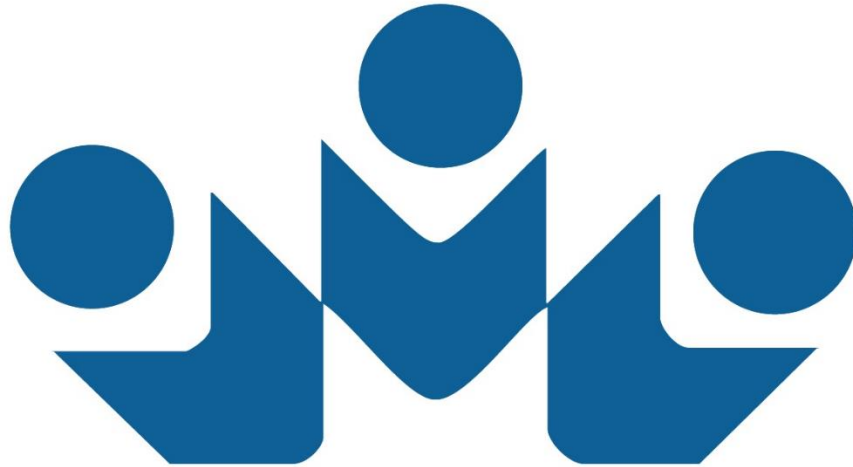


Northshore Learns 3.0



Northshore
School District

Northshore Learns 3.0

Learning into the 2020-21 School Year

And Now...We Fly!

In March 2020, the Northshore School District, State of Washington, and nation were faced with the challenging task of rethinking schools in response to an emerging global pandemic. Northshore's amazing and dedicated educators and support staff moved forward with a bold plan to provide students with their educational experience online, through a distance learning effort named "Northshore Learns."

At the time, Superintendent Dr. Michelle Reid encouraged all of Northshore to set aside doubt and to imagine the possibilities. She shared the following quote, attributed to Mary Kay Ash: "Aerodynamically, the bumblebee shouldn't be able to fly, but the bumblebee doesn't know it so it goes on flying anyway." With our pivot to distance learning, we took flight. We rose to the challenge, ignored the worry, and focused on providing continuous education to Northshore's students.

As we approach the 2020-21 school year, not only will we fly, but we will build upon the metaphor of our collective work being akin to that of the bee. Why? Because bees are social animals that work together to achieve common goals. They communicate with one another. Bees nurture their young. Our school district is a social organization with the mission to strengthen the community through excellence in education. To fulfill this mission, we communicate our goals through our Strategic Plan and build systems that enable us to share ideas with one another, our students, their families, and the broader Northshore community. Together, we support each and every student on their educational journey.

In the upcoming school year, as we nurture the learning of our students fully online or, when safe to do so, through hybrid models or in-person, one priority will be to build relationships--to build a sense of belonging and connectedness within our classrooms, schools, and regions. Through collaboration and a commitment to our common purpose of creating safe, caring, respectful school environments, Northshore's students will learn at high levels, find their passion, and thrive.

Acknowledgements & Recognitions

Preparing for the 2020-21 school year involved listening and learning through conversations, feedback forms, and surveys of various stakeholder groups. During the weeks of July 6-10 and July 13-17, members of the Northshore School District and Northshore Education Association met virtually to build the structure of Northshore Learns 3.0. During the subsequent weeks of July 20-24 and July 27-31, additional members of NSD and NSEA joined together to develop implementation plans. These individuals are recognized below.

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APPENDIX A: Distance Learning Model

Learning Management System

To support teaching and learning for the 2020-2021 school year, the Northshore School District will utilize a common, system-wide learning management system. The management system will have widespread applicability and use in various spaces and uses among subjects, supporting both hybrid and face-to-face learning, and have enduring use beyond the 2020-21 school year. The system will support both synchronous and asynchronous access and use by students and staff. Materials and integrated tools housed within the system will be accessible and usable by all types of learners to the extent possible. Advanced analytics, as well as the ability to export data and information for use in other ways, will be a key feature of the platform. The learning management system will enable communication between various groups including staff, students, and families. The learning management system will be user friendly for staff, students, and parents, and include the ability for individuals to interface with the system in their preferred language to the extent available within existing translation capabilities.

The integration and support of the Northshore School District core curriculum is a priority for any online learning platform. Integration of available online resources created by external sources, third parties, and/or Open Educational Resources will be supported by the system for use as needed or desired by students, families, and staff. Tracking of student engagement within the learning system and the resources included within the system will be available. The learning management system will enable students to upload demonstrations of their learning in multiple formats. The online learning platform will support differentiation of content, as needed, for reteaching, enrichment, and acceleration.



Northshore
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Distance Learning Schedules

Assumptions & Considerations

- A robust plan for all Northshore students to engage in distance learning is necessary to ensure continuous learning throughout the 2020-21 school year.
- Daily schedules for synchronous online learning and asynchronous online learning will support the shift to a hybrid model if and when health and safety data provides for in-person instruction.
- A hybrid learning model means that groups of students by grade level (elementary) or other designation (e.g. level of student need, secondary) will be provided with in-person instruction on two days per week and will engage in asynchronous learning online on two days per week.
- Students will be assigned to two groups: Group A and Group B. These groups will be utilized when health and safety data allow students to participate in on-site, in-person learning.
- A weekly schedule for learning when a hybrid model (both online learning and in-person instruction occurs) is utilized will include in-person instruction for Group A on Monday/Tuesday, and for Group B on Thursday/Friday.
- All students will engage in asynchronous instruction on Wednesdays, regardless of their Group designation.
- Asynchronous learning on Wednesday will allow for deep cleaning of school buildings between in-person groups.
- Promising practices from entities such as the Global Online Academy, and emerging studies in the brain /learning sciences will inform the way time is used for both synchronous and asynchronous and distance learning.
- Synchronous instruction will include time for instruction provided by the teacher, time for students to engage in independent/supported learning activities, time for students to engage in small group instruction with the teacher or paraeducator, and/or time for students to access programs such as iReady, online open educational resources such as Khan Academy and CK12, as well as other educational resources accessible via online resources typically used by classroom teachers.
- Asynchronous instruction will be supported by online open educational resources such as Khan Academy and CK12, as well as by other educational resources accessible via online resources typically used by classroom teachers.
- Students who receive special services or who require additional support for success (e.g., Special Education, English Language support, other identified students) require access to the services needed for their educational programs.
- Elementary specialist subjects (Library, Music & PE) and secondary Arts and Electives are an integral part of a child's educational experience. Contact with students by elementary specialist teachers will occur on a regular basis. Students at the secondary level are expected to attend to their Arts and Electives courses with the same energy devoted to their core academic classes.
- Students in Early Childhood and Adult Transition Program (ATP) Networks and Pathways programs require schedules specific to the needs of these groups of students.

Early Childhood Distance Learning Schedule & Structure of an Online School Day
Schedule for Ready Start, Dev 3's, and Phonology

| NORTHSHORE EARLY CHILDHOOD Ready Start, Dev 3's, and Phonology | | |
|---|--|--|
| | <u>Monday/Tuesday/Thursday/Friday</u> | <u>Wednesday**</u> |
| 8:00-9:00 | Special Services Optional FLEX Time | |
| 9:00-11:00 | <p align="center"><u>AM CLASSROOM</u></p> <p align="center">Weekly schedule to be provided by classroom teacher</p> <p align="center"><u>Student Engagement:</u> Whole Group Instruction (30 minutes) Small Group Breakout Sessions (15-30 minutes) Schoology Classroom (self-guided) Special Education Services (scheduled with Case Manager) Learning Labs (TBD)</p> | <p align="center">Participate in Scheduled Office Hour with Teacher(s)</p> <p align="center">Parent Engagement (TBD)</p> <p align="center">Professional Development</p> <p align="center">Team Collaboration</p> |
| 11:00-1:00 | <p align="center">Students: Lunch / Recess / SEL Activities</p> <p align="center">Educators: Lunch / Planning</p> | Lunch / Planning & Prep |
| 1:00- 3:00 | <p align="center"><u>PM CLASSROOM</u></p> <p align="center">Weekly schedule to be provided by classroom teacher</p> <p align="center"><u>Student Engagement:</u> Whole Group Instruction (30 minutes) Small Group Breakout Sessions (15-30 minutes) Schoology Classroom (self-guided) Special Education Services (scheduled with Case Manager) Learning Labs (TBD)</p> | <p align="center">Participate in Scheduled Office Hour with Teacher(s)</p> <p align="center">Parent Engagement (TBD)</p> <p align="center">Professional Development</p> <p align="center">Team Collaboration</p> |
| 3:00 -3:30 | Staff: Data Collection / Teaming | *Early Release Begins at 2:00pm |
| 3:30-4:30 | Special Services Optional FLEX Time | |

**Educators may spend Wednesday engaged in Office Hours with students, supporting small group instruction, collaborating with colleagues, or in professional development.

Schedule for ECEAP and Head Start

| NORTHSHORE EARLY CHILDHOOD ECEAP & Head Start | | |
|--|---|---|
| | <u>Monday / Tuesday / Thursday / Friday</u> | <u>Wednesday**</u> |
| 8:30-10:00 | Staff Planning / Collaboration | |
| 10:00-11:00 | <u>MORNING CLASSROOM SESSION</u> Weekly schedule to be provided by classroom teacher <u>Student Engagement:</u> Whole Group Instruction (30 minutes) Small Group Breakout Sessions (15-30 minutes) Schoology Classroom (self guided) Special Education Services (scheduled with Case Manager) Learning Labs (TBD) | Participate in Scheduled Office Hour with Teacher(s) Parent Engagement (TBD) Professional Development |
| 11:00 - 11:30 | Staff: Data Collection / Teaming | Team Collaboration |
| 11:30-1:00 | Students: Lunch / Recess / SEL Activities Educators: Lunch (30 minutes) / Planning | Lunch / Planning & Prep |
| 1:00- 2:00 | <u>AFTERNOON CLASSROOM SESSION</u> Weekly schedule to be provided by classroom teacher <u>Student Engagement:</u> Whole Group Instruction (30 minutes) Small Group Breakout Sessions (15-30 minutes) Schoology Classroom (self guided) Special Education Services (scheduled with Case Manager) Learning Labs (TBD) | Participate in Scheduled Office Hour with Teacher(s) Parent Engagement (TBD) Professional Development |
| 2:00 -2:30 | Staff: Data Collection / Teaming | Team Collaboration |
| 2:30-3:30 | Staff Planning | |

**Educators may spend Wednesday engaged in Office Hours with students, supporting small group instruction, collaborating with colleagues, or in professional development.

Elementary Distance Learning Schedule & Structure of an Online School Day
Schedule

| ELEMENTARY Schedule | | |
|---------------------|--|---|
| | <u>Monday/Tuesday and Thursday/Friday</u> | <u>Wednesday**</u> |
| 8:00-9:00 | Special Services Optional FLEX Time | |
| 9:00-9:30* | LOG IN TIMES START @ 8:30 AM RUN @ 10 min. STAGGERED INTERVALS for different grade levels w/in SCHOOL 20 min All Class Check In 5 min Movement Break 20 min Content Lesson 30 min Content Work Time w/ 1:1 Small Group Support → Independent or Supported Assignments 20 min Read Aloud & Response → Content Related, SEL Topic, Social Justice, or Other 5 min Movement Break 20 min Independent or Supported Reading/Writing | Engage in M/T or Th/F Asynchronous Instructional Content Delivery Participate in Scheduled Office Hour with Teacher(s) Engage in Small Group Instruction as Assigned by Teacher |
| 9:30-10:00 | | |
| 10:00-10:30 | | |
| 10:30-11:00 | | |
| 11:00-1:00 | Students: Lunch / Recess / SEL Activity Educators: Lunch / Planning | Lunch / Planning & Prep |
| 1:00-1:30 | 20 min Content Lesson 5 min Movement Break 30 min Content Work Time w/ 1:1 Small Group Support → Independent or Supported Assignments 20 min Read Aloud & Response → Content Related, SEL Topic, Social Justice, or Other 5 min Movement Break 20 min Independent or Supported Reading/Writing 20 min All Class Check In | Engage in M/T or Th/F Asynchronous Learning as Described Participate in Scheduled Office Hour with Teacher(s) Engage in Small Group Instruction as Assigned by Teacher Early Release Begins at 2:00pm |
| 1:30-2:00 | | |
| 2:00-2:30 | | |
| 2:30-3:00 | | |
| 3:00-3:30 | | |
| 3:30-4:30 | Special Services Optional FLEX Time | |

* Timeframe includes specialist instruction based on school-specific schedule.

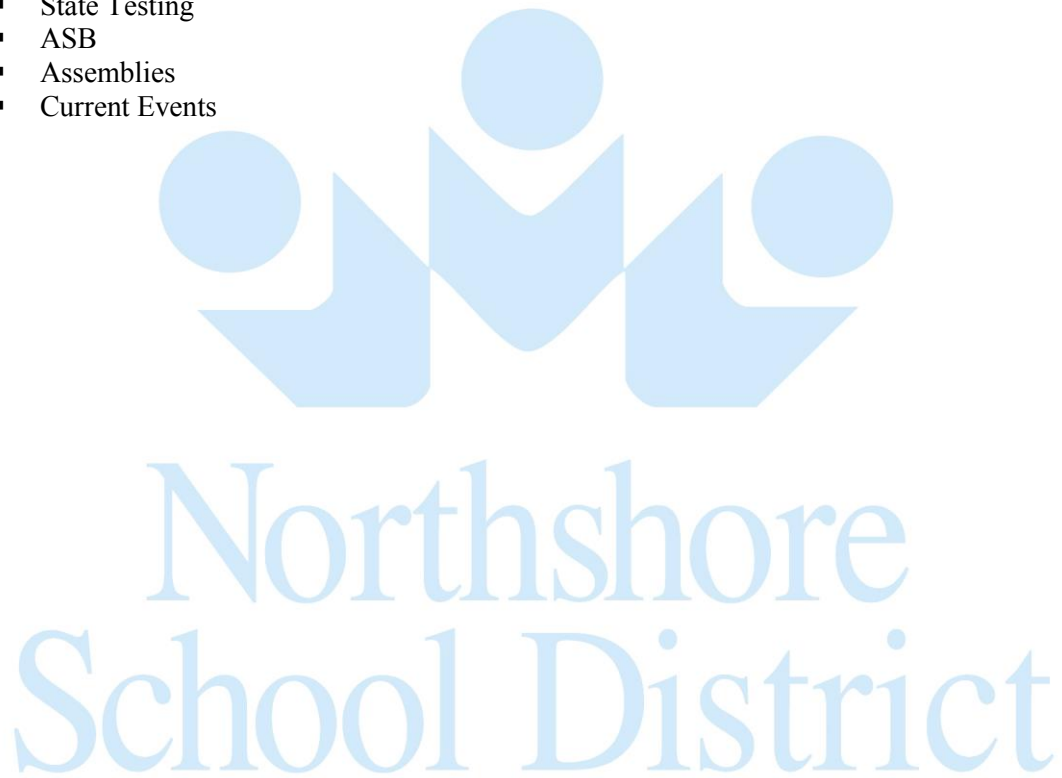
**Educators may spend Wednesday engaged in Office Hours with students, supporting small group instruction, collaborating with colleagues, or in professional development.

Middle School Distance Learning Schedule & Structure of an Online Class Period
Schedule

| Middle School Schedule | | | |
|---|--|-------------------|---|
| | Monday/Thursday | Tuesday/Friday | Wednesday |
| 7:30-8:30 | Special Services Optional FLEX Time | | |
| 8:30-8:50 | Homeroom in Period 1 Making Connections | Open Office Hours | 8:30 in Period 4 Synchronous Attendance Asynchronous Wake-Up & Learn iReady, ELA & Math (Due: 9pm) |
| 8:50-9:20 <i>Direct Instruction and Intervention</i> | Period 1 | Period 4 | <u>9:00 am – 11:50 am</u> Synchronous and Asynchronous Instructional Content Delivery Based on Student Need: <ul style="list-style-type: none">• Open Office Hours• Extensions• Special Services• Social Emotional Learning• Social and Racial Justice Seminars• Specialist/Intervention• Student Connections• Counseling Support• Club Time |
| 9:20-9:50 <i>Guided Practice and Intervention</i> | | | |
| 9:50-10:10 <i>Intervention</i> | | | |
| 10:10-10:30 Student Break | | | |
| 10:30-11:00 <i>Direct Instruction and Intervention</i> | Period 2 | Period 5 | |
| 11:00-11:30 <i>Guided Practice and Intervention</i> | | | |
| 11:30-11:50 <i>Intervention</i> | | | |
| 11:50-12:55 Lunch / Student Break | | | |
| 12:55-1:25 <i>Direct Instruction and Intervention</i> | Period 3 | Period 6 | <u>12:55 pm – 1:35 pm</u> Synchronous and Asynchronous Instructional Content Delivery Based on Student Need: <ul style="list-style-type: none">• Open Office Hours• Extensions• Special Services• Social Emotional Learning• Social and Racial Justice Seminars• Specialist/Intervention• Student Connections• Counseling Support• Club Time |
| 1:25- 1:55 <i>Guided Practice and Intervention</i> | | | |
| 1:55-2:15 <i>Intervention</i> | | | |
| 2:15-3:05 | Synchronous and Asynchronous Instructional Content Delivery Based on Student Need: Open Office Hours <ul style="list-style-type: none">• Extensions• Special Services• Social Emotional Learning• Social and Racial Justice Seminars• Specialist/Intervention• Student Connections• Counseling Corner• Club Time | | |
| 3:05-4:05 | Special Services Optional FLEX Time | | |

Structure of the Online School Day

- Direct Instruction and Guided Practice times are included to serve as a suggested guide to break up a longer block period.
- Intervention support may be provided throughout the period.
- Assignments typically assigned as homework may be accomplished during the guided practice and intervention time.
- The following topics will be addressed and may be addressed via: homeroom or advisory (if available) OR embedded within subject-specific classes after consultation with SDLT:
 - Curricular/ Enrichment options
 - Social Emotional Learning
 - Digital Citizenship
 - Social and/or Racial Justice Seminar
 - Aids/HIV
 - Naviance
 - State Testing
 - ASB
 - Assemblies
 - Current Events



High School Distance Learning Schedule & Structure of an Online Class Period

Schedule

| High School Schedule | | | | |
|--|-------------------------------------|--|--|---|
| | Monday/Thursday | Tuesday/Friday | Wednesday | |
| 7:00-8:00 | Special Services Optional FLEX Time | | | |
| 8:00-8:30 Direct Instruction and Intervention | Period 1 | Period 2 | <div><u>8:00 am -10:55 am</u></div> <div>Synchronous and Asynchronous Instructional Content Delivery Based on Student Need:</div> <ul style="list-style-type: none">• Open Office Hours• Extensions• Special Services• Social and Racial Justice Seminars• Specialist/Intervention• Student Connections• Social Emotional Learning• Counseling Support• Club Time <div>If required, we will create a schedule which could include:</div> <ul style="list-style-type: none">• a rotating schedule of 7 periods in 7 Wednesdays addressing the enrichment options. With the delivery of synchronous and asynchronous instructional lesson.• 2-4-6, 1-3-5-7 every other week• 7 periods | |
| 8:30-9:00 Guided Practice and Intervention | | | | |
| 9:00-9:20 Intervention | | | | |
| 9:20-9:35 Student Break | | | | |
| 9:35-10:05 Direct Instruction and Intervention | Period 3 | Period 4 | | |
| 10:05-10:35 Guided Practice and Intervention | | | | |
| 10:35-10:55 Intervention | | | | |
| 10:55-11:55 Lunch / Student Break | | | | |
| 11:55 – 12:25 Direct Instruction and Intervention | Period 5 | Period 6 | | <div><u>11:55 am – 1:15 pm</u></div> <div>Synchronous and Asynchronous Instructional Content Delivery Based on Student Need:</div> <ul style="list-style-type: none">• Open Office Hours• Extensions• Special Services• Social and Racial Justice Seminars• Specialist/Intervention• Student Connections• Social Emotional Learning• Counseling Support• Club Time <div>Early Release Wednesdays: 1:15-2:45</div> |
| 12:25-12:55 Guided Practice and Intervention | | | | |
| 12:55-1:15 Intervention | | | | |
| 1:15-1:25 Student Break | | | | |
| 1:25-1:55 Direct Instruction and Intervention | Period 7 | <div>Synchronous and Asynchronous Instructional Content Delivery Based on Student Need:</div> <ul style="list-style-type: none">• Open Office Hours• Extensions• Special Services• Social and Racial Justice Seminars• Specialist/Intervention• Student Connections | | |
| 1:55-2:25 Guided Practice and Intervention | | | | |
| 2:25-2:45 Intervention | | | | |

| | | |
|-----------|---|--|
| | <ul style="list-style-type: none"> • Social Emotional Learning • Counseling Corner • Club Time | |
| 2:45-3:45 | Special Services Optional FLEX Time | |

Structure of the Online School Day

- Direct Instruction and Guided Practice times are included to serve as a suggested guide to break up a longer block period.
- Intervention support may be provided throughout the period.
- Assignments typically assigned as homework may be accomplished during the guided practice and intervention time.
- The following topics will be addressed and may be addressed via: homeroom or advisory (if available) OR embedded within subject-specific classes after consultation with SDLT:
 - Curricular/ Enrichment options
 - Social Emotional Learning
 - Digital Citizenship
 - Social and/or Racial Justice Seminar
 - Aids/HIV
 - Naviance
 - State Testing
 - ASB
 - Assemblies

Wednesday schedule could include:

- Rotating schedule of Office Hours by period - 40 minutes.
- Used for specific student meetings with teachers, conferences.
- Used for academic intervention, counseling, grade level meetings, ASB, extra club meetings.

Northshore
School District

Adult Transition Programs Schedule & Structure of an Online Class PeriodATP Networks DRAFT Schedule

The Networks and Pathways schedules were developed for the Spring of the 2019-20 school year. The Networks and Pathways teams will have flexibility in revising these schedules during the August work days.

| ATP Networks Draft Student Schedule | | | | | |
|--|-------------------------------------|---|--|---|--------------------------|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| 9:00am - 10:55am | Bus Planning | Teacher Office Hours 9:00am – 10:00am | Problem Solving | Teacher Office Hours 9:00am – 10:00am | At-Home Task Lists |
| | Money Math or Practice Money Skills | Morning Social Group 10:00am - 10:30am | Job Applications & Job Postings | Morning Social Group 10:00am - 10:30am | Cooking (Visual Recipes) |
| 10:55am – 11:55am | Planning & Prep / Lunch | Planning & Prep / Lunch | Planning & Prep / Lunch | Planning & Prep / Lunch | Planning & Prep / Lunch |
| 11:55am - 2:30pm | Teacher Office Hours | Teacher Office Hours 1:00pm - 1:30pm | Teacher Office Hours 1:00pm - 1:40pm | Teacher Office Hours 1:00pm - 1:30pm | Teacher Office Hours |
| | | Afternoon Social Group 1:30pm - 2pm | Staff Professional Development & Staff Meetings 1:40pm - 3:30pm *Possible additional staff meeting on Zoom *Staff PD on own or as a group | Afternoon Social Group 1:30pm - 2pm | |
| | | Teacher Office Hours 2:00pm - 2:30pm | | Teacher Office Hours 2:00pm - 2:30pm | |
| 2:30pm - 3:30pm | Teacher Office Hours | Teacher Office Hours | | Teacher Office Hours | Teacher Office Hours |

ATP Pathways DRAFT Schedule

The Networks and Pathways schedules were developed for the Spring of the 2019-20 school year. The Networks and Pathways teams will have flexibility in revising these schedules during the August work days.

| ATP Pathways Draft Student Schedule | | | | | |
|--|---|--------------------------------------|--|--------------------------------------|---|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| 9:00 am - 10:55 am | 9:00 SOCIAL EMOTIONAL ZOOMS | 9:00 SOCIAL EMOTIONAL ZOOMS | Teacher Office Hours Asynchronous Lesson Development | 9:00 SOCIAL EMOTIONAL ZOOMS | 9:00 SOCIAL EMOTIONAL ZOOMS |
| 10:55- 11:55 am | Lunch / PLAN | Lunch / PLAN | Planning & Prep / Lunch | Lunch / PLAN | Lunch / PLAN |
| 11:55 am – 1:00 pm | SOCIAL EMOTIONAL ZOOMS | SOCIAL EMOTIONAL ZOOMS | | SOCIAL EMOTIONAL ZOOMS | SOCIAL EMOTIONAL ZOOMS |
| | Teacher Office Hours | Teacher Office Hours | Teacher Office Hours | Teacher Office Hours | Teacher Office Hours |
| 1:00 pm - 2:30 pm | 1:00 ZOOM for academic or social support to meet student needs | SOCIAL EMOTIONAL ZOOMS | Teacher Office Hours 1:00pm - 1:30pm | SOCIAL EMOTIONAL ZOOMS | 1:00 ZOOM for academic or social support to meet student needs |
| | | | 1:30-2:30 Staff Meetings | | |
| 2:30pm - 3:30pm | Teacher Office Hours | Teacher Office Hours | SLP OFFICE HOURS | Teacher Office Hours | Teacher Office Hours |

Hybrid Distance Learning Stages

Stages for in-person/distance learning hybrid models 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, the Northshore Education Association, and other Northshore staff and community members will continue to work together on moving between these stages.

Stages

- **Stage 1:** All students and staff will participate in distance learning. School buildings will be closed for access.
- **Stage 2:** All students will participate in distance learning. Staff may choose to work onsite or work remotely for the purpose of planning and delivering online instruction. The District may limit staff access to worksites as necessary. On a voluntary basis, special education ESAs may choose to offer evaluation services to students in person, as conditions allow.
- **Stage 3:** Students in greatest need of additional support as identified through an agreed upon set of criteria will participate onsite with in-person instruction two (2) days a week. All other students will participate in distance learning. Staff will be able to be onsite for the purpose of planning and delivering instruction.
- **Stage 4:** All students from Stage 3, as well as our youngest learners, additional students in need of support (e.g., students considered “Prepared with Support” in 2019-20, 6th and 9th graders, etc.) will participate onsite with in-person instruction two (2) days a week. All other students will participate in distance learning. Staff will be able to be onsite for the purpose of planning and delivering instruction.
- **Stage 5:** All students will participate onsite with in-person instruction two (2) days a week. Staff will be able to be onsite for the purpose of planning and delivering instruction.
- **Stage 6:** All students and staff will participate onsite with in-person instruction five (5) days a week.

Scheduling of Students

- Students will be assigned to their teacher in the same manner in both the online and hybrid models,
- The District will use the same schedule model for full online and hybrid instruction.
- Schedules for programs such as Early Childhood and Adult Transition Program (ATP) Networks and Pathways have been developed to meet the needs of these specific groups of students.

School District

Stages for learning models 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 Northshore Education Association will continue to work together to renegotiate these models. The District may modify stages as changing conditions require.



100% Distance Learning: Stage 1

All students and staff participate in distance learning. School buildings closed for access.



100% Distance Learning: Stage 2

All students participate in distance learning. Limited staff able to be onsite for the purpose of planning and delivering online instruction. On a limited basis, some students requiring evaluations for special services may be allowed on campus. Special education ESA staff will not be required to provide on-site evaluation services, but they may volunteer to do so when deemed safe.



Hybrid Learning: Stage 3

Students in greatest need of additional support onsite with in-person instruction two (2) days a week. All other students participate in distance learning. Staff able to be onsite for the purpose of planning and delivering instruction.



In-Person Learning

- Pre-Kindergarten
- Functional Skills & Academics (FSA)
- Mid-Level (Blended, Sensory, Social Emotional)
- English Learners / Learning Center



Distance Learning

- Learning Assistance Program (LAP)
- Students "Prepared with Support" per June 2020 Report Card
- Youngest Learners (Grades K-2)
- All Other Students



Hybrid Learning: Stage 4

All students from Stage 3, as well as our youngest learners, additional students in need of support participate onsite with in-person instruction two (2) days a week. All other students participate in distance learning. Staff able to be onsite for the purpose of planning and delivering instruction.



In-Person Learning

- Pre-Kindergarten
- Functional Skills & Academics (FSA)
- Mid-Level (Blended, Sensory, Social Emotional)
- English Learners / Learning Center
- Learning Assistance Program (LAP)
- Students “Prepared with Support” per June 2020 Report Card
- Youngest Learners (Grades K-2)



Distance Learning

- All Other Students



Hybrid Learning: Stage 5

All students participate onsite with in-person instruction two (2) days a week. Staff able to be onsite for the purpose of planning and delivering instruction. Schedules will be posted at www.nsd.org/northshorelearns.



100% In-Person Learning: Stage 6

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

Arts, Electives, and Library

Whether teaching from home or in the building instructional space, all instructors will have access to instructional equipment and digital instructional tools when it is deemed safe. This may include, but is not limited to: document cameras, iPad/phone tripods, microphones, web-cams, online software and programs etc. When adequate existing equipment is not available, every effort will be made to provide educators with what they need in a timely manner.

Where applicable, materials fees and access to building budgets will be maintained. Financial assistance for materials fees and musical instruments will also be maintained. NSD funding for 6th grade wheel visual arts electives (\$7.50/student) will be maintained. Financial support for families of students who are furthest from educational justice should be continued.

The creation of “materials to go” kits for project based electives, including the time to create kits and a system to distribute, collect, and refill the kits from families will be developed by the classroom teacher and building administrator. When safe to do so, this may include pick-up/drop-off arrangements when projects require firing or other processes that must be performed by faculty. Ordering of these materials will begin as soon as possible to ensure they are ready for fall distribution.

The importance of students actively engaging with elementary specialists and secondary elective courses will be communicated to both students and families. The District will provide professional development relevant to each discipline, utilizing the technology department as well as experts within our various departments and fields, along with office hours and time for collaboration among colleagues.

Specialists and elective teachers will continue to develop systems for student feedback, critique, refinement of student work, and checking in on struggling students. Elementary specialists are encouraged to work together with their general education colleagues to reach out to students who are not engaging. The building SDLT will determine the structure of the outreach and be instrumental in crafting the response plan.

Stipends that accompany certain activities will be paid as bargained, if the activity required for this stipend is modified and revised to fit a remote learning platform.

Northshore
School District

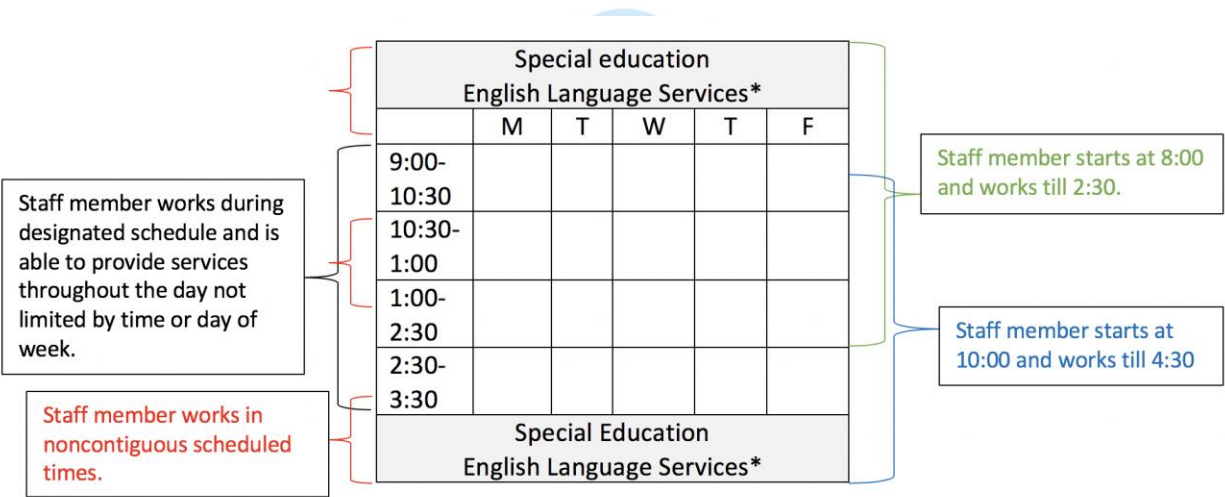
Special Services

Scheduling of Special Services

To ensure that students who qualify for multiple services are able to equitably access grade-level content, specially designed instruction, related services, and language development services, the District will design a schedule that allows for the flexible use of our staff resources. This means that we need to provide both synchronous and asynchronous access to all students and explore the times at which synchronous instruction is made available.

Flexible Scheduling, Overview

In order to meet the needs of specific special populations, particularly students receiving special education and/or EL services, special services staff must have more access to students at a wider range of times; this can be achieved by allowing staff the **option** to deliver services both within scheduled academic blocks (e.g. SDI minutes; e.g.) and/or outside of the typically standard school day as needs require and schedules permit. Note: The graphic below illustrates how a model could work. **Access cannot be limited to specific days of the weeks or certain time slots.**



*These time slots could be similar to zero periods. However, staff will have the option to shift their workday schedules to maintain a normal number of workday hours. Staff should survey students and/or parents to identify needs and cross reference that with their own availability, and then build flexible schedules--perhaps ones that vary day to day. Staff who flex their schedules will submit their schedules (and any parameters thereof) for approval by building administrative teams.

Due to the limited accountability that comes with the nature of “Drop-In Support Services” for students and families, teams are recommended to meet with students and families-- particularly during the soft-start of the school year--to explain: the nature of these additionally required sessions for their students, how sessions will be conducted, by whom, and the content/material/task of focus.

Synchronous (Live) Scheduling Considerations

- Special services staff will have time in their daily schedule (e.g. the SDI minutes required in student IEPs/CLPs) to be accessed by students in ways that do not limit their access to or participation in general education classes.
- Students who are receiving special education and/or EL services will have daily access to either remote or in-person/on-site instruction based on individual needs.
- Special Education Evaluation Teams (including ESAs) will be granted the time they need to contribute to needed evaluations of students receiving special education and/or EL services.

Within the Scheduled School Day (e.g. 9-3)

- Students receiving special education and/or EL services will be provided opportunities for synchronous (live) instruction from qualified staff *within* the school day. These opportunities may also occur outside of scheduled instructional time (e.g. Office Hours or equivalent).
- The District will intentionally schedule, or adjust already built schedules, of students receiving special services to receive support in a cohort group from special services staff (including ESAs), where possible.
- The District will build time in the schedules of EL paraeducators to facilitate sessions for secondary EL students who qualify for services, but are not scheduled for an EL course, outside of scheduled instructional time (e.g. Office Hours or equivalent).

Outside of the Scheduled School Day (i.e. before 9, after 3)

- Special services staff may volunteer if available, but are not required, to flex their schedules to provide students receiving special education and/or EL services with more opportunities for synchronous (live) instruction from qualified staff *outside of* the scheduled school day--understanding that these services are supplementary to those available to students and families during the contracted work day and therefore not expected of or required by staff.

Staff providing services to students with 504 plans may also flex their schedules using the provisions outlined above.

Asynchronous (Self-Paced) Scheduling Considerations

- Staff will be encouraged to allow students in special populations whose circumstances necessitate their asynchronous engagement more time for assignment completion.

Analyze and Reassign Existing Roles/Responsibilities

In order to reimagine how we serve students who qualify for special services in remote and hybrid learning environments, the District will utilize our existing staff resources in new ways. In some circumstances, this means considering how best to leverage the strengths of those whose skills are not currently being utilized to their fullest extent. Again, it should be noted that these services are supplementary to those available to students and families during the contracted work day and therefore not expected of or required by staff.

- Specialists and support staff may volunteer to facilitate sessions for specific targeted student populations, outside of scheduled instructional time, including by allowing collaborative instruction and service delivery between buildings.
- The District will restructure the EL Services delivery model to permit collaborative teaching between buildings, rather than only within individual buildings.
- The District will survey NSD staff to leverage existing language proficiencies to support multilingual students.
- The District (e.g. the Secondary EL TOSA) will curate a “Community, Culture, and Relationship Building” menu for use district-wide by staff in their work with their own students and/or those students for whom they are providing additional access to necessary services. After an initial draft has been designed, key stakeholders will be asked for feedback to ensure the resource is culturally responsive and equitably accessible to all students.

Access to Accommodations and Modifications for Students Requiring Special Services

In order to provide staff easy access to and knowledge of accommodations and/or modifications to ensure consistency of implementation whether in a remote/hybrid learning stage, the following implementation plan has been developed.

Students with an Individualized Education Program (IEP)

- Case Managers will generate the PDF form “*IEP at a Glance*” from IEP OnLine (IOL). See screenshots for directions. “*IEP at a Glance*” contains a list of all accommodations and modifications from the IEP.
- Case Managers will upload The “*IEP at a Glance*” PDF form in Synergy and attach to each student’s record. See screenshots for directions.
- Students will be flagged in Synergy indicating special education services.
- Staff (teachers, paras, administrators) will only have access to students they are assigned.
- Special Education case managers (dept. heads) will email teaching staff reminding teachers regarding how to access this information and the importance to do so. See sample email (add cc to email) Work on this wording
- Special Education case managers will need to update “*IEP at a Glance*” information in Synergy when a new IEP is written.
- Special Education staff will be trained in this process in August and September
- School counselors will be provided IOL accounts which will ensure access to the full IEP. Training will be provided as needed.

Students with English Language Learning Plans

District Level EL Staff will

- develop a system by which to efficiently and effectively generate individual “*English Language Learning Plans*” for all multilingual students currently receiving services as Active EL and Monitor EL Year 1/2 students;
- produce synchronous and asynchronous training opportunities to support EL staff in the generation and distribution of new “*English Language Learning Plans*”; and
- revise and republish the list of available EL accommodations and what they may look like in an online environment.

Building Level EL Staff

- EL Leads will generate PDF copies of individual student “*English Language Learning Plans*” from files in a shared Google Drive which include:
 - pertinent information regarding EL services and language needs
 - recent ELPA21 testing data in terms of overall proficiency level and by language domain
 - what students know and are able to do in English per ELPA21 data
 - individually selected accommodations and modifications chosen by students and EL teams
 - Directions will be provided in both written (including screenshots) and video formats by district level EL staff.
- EL Leads will upload the PDF form “*English Language Learning Plans*” in Synergy and attach to each student’s record.
 - Directions will be provided in both written (including screenshots) and video formats by district level EL staff.
- Students will be flagged in Synergy indicating Active EL or Monitor EL Year 1/2 services.
- Staff (EL teachers, EL paras, administrators) will have access to all Active EL and Monitor EL Year 1 and 2 students in Synergy.
- EL Leads will communicate to teaching staff as needed (e.g. once per semester via staff bulletin) to remind teachers how to access this information and the importance to do so.
 - A sample template will be provided by district level EL staff.
- EL Leads are expected to update students’ “*English Language Learning Plans*” in Synergy when a new student enrolls and begins receiving services.
- EL staff will be trained in this process in August and September.

Students with Identified Accommodation Needs that are Research Based

As a reminder, accommodations (which adjust *how* students access content in a classroom, not *what* content students are learning) are appropriate scaffolds for educators to provide to **any** student in need of additional support and are not limited to students in categorical programs.

In an effort to provide staff with access to research-based accommodations to meet the needs of all of their students, we'd like to publicly share the various accommodations curated at [Intervention Central](#), a free website dedicated to providing easy access to RTI resources, by Jim Wright. While the majority of the cited research comes from the work of special educators in the early 2000s, it is important to point out the highlighted accommodations **are not modifications** and therefore do not ask educators to change what they are expecting students to know or be able to do.

Addressing Ongoing and Overdue Evaluations

The following options are proposed to support ESA staff to address conducting both outstanding student assessments and holding evaluation meetings:

Policy & Procedure

The District will utilize OSPI, WSASP, ASHA guidance as much as possible in order to ensure reliable, valid, and comprehensive evaluations that meet compliance standards. The District will create a guidance document and update the Special Education Compliance Handbook to provide staff clear evaluation criteria along with timelines for completion of the work.

Completing Evaluations (What and How)

What:

- ESA staff will scrutinize each evaluation to determine what information can be obtained via a file review and what information must be obtained by direct student assessment.
- Each department (i.e. Psychs, SLPs, etc.) will conduct a review of the list of outstanding evaluations in order to develop a staff support action plan. This will reveal whether any one staff member has a large number of evaluations to complete and how others, who may not, could be of assistance. For example, the psychologists have a floating psych that could provide assistance.
- The District will investigate remote evaluation tools for possible use (i.e. Presence Learning) .
- The District will investigate the repurposing of the testing resources budget (for Psychs, SLPs, OT/PTs) already in place for 2020-21 for possible remote or online assessment materials.

How:

- In the appropriate stages, ESA staff will be granted the option to volunteer to access students during the school day to conduct in-person evaluations, while following all health and safety protocols.
- The District will provide ESAs with worksite assignments that comply with public health guidelines, including guidelines for social distancing.
- When allowed, assessment teams may choose to conduct multiple evaluations on a given day.
- The District will make transportation accessible to any student receiving in-person services.
- If access to students is not possible during remote learning, evaluations will be put on hold until hybrid options are implemented which will result in a significant number of evaluations to process.

Addressing Ongoing and Overdue IEPs and 504 Plans

The following options are proposed to support special education staff to address conducting outstanding IEP meetings:

Policy & Procedure

The District will utilize OSPI guidance as much as possible in order to ensure IEPs are completed that meet compliance standards. The District will create a guidance document and update the Special Education Compliance Handbook to provide staff clear criteria along with timelines for completion of the work.

Completing IEPs

- Each department (i.e. special education teachers, special education ESAs, etc.) will conduct a review of the list of outstanding IEPs in order to develop a staff support action plan. This will reveal whether any one staff member has a large number of IEPs to complete and how others, who may not, could be of assistance.
- Staff may conduct IEP meetings at any time during the school day/week rather than at a given time window.
- Staff may choose to use IEP days before the start of school to write IEPs.
- Special education ESA staff may choose to use extended days for IEP writing.
- Special education staff will be offered additional paid hours at the per diem rate prior to the start of school in order to complete IEPs.
- To the extent possible, the District will provide case managers with additional support (e.g. from retired teachers and from reassigned ESP employees) to schedule IEP meetings and send out meeting notices.
- The District will write a common message for families regarding guidance on IEP meetings (the need to be held, when everyone can be there, how the meeting will be held, etc).
- Special education staff will be encouraged to be cognizant of how many goals are written per area of SDI so that IEPs are not unduly lengthy and difficult to write and/or monitor.

Completing 504s

- Periodic re-evaluation is required once a student is identified as eligible under Section 504. Although not required by Section 504, schools will review a student's 504 plan to determine whether changes are necessary due to changes in schedules or to changes in the student's abilities or disabilities.
- Section 504 does require a school to conduct a re-evaluation prior to a significant change of placement.
- It is the Northshore School District's practice to re-evaluate each student's Section 504 plan annually. Students in transition years (5th grade to 6th grade; 8th grade to 9th grade) will have their existing 504 plans re-evaluated by November 30th of the new school year.

Recovery of IEP Services

The District shall review each IEP and the student's progress on IEP goals, in addition to documentation showing the degree to which the student participated in remote learning opportunities during spring 2020, to determine whether recovery services are needed due to COVID-19. (OSPI guidance 7/10/20, B-1)

Documentation of the degree to which services were offered and accessed during the closure, as well as data documenting progress (or lack of) toward the student's IEP goals, will assist the team in determining the amount of recovery services needed after school facilities re-open. The extent of a student's recovery services, if needed, must be an individualized determination made by the IEP team. Recovery services should be provided outside of the district's school day or be reflected as increased or supplemental services in the student's IEP (in limited circumstances). Recovery services are not generally provided in the same amount that was missed (i.e., minute for minute, hour for hour) and are dependent on the student's progress as well as the amount and type of services that were provided during the school facility closure. (OSPI guidance 7/10/20, B-1)

Options for the provision of recovery services shall be determined in consultation with the Regional Director of Special Education. The options include:

- Provide recovery services in Summer 2021.
- Provide recovery services instruction via substitute teachers and/or teacher interns on early release Wednesdays.

- Provide recovery services instruction via contract with private schools (NPA) for students that attend NPAs currently.
- Provide recovery services instruction outside of the school day via special education staff.
- Provide recovery services instruction via approved online educational programs (i.e. iReady, NoRedInk, Khan Academy, Manga High, Edgenuity) outside of the school day.
- Provide recovery services instruction during academic school breaks. (e.g. Winter break, Mid-winter Break, Spring Break)
- Provide an increased instructional day (before or after school) for Early Childhood programs.

How staff can meet the recovery services:

- Provide IEP case managers with compensated time to conduct additional IEP meetings regarding recovery services.

At such time when staff and students are able to return to school, options will be reviewed in light of changing conditions to determine any adjustments that need to be made.



Grading

In our continuing effort to create a more educationally-just system and in light of the possibility of engaging students in distance learning for 100% or even for part of the school year, the Northshore School District will adhere to the principle of doing no harm when grading student performance.

Elementary grading will continue to focus on both learning behaviors and progress toward end of year standards for the core content areas.

Secondary grading practices will include a number of system-wide changes. These changes will include the following elements:

1. The system will consist of five grade bands (A, B, C, D, F), each of ten percent. The current practice around using plus and minus will continue (i.e., A⁺, B⁺, etc.).
2. The grading floor of zero will be eliminated and be replaced with a floor of fifty percent. This includes missing assignments.
3. To support a system focused on the evaluation of student learning, assessment will separate behaviors from assignments. In other words, student behavior will not play a part in a student's academic grade.
4. Extra credit will be allowed only for activities based on identified academic standards.
5. The system will remediate academic dishonesty through behavioral interventions rather than interventions that impact student grades.
6. With specific qualifiers designed by teachers, students will be allowed to retake exams and revise assignments.



Social Emotional Learning Supports for Students and Staff

Operating Principles for Social Emotional Learning (SEL) and Social and Racial Justice

Social Emotional Learning (SEL) and social and racial justice supports for all students and staff are an essential component of any instructional model.

- SEL in Northshore helps our students gain the foundational skills to understand multiple perspectives, show empathy, be resilient, celebrate and advocate for themselves and others, take initiative, resolve conflict, practice creative and critical thinking, and be committed to lifelong service and stewardship. (Northshore SEL Committee, 2018/19)
- SEL supports educational and racial justice, including by addressing the psychological stress of students of color (e.g. with racial battle fatigue), in multiple ways: emphasizing whole-child development, drawing attention to the social nature of learning, advancing the belief that all children can learn, developing young people's skills to navigate social contexts, and improving relationships between students and educators—a key protective factor for all students. (OSPI SEL Benchmarks)
- **Trauma-Informed Practices**
Because we cannot typically know which children have experienced trauma, the District will provide professional development to staff to implement trauma-informed practices with all children and provide universal, trauma-informed support throughout schools and classrooms. Social-emotional learning (SEL) is key for ensuring this happens. (Committee for Children, 2020).
- **Adult Social Emotional Learning and Social and Racial Justice Education**
Social and emotional learning for staff supports how adults understand and manage emotions, how they set and achieve positive goals, how they feel and show empathy for others, how they establish and maintain positive relationships, and how they make responsible decisions. Educators' social emotional competency positively influences students' identities, self-efficacy, and emotional intelligence and should also be a focus throughout the year.

Enacting Promising Practices for Social-Emotional Learning and Social and Racial Justice

Connection and relationship-building activities will be embedded in every classroom through intentional check ins and/or SEL skill-building activities with students. Over the course of each week, teachers will integrate social justice, racial justice, and/or social emotional learning into each class.

As staff are delivering SEL lessons, they should be mindful of the language needs in their classroom. Staff will be encouraged to collaborate with the EL teacher when delivering SEL lessons.

PBIS teams will collaborate with counselors and the SDLT around determining the building SEL focus, lessons on social and racial justice throughout the course of the year and types of SEL and social/racial justice activities/lessons to be taught. The District will provide training and resources for these teams to accomplish this, including how to level and modify these lessons for all students.

The District will create an updated resource list/website with additional links to community resources. Counselors will be provided with this information and will have access to all SEL resources/curriculum that are utilized in the district.

Counselors will have access to students, including during instructional periods, to provide services to students.

The District's learning management system will allow staff to track student check ins. Building teams will coordinate tracking student check ins, including non-academic check-ins, and work to ensure every attempt is made to engage all students.

All NSEA staff who interact and work with students are required to complete all SEL and equity related training provided by the school throughout the year, either synchronously or asynchronously. Classified staff will use 7.5 of their professional hours to participate for the 2020-21 school year.

A minimum of 3.75 hours (half day) during the contracted August days for staff will be focused on SEL activities. (Trauma informed practices, SEL activities, suicide signs and how to respond, mandatory reporting, mental health supports, access to support personnel, district/community resources website/sheet, etc.)

A minimum of 3.75 hours (half day) of this August contracted time will also be committed to social justice training, anti-racist training, and/or racial battle fatigue.

Student Supports

Tier 1

All students will have access to the following supports:

- Building teams will ensure student attendance and regular check-ins (documented) are provided by the appropriate staff.
- Regular connection building activities, built into instructional periods, such as:
 - Classroom meetings
 - Connection activities or games (Kahoots, scavenger hunts, etc.)
 - Think, Pair, Share to learn about classmates (non-academic activities)
 - SEL read alouds on a specific topic
 - Conversation starter questions
 - Show and tell (your pets, favorite toy, etc.)
- Opening activities/orientation events at the beginning of school onsite as possible (ex. WEB/Link Virtual Days, Welcome Back Virtual Assemblies, Neighborhood Parade, School drive-thru parade, Teacher Introduction events, etc.)
- One-to-one communication, including the option of face-to-face videoconferencing, between students and teachers/counselors as appropriate
- Staff trained in suicide recognition and referral, including mandatory reporting requirement

Tier 2

Staff will work to provide the following supports for students who are not succeeding with Tier 1 supports alone:

- Weekly Wrap Around Building Team Meetings (i.e. Care team, Guidance team, grade level teams, Alpha, Administrative teams) will be conducted at all schools. Building teams should consider including counselors, administrators, teachers, classified staff, and family liaisons. Teams should consider the following interventions:
 - A comprehensive look at check in of students not being reached through Tier 1.
 - Identifying targeted supports onsite for students who need increased access.
 - Identifying students given increased time in buildings with staff (during hybrid stages allowing in-person instruction).
 - Access to mental health professionals (hired and refer to)
 - Counseling supports at each building
 - Referral resources for families and staff to easily access
 - Current, available, common and accessible
 - Check in - Check out (Check and connect)
 - More frequent check ins with specified students

- Staff training for those providing these check ins

Tier 3

For students for whom Tier 1 and Tier 2 Supports have not proven sufficient, building teams (e.g. Guidance Teams, Care Teams, Weekly Wrap Around Teams, etc.) will consider implementing the following supports:

- Referral to additional services: mental health, 504's, evaluations, and/or other community services.
- Home Visits, when safe and appropriate



Professional Development

Prior to the implementation of the use of the learning management system, and regularly over the course of the school year, staff will be provided with ample and appropriate opportunities to learn about the system's features. Training regarding the learning management system will include, but is not limited to: Summer Institute, August Days, the start of the school year, and District Days throughout the school year. A [Professional Development Plan](#) will be developed and revised as necessary. The District will front-load support and resources for staff before the beginning of the school year. All Northshore School District staff who will engage with the system will be expected to engage in synchronous (i.e., professional development that is virtual and in-person) and/or asynchronous (i.e., professional development that is designed to supplement and/or support the live synchronous learning) initial training and have access to professional development in multiple modalities. Staff will be provided with the time to play with, manipulate and work within the new system. This includes but is not limited to incorporating content, activities, and collaboration opportunities.



APPENDIX B: EVALUATION OF CERTIFICATED EDUCATORS AND ESPs

1. **ESP Evaluations:** The District shall engage in evaluations for ESP employees per the terms of the NSEA ESP collective bargaining agreement and may do so remotely or in-person.
2. **Certificated Evaluations:** The District shall engage in certificated educator evaluations for the 2020-21 school year. The parties agree to amend the evaluation process described in the NSEA collective bargaining agreement, as follows:
 - a. All classroom teachers that received a score of “Proficient” or “Distinguished” during the 2019-20 school year shall be on a Focused evaluation for the 2020-21 school year, unless covered under subsection (c) below. Additionally, if 2019-20 marked the 5th (fifth) consecutive year the classroom teacher was on a Focused evaluation, they will be on a Comprehensive evaluation in 2020-21.
 - b. Any classroom teacher who did not receive a Final Summative Evaluation Score for the 2019-2020 school year shall be on a Comprehensive evaluation for the 2020-21 school year, and a Plan of Assistance shall be developed to support the teacher.
 - c. Classroom teachers with zero to three years of experience teaching in Washington State, or in their first year of teaching in Northshore and with prior experience in a Washington school district shall be on a Comprehensive evaluation for the 2020-21 school year.
 - d. All Counselors, ESAs, Teacher Librarians, and TOSAs that received a “Meets Expectations” summative score during the 2019-20 school year shall be on a PGO evaluation for the 2020-21 school year.
 - e. Any Counselors, ESAs, Teacher Librarians, and TOSAs who did not receive a “Meets Expectations” summative score for the 2019-2020 school year shall be on a Summative evaluation for the 2020-21 school year, and a Plan of Assistance shall be developed to support the educator.
 - f. Counselors, ESAs, Teacher Librarians, and TOSAs with zero to three years of educator experience in Washington State, or in their first year of professional practice in Northshore and with prior experience in a Washington school district shall be on a Summative evaluation for the 2020-21 school year.
 - g. Educators on a Focused or PGO evaluation shall have two observations of their educational practice conducted. One observation shall be planned for a time when the educator is engaged in synchronous virtual instruction (classroom teachers) or other role-specific learning experience (Counselors, ESAs, Teacher Librarians) with students. A second observation will be scheduled at a mutually agreeable time, during either a virtual or in-person instructional opportunity. Observations shall be followed by a post-observation conference and documented in eVAL.
 - h. Educators on a Comprehensive or Summative evaluation shall have two observations of their educational practice conducted. One observation shall be planned for a time when the educator is engaged in synchronous virtual instruction (classroom teachers) or other role-specific learning experience (Counselors, ESAs, Teacher Librarians) with students. A second observation will be scheduled at a mutually agreeable time, during either a virtual or in-person instructional opportunity. Both observations shall include both pre-observation and post-observation conferences, and be documented in eVAL.
 - i. Educators on a Plan of Assistance may be observed more than two times for the purpose of providing additional feedback and support as needed and as documented in the educator’s Plan.
 - j. Any educator may request additional informal observations for the purpose of receiving feedback about and engaging in professional conversations about their practice. These observations will be documented in eVAL only if requested by the educator.

The District and the Northshore Education Association shall develop a set of “look fors” related to the components of the Danielson Framework for Teaching to be used by evaluators who observe online instruction.

The District will train all evaluators in the added “look fors” before any educator is engaged in an observation.

The District and Association recognize that teachers on a Comprehensive evaluation are to be evaluated on all eight Washington State evaluative criteria. For the 2020-21 school year, the District and Association shall determine which of the eight evaluative criteria are priority criteria for teachers to attend to in their professional practice to ensure the success of students.

The District will provide information to all educators in a variety of modalities to ensure educators learn about and understand the “look fors” to be used during an observation.

Should any guidance from OSPI regarding the impacts of school closures on evaluations conflict with the agreements above, the parties will reconvene to reconcile the conflicts.



APPENDIX C: HEALTH AND SAFETY CONSIDERATIONS and PROTOCOLS

District wide health and safety protocols will be designed to comply with guidance of all applicable public health agencies. The District will review guidance from state and county health departments, and the state Department of Labor & Industries on a biweekly basis to update strategies and protocols as the guidelines evolve. Staff will be educated in the language they understand best about health and safety protocols and procedures.

The District will appoint a designated site specific COVID-19 supervisor for each worksite, as directed by the OSPI Reopening Washington Schools Planning Guide. The role of the COVID-19 supervisor, in conjunction with the building administrator, is to monitor the health of employees and enforce COVID-19 job site safety. The school nurse is the subject matter expert for the building. The assigned COVID-19 supervisor will work in partnership with the school nurse.

The District will develop and adopt written protocols for employee safety and student interaction. The District will clearly communicate these protocols to staff and families in the language they understand best. The protocols shall include, but are not limited to:

1. Protocols regarding exclusion of sick staff and students from school sites
2. Protocols for health screenings of staff and students
3. Protocols for physical distancing of staff and students
4. Protocols regarding the use of Personal Protective Equipment (PPE)
5. Protocols regarding sanitation, cleaning and disinfection
6. Protocols regarding the handling of and communication around suspected and confirmed cases of COVID-19

Sick Staff and Students

The District will adopt and clearly communicate a written definition of what constitutes possible, probable, (suspected) and positive COVID-19 cases. The District will communicate to staff and families that staff and students with the symptoms of COVID-19 as listed by the CDC must stay home. Communication to families will also require that parents or guardians have considered the District health guidance and screened for symptoms prior to sending students to a school building. Any person, including parents, students, and staff, entering a District facility will attest that they do not have symptoms of COVID-19 and have not been knowingly exposed to COVID-19, as advised by all District health guidance.

Health Screenings of Staff and Students

Health screenings, [as outlined in the District's health and safety procedures and protocols](#), will be conducted for all staff and students before or upon their arrival to school. The location and the site-specific layout of the temperature check for students will be determined by each school, but the layout developed must maintain the District's physical distancing protocols. Sites will have designated isolation areas for possible cases and each school will follow their existing isolation plan when situations arise.

For any in-person educational models with 30 students or less on campus, nurses will conduct the temperature check for students. For any in-person educational models with more than 30 students on campus, additional non-nurse staff will be determined, assigned and trained to conduct temperature checks by the school nurse. The additional non-nurse staff totals will be dependent on the makeup of the student population in attendance specific to each campus to allow screenings to be conducted within a reasonable time.

School staff will conduct their own health screenings including temperature checks, and will document their lack of symptoms prior to entering buildings. Each building will develop a plan for documenting staff health screenings.

Physical Distancing of Staff and Students

Per OSPI's Reopening Washington Schools: Safety and Health Requirements, the District will limit capacity and implement protocols to maintain a minimum separation as recommended by state and county health departments (six-foot currently) between all employees, students, and others to the maximum extent feasible.

Schools will be required to implement building-specific strategies to increase physical distancing that meet their physical needs and available capacity. Staff will be educated in the language they understand best about coronavirus, the importance of physical distancing, and how to prevent transmission. Buildings should consider:

- Rearranging desks/tables to maximize the space between students
- Keeping students in cohorts/clusters to the maximum amount possible
- Reducing the number of students in hallways at any time
- Limiting access to essential visitors or volunteers
- Reducing congestion in office areas
- Limiting building use outside of school hours to approved activities

Personal Protective Equipment

District-wide protocols regarding PPE usage will be designed to comply with the guidance of all applicable public health agencies. These protocols may change as public health guidance continues to evolve. The District will provide professional development on personal protective equipment requirements, best practices, and consequences of not following these practices to all staff, students, and families. Compliance with guidelines for personal protective equipment is a job expectation for Northshore staff.

The District will remind staff and students that dress code policies apply toward personal protective equipment. The District will monitor the supply chain availability for personal protective equipment centrally through the district warehouse, prior to any stage of in-person instruction.

Face Coverings for Staff: Face coverings appropriate for their risk of exposure, per health agency guidance, will be made available for all staff. Staff may also provide their own appropriate face coverings so long as they comply with health agency guidance. This would include:

- Fitted N95 masks and face shields provided to all nurses.
- Face shields for other staff when risk exposure dictates
- Face shields for staff who are unable to wear a mask because the individual has a medical condition or disability that makes wearing a facial covering inappropriate and/or transparent face coverings because the individual is deaf or hard of hearing, or is communicating with someone who relies on language cues such as facial markers and expression and mouth movements as a part of communication.
- Specific situations regarding unique PPE requirements on the part of the student or staff will be determined on a case by case basis at each building in consultation with the building COVID-19 supervisor.

Staff who are medically able to and refuse to comply with guidelines for face coverings will be isolated and excluded from campus.

Face Coverings for Students: The District will provide varying sizes of face coverings for students in the event their face covering is soiled/lost/damaged. The District will provide face coverings to students when needed and upon request. Face shields or other alternatives will be provided to students who are unable to wear a mask because the individual has a medical condition or disability that makes wearing a facial covering inappropriate or because the individual is deaf or hard of hearing, or is communicating with someone who relies on language cues such as facial markers and expression and mouth movements as a part of communication. Other alternatives to cloth face coverings will be determined on a case by case basis at each building in consultation with the building COVID-19 supervisor.

Gloves will be made available for staff. Additional PPE (gowns, foot coverings, etc.) will be made available to staff in high risk classifications when appropriate per health agency guidelines as determined by the building COVID-19 supervisor.


Sanitation, Cleaning, and Disinfection

The District will clearly communicate all COVID-19 related cleaning and disinfection protocols to staff and families. Cleaning and disinfection protocols for a probable case of COVID-19 will comply with CDC recommendations. Access to areas visited by a probable case of COVID-19 will be restricted until cleaning and disinfection is completed.

All classrooms will be provided with disinfecting wipes and hand sanitizer that have been approved by the EPA for effectiveness and low toxicity. Additional disinfecting wipes and hand sanitizer will be made available in key administrative areas.

Ventilation will be set to maximize outside air flow continuously. Filters will be used that provide the maximum filtration recommended for the HVAC equipment of the building and will be changed monthly.



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