff

Membership

The Executive Committee includes Cabinet, principal
representatives, labor leaders, parents, students, and representatives of key central office departments.
The Executive Committee will finalize membership on the Work Groups.

Working Calendar

June 1 - 5	Steering Committee and work group leaders identified Surveys launched for students, families, staff Opportunity for staff stakeholders to volunteer Reopening teams work space setup Initial Executive Committee Meeting Prepared
June 8 - 12	Initial Executive Committee Meeting Executive Committee receives/reviews: OSPI Guidelines & Recommendations Released (Executive Committee Co-chairs participate in PSESD review) Common Readings Work Group Leaders: Review related work Group Background Documents Identify other resources for their teams Begin to plan approach Work group members identified All-Admin Meeting Orientation to the Work
June 15 June 16 - 19	Executive Committee Meets Work Groups - Kickoff Meeting ● task and background setting ● Data collected during closure ● Survey data
June 22 June 22 - July 3	Executive Committee Meets Work Groups Meet Work Group Leaders consider supplemental state recommendations: ● Teaching & Learning - Early learning; Students ● Student & Family Engagement - Community Organizations; Students

	● Cabinet/SC - Policy Implications
July 6	Executive Committee Receives & Reviews Initial Recommendations
July 7-10	Work Groups consider feedback and coordination needs
July 13	Executive Committee receives and Finalizes Recommendations