

SEQUIM SCHOOL DISTRICT

# 2020-2021 School Year Community Forum

Prepared by the  
Office of Supt. Dr. Rob Clark  
July 8th 2020





# Welcome

- **Thank you for attending the forum**
- **This meeting will be recorded**
- **Questions will be taken at the end of the presentation**





# Welcome to our Community Forum

## **Q&A Panel:**

- Asst. Supt. Jennifer Maughan
- Greywolf Principal Donna Hudson
- School District Nurse Sonja Bittner

## **Board of Directors:**

- Brandino Gibson, President
- Eric Pickens, Vice President
- Jim Stoffer
- Brian Kuh
- Larry Jeffryes



# BACKGROUND-SPRING 2020

## PUBLIC SCHOOLS CLOSED

Washington State Governor  
ordered schools closed on  
March 17th, 2020 because of  
COVID-19

## REMOTE LEARNING

Sequim School District began  
continuous learning for  
students and families on March  
16th, 2020

## CALENDAR MODIFIED

Sequim School District's  
calendar was modified and the  
last day for students was  
June 17th, 2020

## MAKING THE PLAN

OSPI directed schools to plan  
for a fall opening

## TASK FORCE

The Back to School Task Force  
started meeting June 15th, 2020

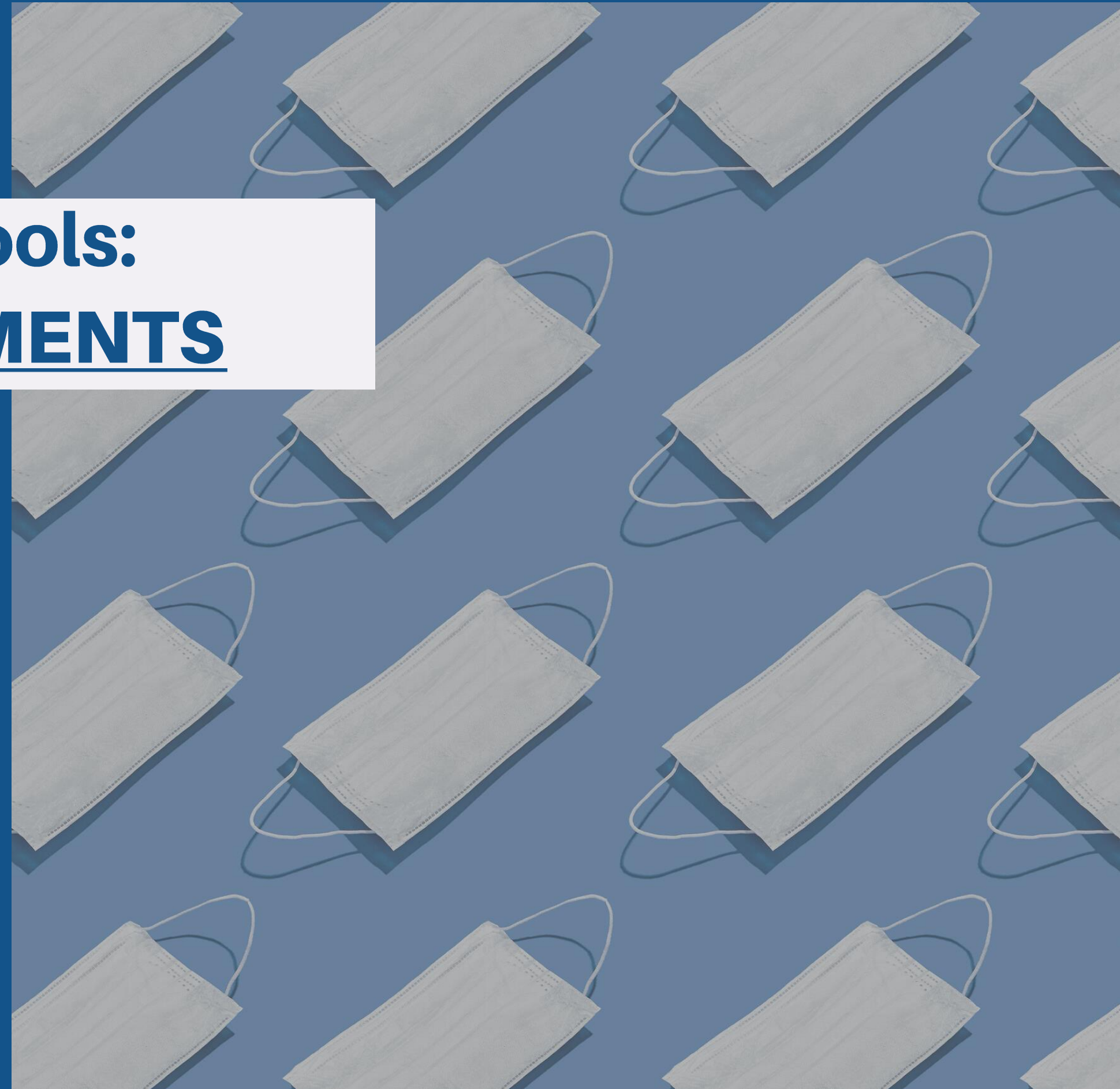
# **Reopening Washington Schools: Health and Safety REQUIREMENTS**

## **Health Screening at Entry**

- Parent verification of health
- Temperature taken at entrance

## **Face Masks/Face shields**

- As of today, it is a requirement



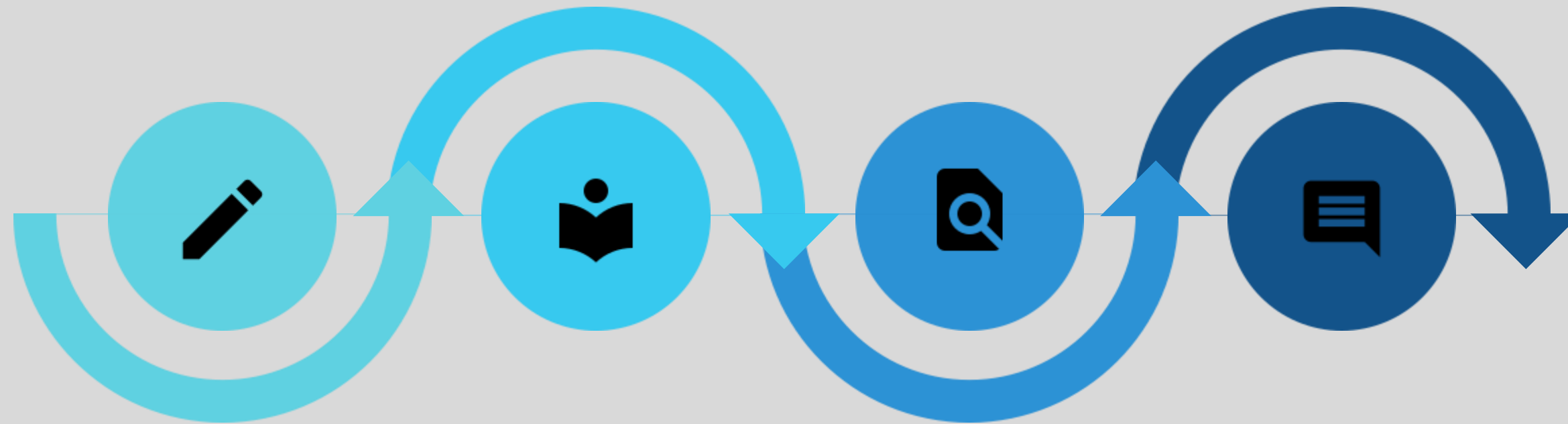


# Reopening Washington Schools: Health and Safety REQUIREMENTS

## What we Know as of today: Physical Distancing

- *Cancel field trips, assemblies and other large gatherings.*
- *Cancel or modify classes where students are likely to be in close contact.*
- *Increase space between desks.*
- *Reduce the number of students in the halls at a time.*
- *Stagger arrival and or dismissal times.*
- *Limit nonessential visitors.*
- *Keep students outside more, as weather and space permits.*
- *Suspend or make significant modifications to activities that are considered high risk, such as choir or other classes or activities that require students to remove face coverings, and may contribute to the transmission of COVID-19.*
- *Teach staff, students and their families to maintain distance from each other in the school.*

# THE PROCESS FOR DETERMINING HYBRID MODEL FOR SEQUIM SCHOOL DISTRICT



## **Back to School Task Force**

Including teachers,  
para-educators,  
secretaries,  
administrators,  
maintenance, bus  
drivers, nurse, and  
technology  
(June 15th 2020)

## **Stakeholder feedback**

Parent and Staff survey on  
June 26th

## **Stakeholder feedback**

Community forum on  
July 8th 2020  
A survey will be  
collected after the  
forum

## **Approval**

A plan will be  
presented to the  
Sequim School  
District Board of  
Directors on August  
3rd 2020 with  
Approval on  
August 17th 2020

# Sequim School District Family Survey

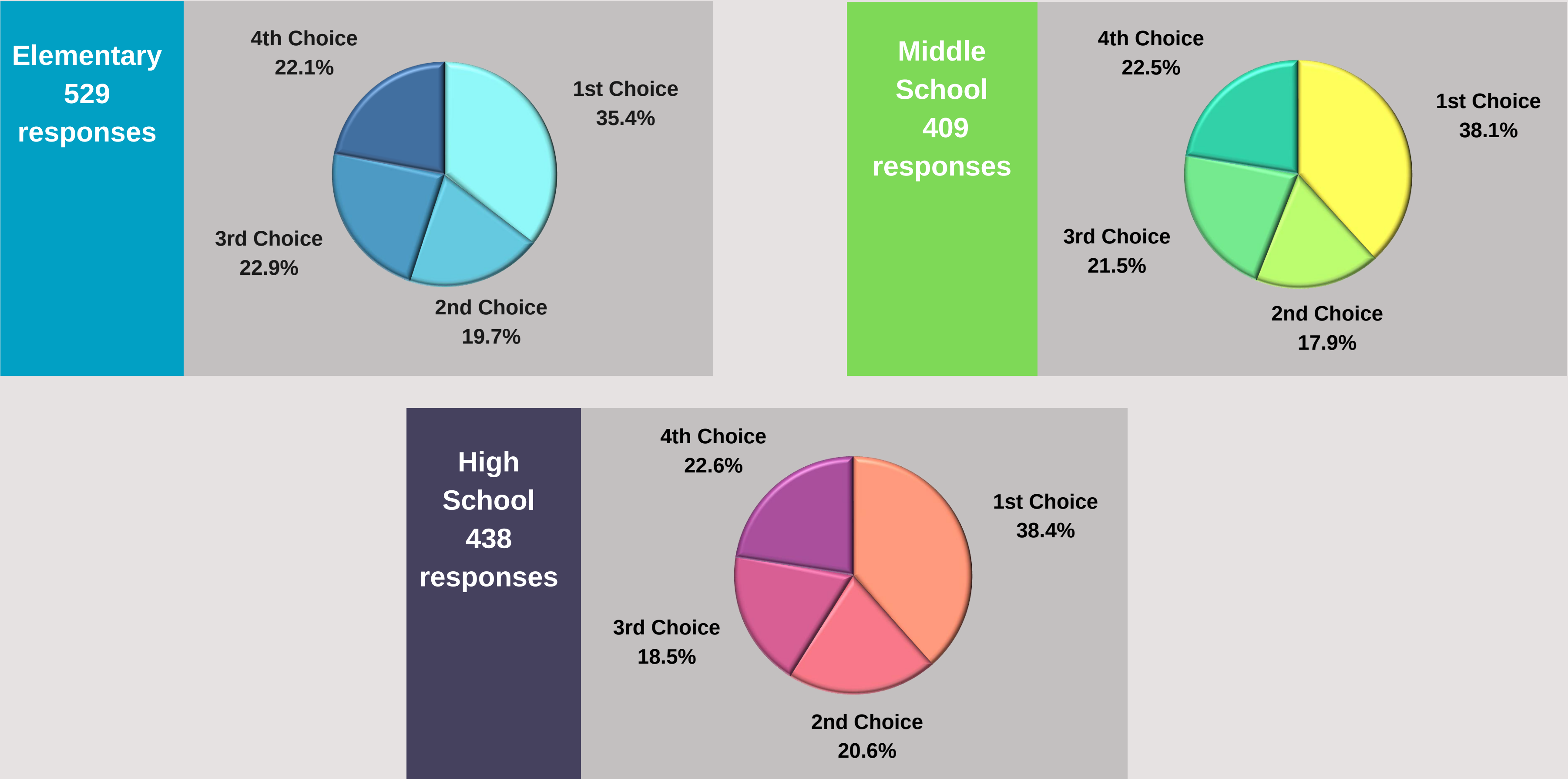
Families were asked to choose in order of preference, which hybrid schedule they preferred.



- Student in class for two weeks and online for 1 week-A/B/C (transportation provided)
- Student in class for one week and online for 1 week (transportation provided) Week A/Week B
- Student in class two days per week and online for 3 days per week-AB/AB (transportation provided)
- Student is in class ½ days everyday (parents/guardian may be responsible for transportation)

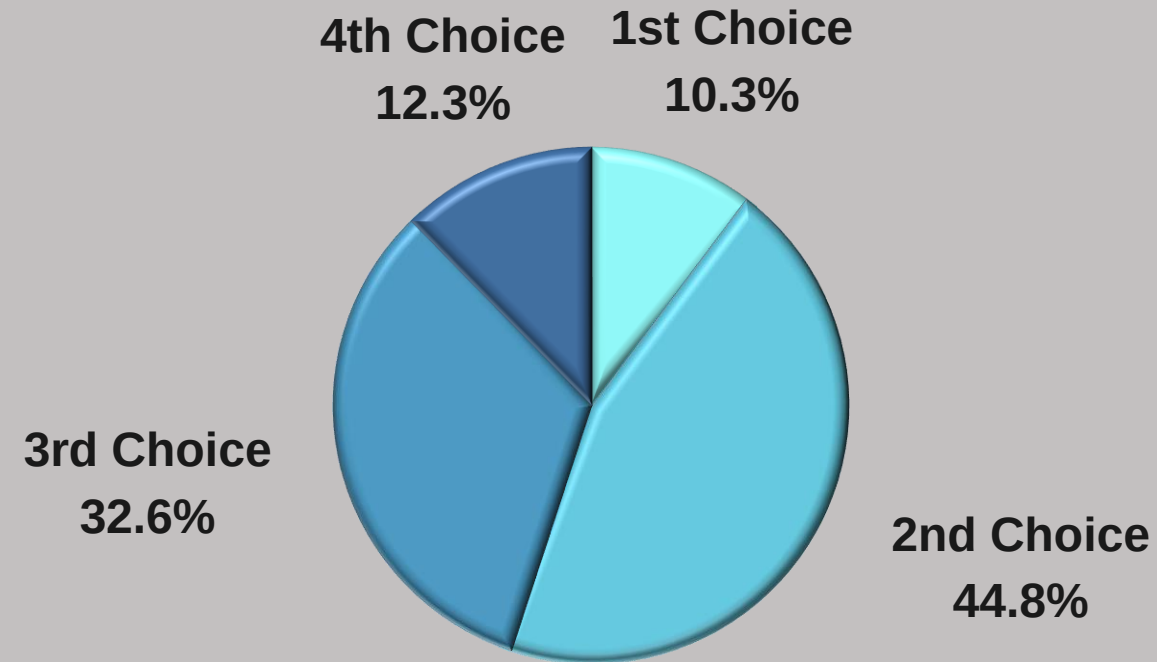


# A/B/C MODEL RESULTS

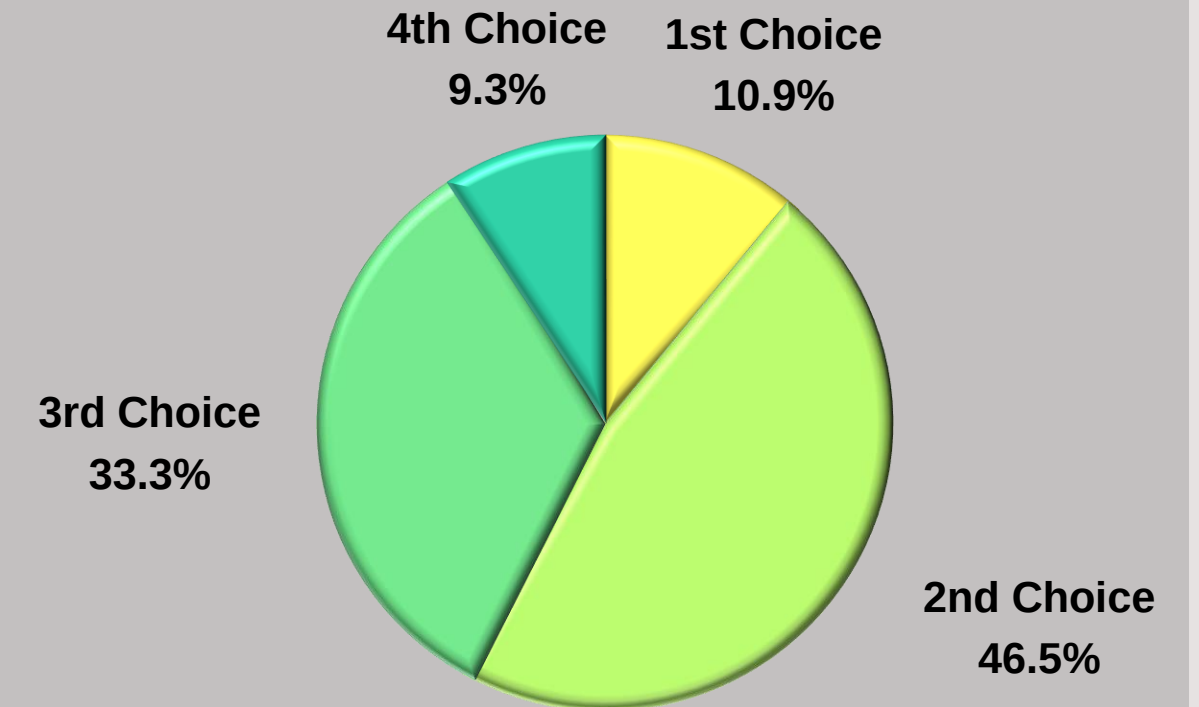


# WEEK A & WEEK B MODEL RESULTS

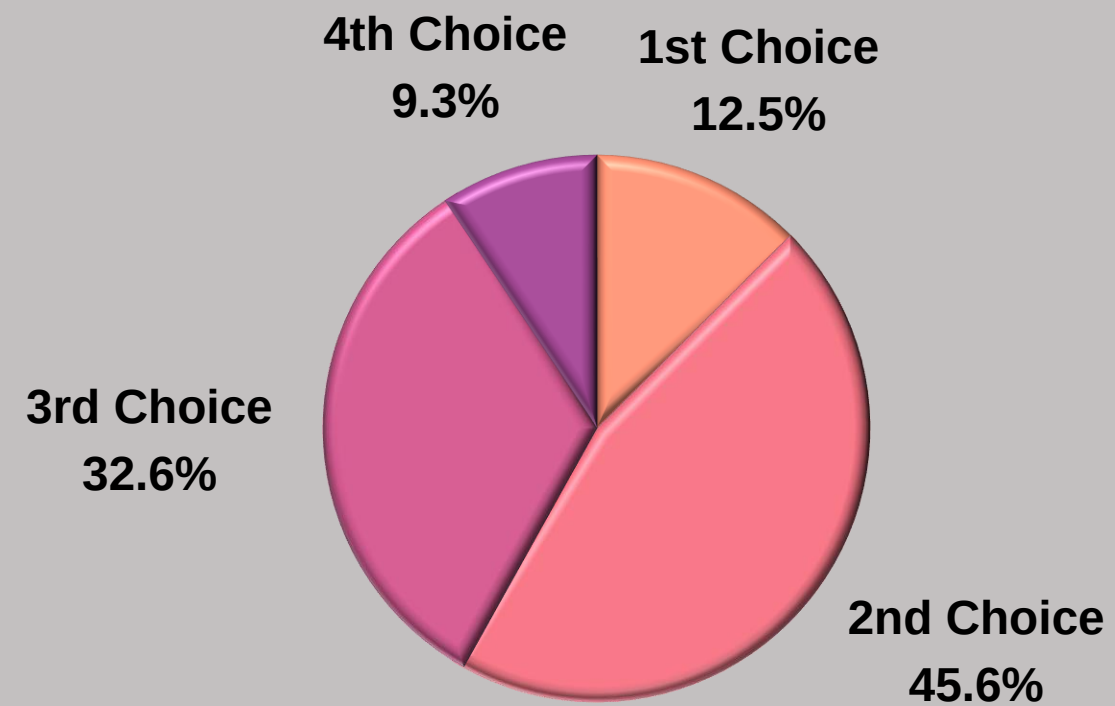
**Elementary**  
**527**  
**responses**



**Middle**  
**School**  
**411**  
**responses**



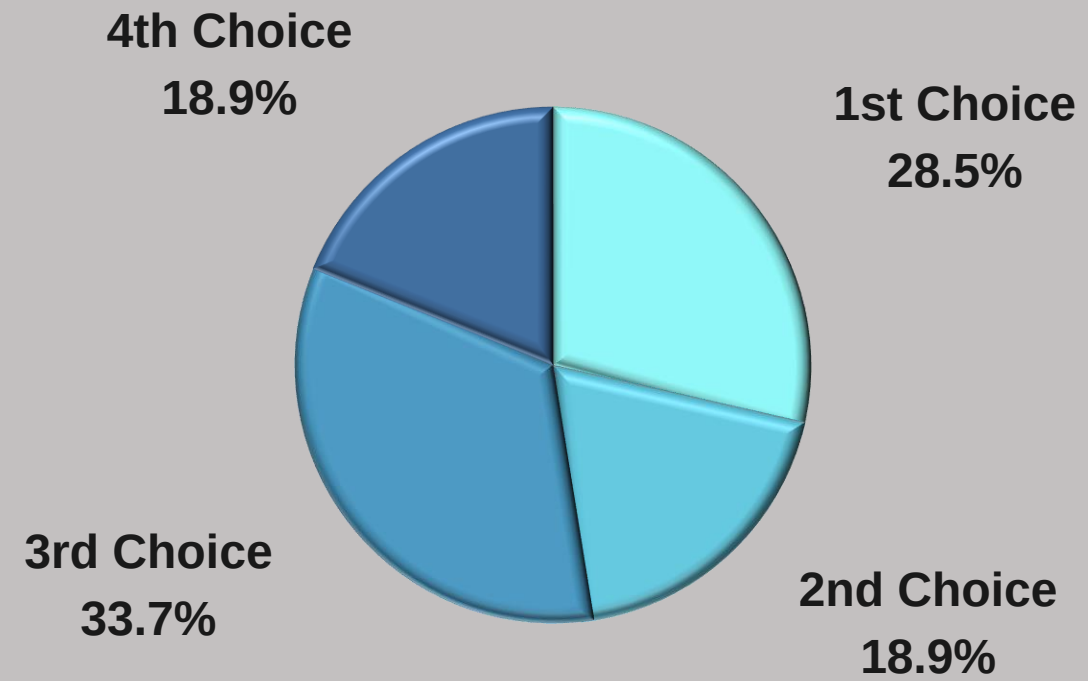
**High**  
**School**  
**439**  
**responses**



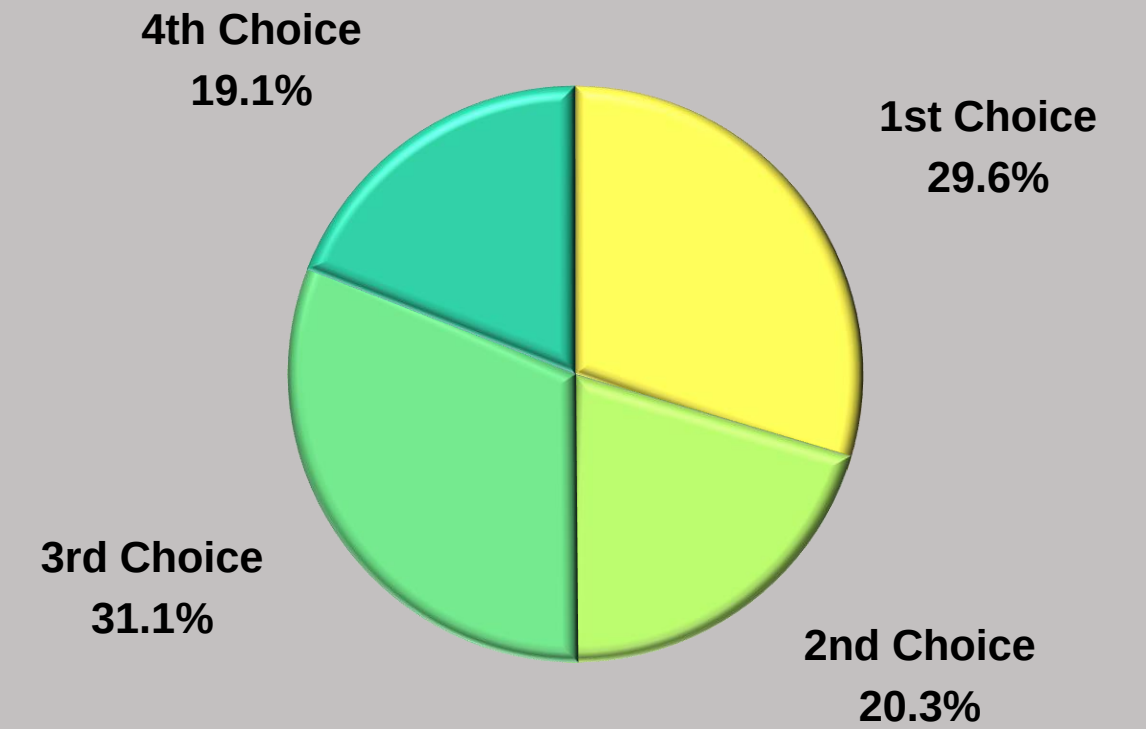


# AA/BB WEEK MODEL RESULTS

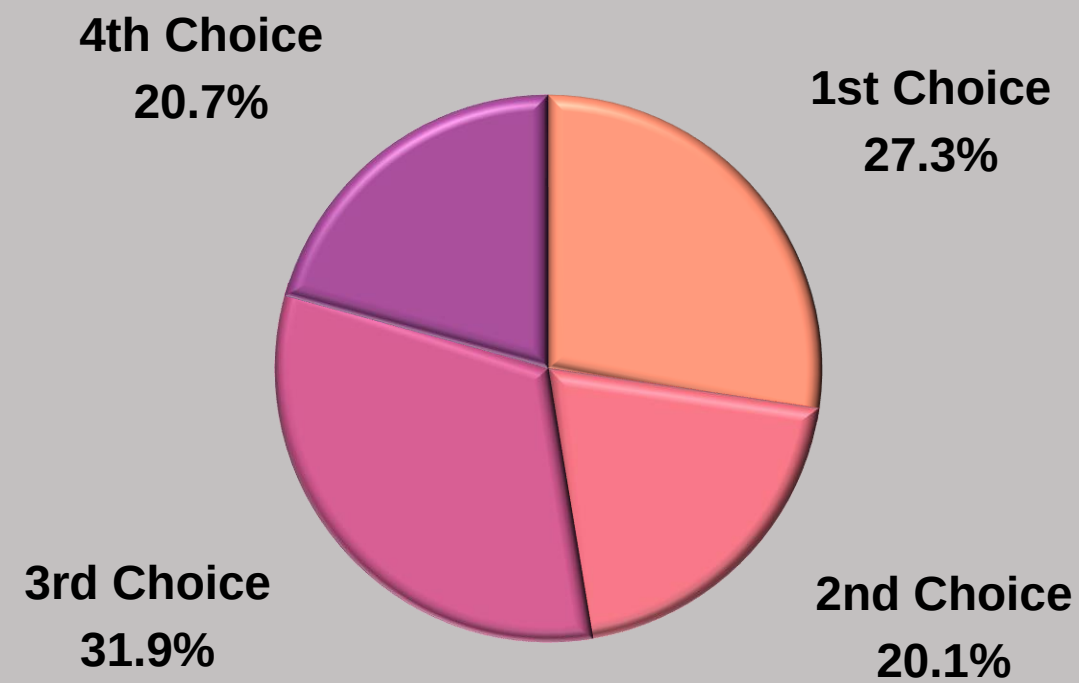
**Elementary**  
**529**  
**responses**



**Middle  
School**  
**409**  
**responses**

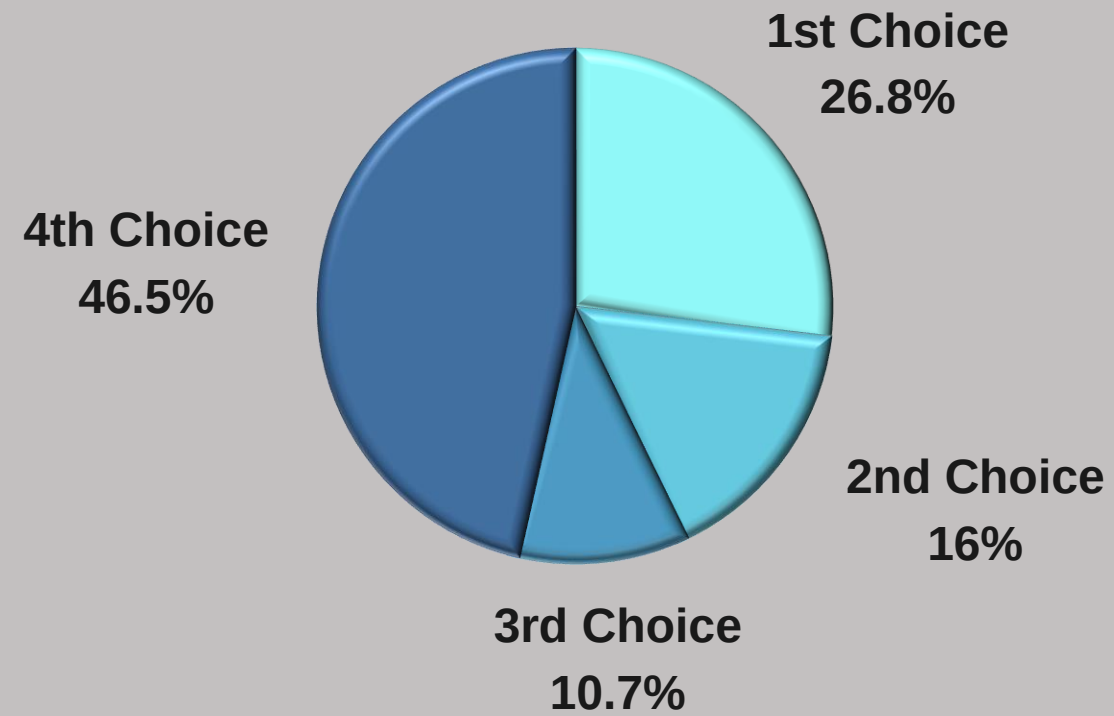


**High  
School**  
**439**  
**responses**

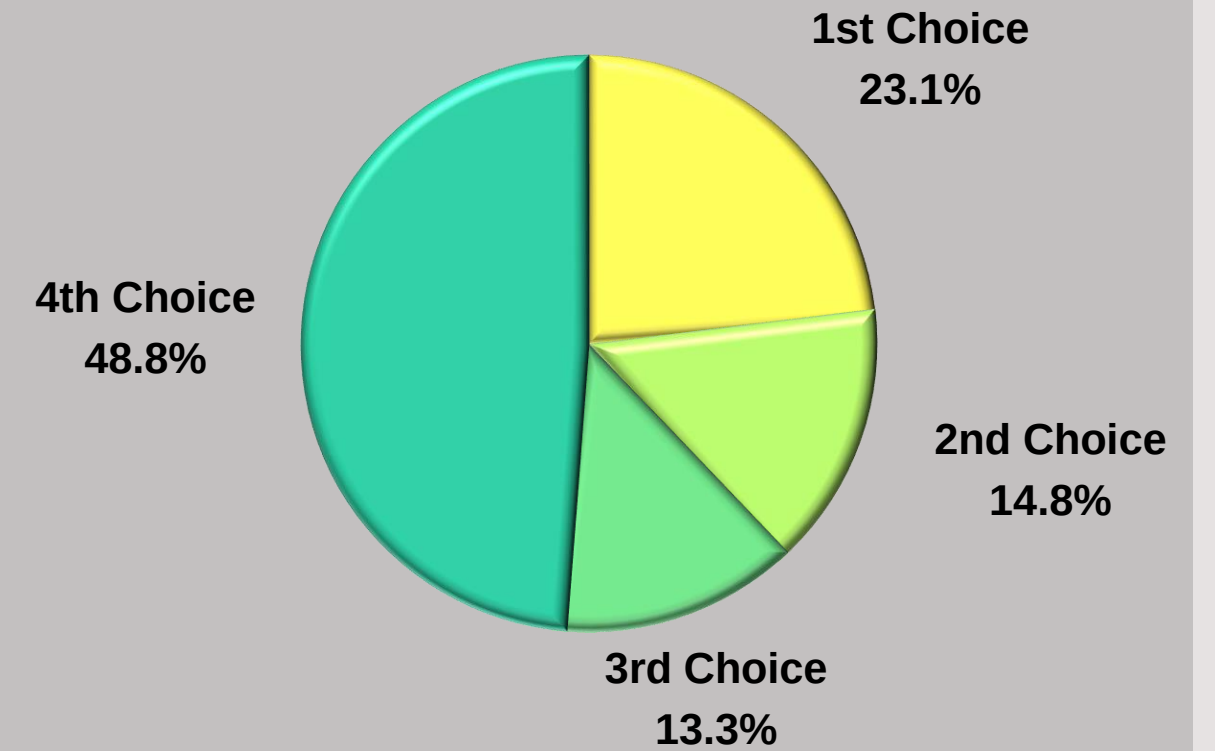


# 1/2 DAY MODEL RESULTS

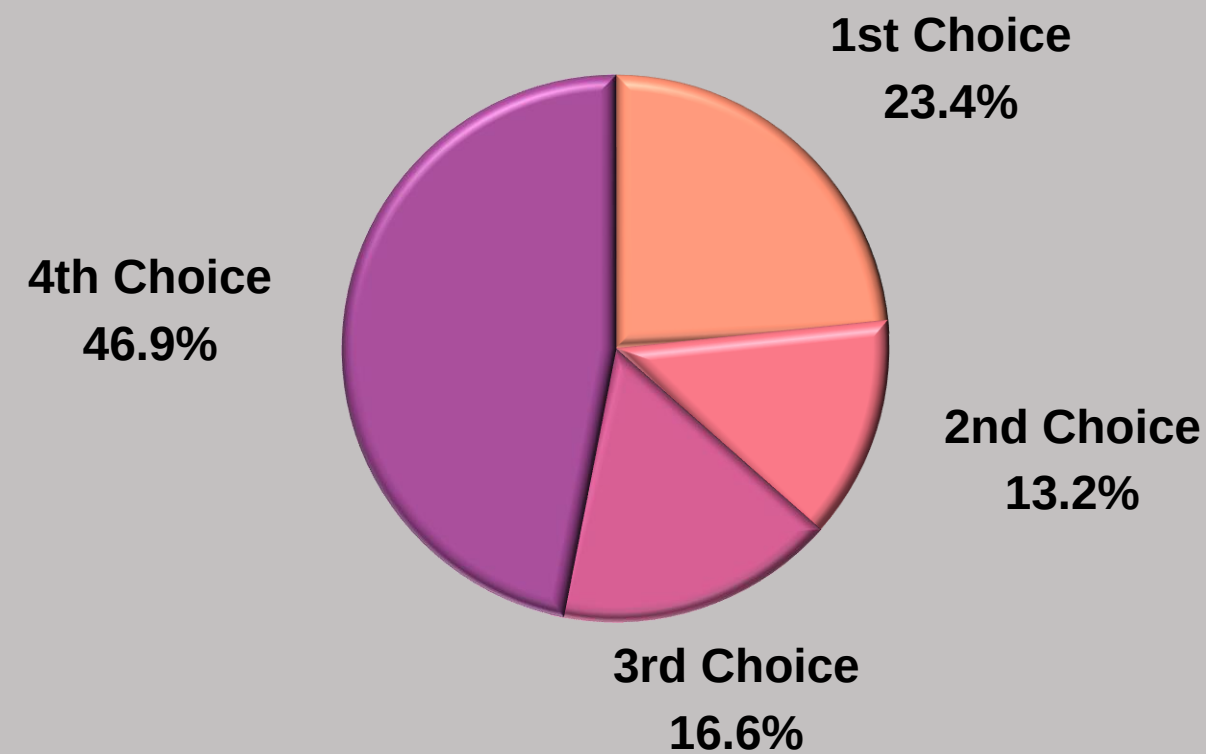
**Elementary**  
**533**  
**responses**



**Middle**  
**School**  
**412**  
**responses**



**High**  
**School**  
**441**  
**responses**





# Based on survey results, the following models are being explored

## Option 1

### A/B/C MODEL

Students in class for two  
weeks,  
remote for one week

## Option 2:

### AB MODEL

Students in class for one  
week,  
remote for one week

## Option 3:

### AA/BB MODEL

Students in class two  
days per week,  
remote three days per  
week

# A/B/C Model

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK 1	<div><div>A In Class</div><div>B In Class</div></div> <div>C Remote</div>	<div><div>A In Class</div><div>B In Class</div></div> <div>C Remote</div>	<div><div>A In Class</div><div>B In Class</div></div> <div>C Remote</div>	<div><div>A In Class</div><div>B In Class</div></div> <div>C Remote</div>	<div><div>A In Class</div><div>B In Class</div></div> <div>C Remote</div>
WEEK 2	<div><div>B In Class</div><div>C In Class</div></div> <div>A Remote</div>	<div><div>B In Class</div><div>C In Class</div></div> <div>A Remote</div>	<div><div>B In Class</div><div>C In Class</div></div> <div>A Remote</div>	<div><div>B In Class</div><div>C In Class</div></div> <div>A Remote</div>	<div><div>B In Class</div><div>C In Class</div></div> <div>A Remote</div>
WEEK 3	<div><div>C In Class</div><div>A In Class</div></div> <div>B Remote</div>	<div><div>C In Class</div><div>A In Class</div></div> <div>B Remote</div>	<div><div>C In Class</div><div>A In Class</div></div> <div>B Remote</div>	<div><div>C In Class</div><div>A In Class</div></div> <div>B Remote</div>	<div><div>C In Class</div><div>A In Class</div></div> <div>B Remote</div>

- With a 5-day week model, students would be split into three groups. In class two weeks, working remotely one week.



## POSITIVES

- 2/3 of students in class at any given time
- Parent support
- Quick Transition time to continuous Distance Learning 2.0 if needed
- More days of in-person instruction
- Less remote learning
- More consistency to help with childcare needs

# A/B/C Model

## CHALLENGES

- Requires modified schedule for some buildings
- Total number of students cannot exceed class size
- Meal distribution

# A/B Model

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK 1	<div><div>A</div><div>In Class</div></div> <div><div>B</div><div>Remote</div></div>	<div><div>A</div><div>In Class</div></div> <div><div>B</div><div>Remote</div></div>	<div><div>A</div><div>In Class</div></div> <div><div>B</div><div>Remote</div></div>	<div><div>A</div><div>In Class</div></div> <div><div>B</div><div>Remote</div></div>	<div><div>A</div><div>In Class</div></div> <div><div>B</div><div>Remote</div></div>
WEEK 2	<div><div>B</div><div>In Class</div></div> <div><div>A</div><div>Remote</div></div>	<div><div>B</div><div>In Class</div></div> <div><div>A</div><div>Remote</div></div>	<div><div>B</div><div>In Class</div></div> <div><div>A</div><div>Remote</div></div>	<div><div>B</div><div>In Class</div></div> <div><div>A</div><div>Remote</div></div>	<div><div>B</div><div>In Class</div></div> <div><div>A</div><div>Remote</div></div>

- With a 5-day week model, students would be split into two groups. In class one week, working remotely one week.



## POSITIVES

- 1/2 of students in class at any given time
- Parent support
- Quick Transition time to continuous Distance Learning 2.0 if needed
- More days of in-person instruction
- Less remote learning
- More consistency to help with childcare needs

# A/B Model

## CHALLENGES

- Requires modified schedule for some buildings
- Total number of students cannot exceed class size
- Students are away from the building for one week at a time
- Meal distribution

# AA/BB Model



- Two groups, "A" group might attend on Monday/Tuesday and "B" group attends on Thursday/Friday. Wednesday is for small group interventions, online specific instruction, and teacher planning and professional development.



## POSITIVES

- ½ of students in class at any given time
- Quick Transition time to continuous Distance Learning 2.0 if needed
- Parent Support
- Some in-person instruction

# AA/BB Model

## CHALLENGES

- Balance for time in class
- Students are building relationships with only half of their classmates
- Five Monday holidays
- Greater daycare needs
- Meal distribution

# To Maximize Learning and Ensure School/Family Communication that is:

## PREDICTABLE

We know when to expect it

**P**

**A**

## ACCURATE

No mixed messages

## INCLUSIVE

Meets the needs of each  
family

**I**

**R**

## REASONABLE

It is not overwhelming

*We want to PAIR with you as a united team*

# Questions

- Please review the questions we are currently working on
- If you still have a question, please enter in the Q & A portal





**In the coming days and weeks, greater detail will be provided on additional aspects of fall planning. Questions we are working to share more information on include, but are not limited to, what is below:**

- Will teachers move classrooms instead of students?
- Will there be Sports in the Fall? Winter? Spring?
- How will PE work?
- How are teachers being supported and prepared to teach in this format?
- How will hands-on work, like science labs and art, be handled in the hybrid model?
- Will students have their temperatures checked at school entrances?
- What will the rules around bathroom usage be?
- Will students be able to use the drinking fountains?
- How will drop-off and pick-up work?
- How will classrooms be configured to maintain physical distancing?
- What changes can I expect to see in the school buildings?
- Will there be changes to visitor/parent volunteer practices?
- What are Sequim School Districts deep cleaning protocols for school buildings?
- How will lunch work?
- What will Sequim School District grading and assessment policies be?
- What happens if there is a new outbreak of COVID-19 cases?

Thank you for attending  
Please take a few moments to  
complete a brief survey that will  
be emailed to

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