

Reopening Mukilteo Schools

Overview

2020-21



Mukilteo School District

Table of Contents

<u>Overview</u>	3
<u>Health and Safety</u>	3
<u>Teaching, Learning and Social and Emotional Learning</u>	5
<u>Technology and Internet Connectivity</u>	9

Overview

As we prepare for the opening of the 2020-21 school year, we know our work together will be fundamentally different compared to any other school year. As the superintendent shared in her announcement about starting the year in a distance learning model, we also know we must improve upon last spring's experience. As we evolve our teaching and learning, we will use this as an opportunity to improve our overall instruction and engagement with students and families. Our [commitment to equity](#) also requires us to continue our focus on providing quality educational services to all students and their families, regardless of race, ethnicity, religion, language, abilities, socioeconomic status, country of origin, immigration status, sexual orientation, gender, and gender identity.

Since the spring, staff have accomplished so much, from the work of our fall educational committee, the distance learning 2.0 committee, instructional planning workgroup, and operational committee. Input through the ThoughtExchange, and direct outreach to families and students about their learning experience and partnership with Mukilteo School District last spring, informed much of the staff work groups' work.

As we continue to determine the impact of the constantly changing COVID-19 pandemic, we will bring together the information, guidance and guidelines from the Office of Superintendent of Public Instruction (OSPI), Washington State Department of Health, Snohomish Health District, Washington Department of Labor and Industries, our school board and our governor.

The purpose of this document, and corresponding documents, are to support a strong opening of schools this year and provide an overview of our plans. These documents codify our approach, guidance and details about the opening of school remotely and as we prepare to bring students and staff in person at some point throughout the year. This plan was submitted and approved by the school board and will be submitted to the Office of Superintendent of Public Instruction (OSPI) in August 2020. The information here will be updated regularly and communicated accordingly with highlights about specific changes.

Health and Safety

Keeping students, staff and families safe and healthy is our top concern as we start the school year and plan for returning in person to school sites. Based on feedback from staff, students, families and community members, this is a priority as well. We want to provide an overview of what we plan to do when we return to school in-person, and how we plan to maintain social distancing, implement daily health screenings, keep our facilities and buses clean, and provide personal protective equipment (PPE).

We have reviewed the U.S. Centers for Disease Control and Prevention (CDC) definition of high-risk employees and we have clearly communicated with staff their opportunity to identify

themselves as high-risk. We are engaging self-identified high-risk employees to address accommodations consistent with Labor and Industries (L&I) requirements and the governor's proclamation about high-risk employees.

We have reviewed student drop-off and pick-up plans to prepare for proper physical distancing and minimal opportunities for parents and other non-staff adults to enter our buildings.

We have a daily health screening plan in place for students and staff. Our plan is to rely on attestations, but to screen staff who do not provide an attestation that a screen was done prior to reporting to work and students who do not provide an attestation that a screening was conducted by a parent, guardian, or caregiver before school.

We have altered our indoor classroom and common spaces and reconfigured our processes to ensure six feet of physical distance between all persons in our school facilities as a planning framework. For example, we have planned for the following:

- Additional use of common spaces to ensure six feet of physical distance between all persons in our school facilities.
- There will be limited times when students and/or staff may need to be within six feet for short periods of time.
- There are limited exceptions to the six-foot rule, but we will accommodate students with disabilities or others who meet the exceptions in order to deliver equitable services, which may include providing additional personal protective equipment (PPE) to staff and/or the student.
- Altered physical spaces, reconfigured schedules, and adopted necessary plans to provide meals to students ensure six feet of physical distance between all persons as a planning framework.
- When we return to school in person, we have developed busing plans to maximize physical distancing on our buses as much as possible on a given bus route. We recognize busing is an exception to the six-foot rule, as long as we exercise proper cleaning, maximum ventilation when reasonable, face coverings on students and adults, and proper PPE for our drivers.

We have established clear expectations with students, staff, and families that all persons in our facilities will be wearing face coverings consistent with Department of Health (DOH) and L&I requirements. We have an adequate supply of face coverings on our premises to accommodate students who arrive at school without a face covering. In preparation of an on-site educational delivery model, the district initially compiled and ordered over \$300,000 worth of PPE, some of which will be used even though we will start in a distance learning model. Other PPE supplies will be readily available to prepare for the future return of all students and employees.

We have developed a cleaning regimen in our facilities and buses consistent with DOH guidance and the Infection Control Handbook 2010.

The primary contact for the Mukilteo School District with the Snohomish Health District is Bruce Hobert, Assistant Superintendent. The primary contact for our re-opening effort is Diane Bradford, Director of Communications and Public Relations.

Teaching, Learning and Social and Emotional Learning

In our efforts to learn from our experience moving to remote learning last spring, we wanted to ensure we gathered feedback and input from a diverse group of stakeholders to inform our plans for teaching and learning across a variety of scenarios for reopening schools. We heard feedback from community members, from families via surveys, from family and student interviews, and from our staff. All stakeholders had the opportunity to share directly and respond to each other about questions and concerns through the ThoughtExchange. Feedback and input can be viewed on our [community engagement section](#) of our website. In this section, we provide an overview of our return to school calendar and schedules, expectations and support for students, our plans to provide a greater emphasis on social and emotional learning. In addition to safety, feedback from all stakeholders requires us to maintain a greater focus on teaching and learning while partnering with families and students in different and new ways to support strong relationships remotely. Simply put, students missed their teachers and friends.

Schedule

For this upcoming school year, we will continue to use our published [school calendar](#) to accommodate 180 instructional days and the required instructional hours subject to the State Board of Education requirements outlined in WAC 18016-200. Our daily and weekly schedules will honor predictability for students and families, and flexibility to accommodate the schedules that our students and families may need to engage in learning outside the traditional school hours of the past. Student learning will be a combination of asynchronous and synchronous learning as well as student independent work.

To the greatest extent possible, synchronous (live) learning occurs between 9 a.m. and 12 p.m. for elementary students. This is when synchronous learning can occur, but it does not imply or suggest that elementary students would have three full hours of synchronous learning. The daily schedule for Monday, Tuesday, Thursday and Friday will include a check-in or social emotional learning activity, reading, writing, math and movement time. Additionally, there will be options for physical education, music, library, science and social studies. This totals 5.58 hours daily. Wednesday schedules will reflect opportunities for students to do independent learning and meet with teachers for specialized instruction or coaching and will also total 5.58 hours.

Elementary (K-5) school foundational schedule for students

Activity	Time allocation
Check-In or Social Emotional Learning Time	35 minutes
Reading	90 minutes
Writing	30 minutes
Math	60 minutes
Physical Education, Music or Library	45 minutes
Movement	40 minutes
Science or Social Studies	35 minutes

To the greatest extent possible, synchronous (live) learning occurs in three class periods between 8 a.m. and 12:50 p.m. for middle and high school students. Each period is 90 minutes. This is when synchronous learning can occur, but it does not imply or suggest that secondary students would necessarily be engaged in synchronous learning for an entire period or even every day in every period. The daily schedule for Monday, Tuesday, Thursday and Friday will include a check-in or social emotional learning activity, reading, writing, math and movement time. Additionally, there will be options for students to engage in small groups with teachers or at a self-directed pace through independent work and assignments. This totals 5.75 hours daily. Wednesday schedules will reflect opportunities for students to do independent learning and meet with teachers for specialized instruction or coaching and will also total 5.75 hours.

Secondary (6-12) school foundational schedule for students

Activity	Time block and allocation
Period 1	8 - 9:30 AM (90 minutes)
Passing time	10 minutes
Period 2	9:40 - 11:10 AM (90 minutes)
Passing time	10 minutes
Period 3	11:20 AM - 12:50 PM (90 minutes)
Independent and Asynchronous Learning	55 minutes

Guidelines are being developed for the first seven days of school and more details will be coming. The student/family engagement that occurs during these days will help teams develop weekly learning plans that outline student learning experiences within the schedule listed above. While the learning experiences may change over time, these plans are designed to help educators plan their time and for families to understand their weekly engagement in each course. Remember these learning experiences will include a combination of synchronous learning, asynchronous learning, and independent work. These plans will show how we meet OSPI and State Board regulations, including around overall instructional minutes.

In addition, we will have a plan in place for maximizing cohorts of students to reduce the risk of possible virus transitions and minimize transition upon the return to school in person.

Expectations for attendance

Daily attendance will be taken for all students once a day for elementary students and for each class period at the secondary level, regardless of our teaching modality. We will maintain a multi-tiered approach to supporting students not participating and aligned to the OSPI attendance rules and according to Attendance Works best practices. We will have a clear plan for ongoing communication with students and families, and we have provided a means by which all students will be required to check in daily even on days when the student is not physically present at school or at live teaching. Teachers will have 24 hours to make any corrections to a student's previous day's attendance. After this 24-hour window, the office and family will follow up with any changes and explanation for the absence.

Expectations for grading

Elementary students will continue to receive progress reports on a trimester basis. Progress reports are based on priority standards identified by the district and reflect adopted curricula.

Last spring, our grading system for middle and high school students allowed grades A-B-C-I. This grading system included +/- grades at the teacher's discretion. For the 2020-21 school year, we will expand with this system to A-B-C-D-P-I-NP, continuing the Incomplete for students who may need different pathways for showing mastery at both the middle and high school levels. We will use the No Pass (NP) option to replace the F grade used prior to the pandemic closure. Students will be given a choice to have a Pass (P) instead of a letter grade displayed on their transcript. The P will represent an A-B-C-D grade in a course. Our goal will be to communicate with students and engage families about the benefits of selecting a P/NP option for transcript purposes as they consider college and post-secondary options.

Teaching and Learning

In order to start the school year strong, we plan to make time for the first two weeks, or seven school days, for student and family collaboration which will lay a foundation for and support instruction through student and family conferences, relationship building and input on the

remote learning model. As a baseline, we want to ensure students and families have access to technology, internet and our learning management system and understand how to get technology support. We also want to check in and ask students and families how they are doing and what they need to fully support learning remotely so we can incorporate that into our ongoing planning and considerations for schedules this fall. Students, families and teachers will meet for the first time through Zoom, and we want to make the space for relationship building and expectation setting for learning and collaborating remotely. During this time, we have a plan to engage with each student when they return to school to better understand their strengths, learning needs, and social-emotional needs that align to universal screening practices. In addition, we have identified learning standards across grade levels and/or content areas to ensure instructional time and professional learning are effectively tied to our reopening plan.

Professional Learning Opportunities

Teaching and support staff will have access to a minimum of six hours of training on the Learning Management System (Schoology) and at least three hours on remote learning practices for setting up their classroom. Professional learning will be offered to understand updates to prioritized standards, pacing calendars, and digital resources for instruction. In addition, there will be specific training to support the relationship building and approach to working more closely with students and families through conferences for the first two weeks of the school year which will also allow teachers to diagnose students' beginning social and emotional learning readiness. There will be additional opportunities for collaboration and use of Schoology for specific grade levels and content areas.

Family Engagement, Childcare and Meals

Our district has developed a family and community engagement process that includes strategies to reach non-English speaking families to inform our reopening plan. In addition to the input mentioned in the overview across many stakeholder groups, staff representing teaching and learning, technology, and communications and public relations have been meeting with community partners to ensure we are responding to family needs as we prepare to begin the school year. The community leaders represent Connect Casino Road, ChildStrive, Everett Community College, YMCA, community leaders, Casino Road Ministries, and Washington State Family and Community Engagement Trust. We plan to continue to meet with these partners to enlist their help and support and invite their feedback. We have established partnerships with the YMCA and the Boys and Girls Club to make childcare available for school-aged children for families who don't have the option to stay at home with their child each day. Nutrition Services will collaborate with the childcare providers to distribute meals. YMCA childcare services will be provided at Fairmount Elementary and Boys and Girls Club childcare services will be offered at Serene Lake Elementary, both beginning Sept. 2, 2020. If there is a need to expand, childcare services may be offered at additional schools.

Additional family support includes the continuation of our meal service including breakfast and lunch within the same container. Meals will be distributed outside at nine locations so there are

consistent access areas and social distancing between visitors and any employees and/or students within the facility will be maximized. Meals will be served Monday through Friday from 11:30-1:30. Please see the table below for meal pick up effective Sept. 2, 2020.

Building where meals will be served	Location of meals served
Challenger Elementary School	Outside main office under cover
Columbia Elementary School	Outside main office under cover
Voyager Middle School	Outside cafeteria in bus pickup lane
Mukilteo Elementary School	Outside cafeteria near parking lot
Fairmount Elementary School	Outside main office under cover
Horizon Elementary School	Outside main office under cover
Serene Lake Elementary School	In back covered play area
Odyssey Elementary School	Outside cafeteria doors near parking lot

Technology and Internet Connectivity

As mentioned above and consistent with feedback across all stakeholder groups, access to technology, connectivity and ongoing support is foundational to teaching and learning remotely. Our district has invested in additional accessible technology, hardware, or connectivity for students and educators as we have prepared for fall reopening. Specifically, we are focused this

year on ensuring we are proactive about our efforts to support students and accommodate students who do not have adequate technology or connectivity to effectively learn remotely.

Learning Management System - Schoology

A Learning Management System (LMS) is a software application for the administration, documentation, tracking, reporting, automation and delivery of educational courses, training programs, or learning and development programs. To provide a robust digital learning environment we have selected Schoology as our singular districtwide LMS, which will be the portal teachers will use to communicate and navigate distance learning with students and families.

Staff Technology Access: Computers and Internet

All administrators and certificated staff are provided a computer, and we are working to identify classified staff (e.g. paraeducators, support, etc.) who need computers to support student learning and district operations.

Student Technology Access: Computers and Internet

Mukilteo School District conducted multiple family surveys throughout Spring 2020 to identify how many families had computers and internet access at home and how many families needed computers. Results indicated an estimated 84 percent of students had access to computers, either personally or from the district, and that 50 percent of families had internet at home. We will fill technology access gaps to ensure that 100 percent of our students have the necessary resources to participate in distance learning.

Computer Support:

To prepare for supporting family needs of student computers we have purchased an additional 2,500 laptops to add to our current stock of 9,500. With 12,000 laptops, we will be able to support 77 percent of our students with laptops which will exceed our known gap in computer access for families. If more computers are needed, we will order additional laptops before our current stock is depleted.

Internet Support:

To prepare for supporting family internet access needs, we have curated a list of internet resources that are posted on our district website. We will work with community members and organizations to communicate with our families who are the hardest to reach. Resources include:

- Contacting local Internet Service Providers (ISPs) such as Comcast to setup services
- Tethering to a personal mobile device as a “hotspot”
- Connecting to Open Public Internet in the area

Additionally, we:

- purchased 200 mobile “hot spots”
- are procuring 300 licenses for Comcast Sponsored Service to support students who qualify for free- and reduced-price meals
- are creating Wi-Fi connection points in eight of our school parking lots for walk-up and drive-up use