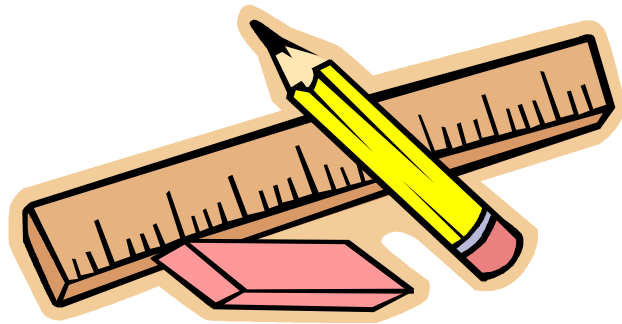


SIUSLAW

Siuslaw School
District 97J

Administrator Reports



July 29, 2020

SES Re-opening Plan

The SES Planning Team has been meeting regularly since May. We've discussed a number of options for reopening. The **hybrid model** we are recommending is the one we feel best fits the needs of our school community.

Class Structure

Our classes will be organized as follows:

Kindergarten	Timm	
	Butler	
	Siewell	
	Ackerman	
1 st	Graham	21
	Jones	21
	Chapman	21
	Henry	22
	Costa	22
2 nd Grade	Anttila	26
	Fleming	26
	Whisler	26
	Crossley	26
3 rd Grade	Carpenito	21
	Greene	21
	Neider	22
	Cargill	22
4 th Grade	Rankin	26
	McNeill	26
	DeSarro	26
	Halpin	27
5 th Grade	Barnard	23
	Parker	23
	Bottger	23
	Jorgenson	23

This alignment would likely be adjusted based upon student enrollment in this hybrid model and teacher ability to return.

Schedule

We recognize the likelihood distance learning will be a significant element throughout the school year. The bulk of student learning time will be online through Google Classroom, Seesaw, Renaissance Place and other curriculum modified for online delivery. Students will attend to distance learning Monday-Thursday mornings each week.

Each student will also be assigned to a cohort for face-to-face meeting time for a minimum of one session each week. Cohorts will meet on a regular day of the week in groups that represent on quarter of a homeroom class (5-7 students each). Face-to-face instruction will largely be in support of distance learning.

Approximately 150 students would be on campus each afternoon.

Fridays are reserved for teacher planning and preparation time.

Staffing

The class alignment listed above is the same we would use for face-to-face instruction. Classified staff would be assigned to each homeroom as a classroom assistant. We are five aides short of a fully staffed model but we could reassign some specialists to work as classroom aides. In the event that short term substitutes are needed to cover for a missing teacher, a certified teacher working as an aide can be reassigned without the need to call a substitute unfamiliar with procedures in this model.

These assistants would help to plan, deliver, and assess student learning in both the mornings (distance learning) and the afternoons (small face-to-face groups). This ensures two adults connected to all students enrolled in the hybrid model. This would be the single biggest adjustment to the distance learning we offered last spring. We will be able to support distancing learning with staff.

Transportation

Students will have the option to participate in district transportation to and from school each day. No elementary students needing to ride the bus in the morning relieves distancing pressures. A mid-day bus run will only include elementary students. The ride home each afternoon could be more complicated.

Advantages Compared to Other Hybrid Plans We Discussed

While this model results in less face-to-face time for students than the A/B model, it has several advantages:

- Durable for changes in conditions and orders. It can be expanded or contracted on short notice.
- Small cohorts are easy to track. Contact tracing is less involved. If a student presents with COVID symptoms, the affected cohort is small.
- Busses would only have a handful of ES kids to pick-up for afternoon small groups. (bussing home might be a challenge...)
- Equity- kids needing an additional afternoon session for Sped/Title would be easy to add to the schedule
- Food Services wouldn't be concerned with ES lunches being served at school. Lunches can continue to be distributed in the community as they have all summer. T
- Not serving lunch at school eliminates a significant "bottle neck" for social contact.
- Multiple staff members get weekly eyes on kids to monitor social/emotional wellness.
- The model emphasizes and supports distance learning as the primary model for instruction.
- Small group time can be intense instruction tailored to student needs. They also allow for trouble shooting technical issues with computer hardware/software.
- Social distancing and other precautions are easier to accomplish. With only 150 students on campus each day, the building is easier to sanitize between cohorts.
- There will be no transitions to specialists. Stable cohorts will be contained to classrooms.
- Small cohorts allow for minimal rearrangement of the classroom environment. Teaching implements and furniture would not need to be removed to make room for students at a social distance.
- Social distance procedures will be easier to teach and enforce with small groups.
- This model is an opportunity to retain students who are concerned about health and safety at school.
- It's also the model that is most likely to retain staff with health and safety concerns.
- This model provides a viable option to families who are considering enrolling in complete online schooling. Our model would maintain enrollment and have face-to-face contact time.
- Shorter days with students wearing a mask. It may seem like a small thing but this will be hurdle in the primary grades.

Fall 2020 Class Alignment Scenarios

Kindergarten numbers remain unknown.

Normal Alignment (alignment holds in Distance Learning)

1 st	Graham	21
	Jones	21
	Chapman	21
	Henry	22
	Costa	22
2 nd Grade	Anttila	26
	Fleming	26
	Whisler	26
	Crossley	26
3 rd Grade	Carpenito	21
	Greene	21
	Neider	22
	Cargill	22
4 th Grade	Rankin	26
	McNeill	26
	DeSarro	26
	Halpin	27
5 th Grade	Barnard	23
	Parker	23
	Bottger	23
	Jorgenson	23

Normal Alignment (alignment holds in Distance Learning)

Pros:

- Full school day scheduled
- Music/PE/Library as regularly scheduled
- Learning interventions happen regularly
- Would be the same classes if we go into distance learning

Cons: 2nd Grade is way too big

A/B/A/B Alignment- Monday thru Thursday with full prep day on Friday

1 st	Graham	10/11
	Jones	10/11
	Chapman	10/11
	Henry	10/11
	Costa	10/11
2 nd Grade	Anttila	13/13
	Fleming	13/13
	Whisler	13/13
	Crossley	13/13
3 rd Grade	Carpenito	10/11
	Greene	10/11
	Neider	11/11
	Cargill	11/11
4 th Grade	Rankin	13/13
	McNeill	13/13
	DeSarro	13/13
	Halpin	14/13
5 th Grade	Barnard	12/11
	Parker	12/11
	Bottger	12/11
	Jorgenson	12/11

A/B/A/B Alignment- Four days per week with one day of office hours and prep

Pros:

- Kids present two days per week
- Predictable for parents
- Should be able to group kids from same family on same letter days across the district
- Distance learning continues for days not on campus
- Distance learning is launched through face-to-face instruction
- Small class sizes

Cons:

- Would need to coordinate with siblings
- All schools need to be on the same rotation
- **Teachers prepping for both Distance and Face-to-face instruction**
- Limited PE/Music/Library
- Would still need to produce work for non-contact days
- Lunch/Breakfast in the classrooms

Hybrid Model 1- flood classrooms with non-homeroom teachers to bring class sizes down

1 st Grade	Graham	15
	Jones	15
	Chapman	15
	Henry	15
	Costa	15
	Specialist 1	16
	Specialist 2	16
2 nd Grade	Anttila	14
	Fleming	15
	Whisler	15
	Crossley	15
	Specialist 1	15
	Specialist 2	15
	Specialist 3	15
3 rd Grade	Greene	17
	Carpenito	17
	Neider	17
	Cargill	17
	Specialist 1	18
4th/5th Stay in A/B/A/B Model		
4 th Grade	Rankin	13/13
	McNeill	13/13
	DeSarro	13/13
	Halpin	14/13
5 th Grade	Barnard	12/11
	Parker	12/11
	Bottger	12/11
	Jorgenson	12/11

Hybrid Model 1- flood classrooms with non-homeroom teachers to bring class sizes down

Pros:

- Small classes meet 4 days per week in primary grades
- Works for working families
- 1st-3rd at school each day
- Best model for instruction in primary grades
- All assistants available for interventions and support

Cons:

- Limited PE/Music/Library
- Kinder, 4th and 5th are on a different model
- Could be tricky for families with kids in primary and intermediate grades
- Expensive to set up “new” teachers with classroom implements and curriculum
- Long day for kids and teachers without going to special classes
- Would still need to produce work for noncontact days
- Lunch would be in classrooms
- Up to 450 student in the school each day. This will create bottle-necks where social distancing will be tough

Hybrid Model 3- combines AA/BB model with the flood

1 st Grade	Graham	7/8
	Jones	7/8
	Chapman	7/8
	Henry	7/8
	Costa	7/8
	Specialist 1	7/8
	Specialist 2	7/8
2 nd Grade	Anttila	7/7
	Fleming	7/8
	Whisler	7/8
	Crossley	7/8
	Specialist 1	7/8
	Specialist 2	7/8
	Specialist 3	7/8
3 rd Grade	Greene	9/8
	Carpenito	9/8
	Neider	9/8
	Cargill	9/8
	Specialist 1	9/9
4th/5th Stay in A/B/A/B Model		
4 th Grade	Rankin	13/13
	McNeill	13/13
	DeSarro	13/13
	Halpin	14/13
5 th Grade	Barnard	12/11
	Parker	12/11
	Bottger	12/11
	Jorgenson	12/11

Hybrid Model 2- combines AA/BB model with the flood

Pros:

- Smallest groups at primary
- Intense instruction available for days in session

Cons:

- Less time at school than Hybrid 1
- Some teachers out of classification
- Would still need to produce work for noncontact days
- 300 kids in the building each day. Some bottle-necks will still occur

Administrator Report to Board

Date: 7/23/2020

School: Siuslaw Middle School

Administrators: Andy Marohl & Nathan Green

Fall 2020 Return to School Scenarios

1. Option 1: Full Re-Entry

- Most desired, but in light of current public health guidelines for schools to operate this scenario is unlikely.

2. Option 2: Comprehensive Distance Learning

- This is an option for students who are immune-compromised or live with someone who is immune-compromised. Families may also choose Distance Learning instead of the Hybrid model.
- Students attend classes virtually.
- All students assigned a Chromebook for school use.
- Coursework would match the Hybrid Schedule
- This would be a much more robust and comprehensive curriculum than what was presented during the spring quarter.

3. Option 3: Hybrid Model:

Cohorting & Physical Distancing:

- A/B Scheduling where each group physically attends two days per week and are Distance Learning three days per week.
- A/B Students will be split geographically.
- Block scheduling where students attend 3+1 courses per day. Over two days, students will have all four core classes, an elective, PE plus daily Advisory.
- Staggered passing time to minimize students in the hallways.
- No lockers will be assigned; students keep materials in their classroom.
- Common prep period (1st period) for all staff.
- Maximum of 17 students in a classroom cohort.
- Stable Cohorts – Students stay together as a cohort for the majority of the day. Two options for changing classes.
 - a. Teachers move class to class and students stay in the room.
 - b. A teacher presents a lesson to their physical class and each grade-level classroom attends through Zoom. With block period scheduling there would be sufficient time to present a lesson and still provide individualized attention to students during independent practice time.
- Classrooms will be established with a minimum of 35 sq. ft. per person.

- Meals will be served in the classrooms.
- Nutrition and wellness breaks built-in to the schedule.
- Students will still attend PE.
- Electives will be assigned on a wheel rotation

Entry & Screening/Arrival & Dismissal:

- Potential for students to enter the building at multiple points, nearest their grade-level pod.
- Busses staggered for student entry.
- Students will be offered a grab-n-go breakfast that they take directly to their classrooms.
- Staff will monitor and observe students and direct them to their classrooms.

Isolation Measures

- When a student displays COVID-like symptoms they will be directed to the Health Room and monitored. If they have a fever, they will be required to go home.
- Students may have to be tested before re-entry. During this time, they will attend Comprehensive Distance Learning.

Response to an Outbreak/Recovery & Reentry

- School will coordinate with Local Public Health Authority.
- If a student or staff member tests positive for COVID-19, the school will immediately conduct the contact tracing and inform students, families and staff.
- Students and staff who have been in contact with a positive case will be placed in distance learning until testing can be completed

Administrator Report to Board

Date: 7/29/2020

School: Siuslaw High School

Administrators: Garth Gerot & Dave Goetz

Fall 2020 Return to School Scenarios

There are three possible scenarios that are being considered as the OHA & ODE guidelines will evolve over the summer months: Option 1 – Full Re-Entry, Option 2 – Comprehensive Distance Learning for All, Option 3 – Hybrid Opening

1. Option 1 – Full Re-Entry

- This is most desirable, but in light of current requirements for schools to operate under the public health guidelines seems unlikely.

2. All Students in Comprehensive Distance Learning

- This is an option for students who are immune-compromised or live with someone who is immune-compromised. Families may also choose Distance Learning instead of the Hybrid model.
- Students attend classes virtually.
- All students assigned a Chromebook for school use.
- Coursework would match the Hybrid Schedule
- This would be a much more robust and comprehensive curriculum than what was presented during the spring quarter.

3. Option 3 – Hybrid Opening:

Cohorting / Physical Distancing:

- Pods - 10-14 due to class capacity.
- Cohorts - Around 50 students.
- The students will physically attend in two separate groups (A/B):
 - A (Geographic South) attends two days a week (Around 200 students broken into four cohorts).
 - B (Geographic North) attends two days a week (Around 200 students broken

- into four cohorts).
 - Students would have two days of onsite learning and three days distance learning w/ continued instruction and supports for both simultaneously.
- The academic wing the student is attending that day would remain all day (to the extent possible), students would remain in the same classroom whenever possible, and their lunch/restroom location would reflect their academic wing (Ex: Students attending classes in the English/Social Studies wing would pick up lunches in the breezeway and eat in the gym and utilize breezeway restrooms while students attending classes in the Math/Science wing would pick up lunches in the mall and utilize mall restrooms).
- To the extent possible, students will remain in academic pods, wings, and classrooms all day.
- Teachers will rotate to classes when at all possible.
- Three period block days to eliminate numerous transitions with split lunches for staff and students.
- When students do have to transition, classes will have a slightly different passing period during the ten minutes in order to maintain social distancing and bottleneck situations.
- Lunch:
 - Cohorts would be limited to around 50 students in gym lunch & 50 students in Mall lunch for each of the two lunch periods.

Entry & Screening:

- Busses staggered for student entry.
- Students will check in with a staff member at the entrance of the school building's academic wing that they will begin classes, wash their hands, be given breakfast, and directed to their classroom to eat breakfast.
- All students will sanitize hands upon leaving the classroom prior to eating lunch and student desks/tables will be cleaned prior to meals being consumed.
- Time will be allotted between lunches for cleaning.

Isolation Measures:

- Anyone displaying or reporting the primary symptoms of concern (i.e. cough, fever, (of greater than 100.4 degrees) or chills, shortness of breath, or difficulty breathing) will be isolated, monitored, and sent home as soon as possible. At no point will anyone reenter the educational setting until a COVID-19 test has been taken. Students will be placed in Distance Learning upon test results are received.

Response to an Outbreak / Recovery & Reentry:

- School will coordinate with the Local Public Health Authority if 2 or more students are visually diagnosed with similar illnesses.
- When cases are identified a response team should be assembled within the district.
- Modify, postpone or cancel group events as coordinated with the Local Public Health Authority.
- Communicate with families about options to return to On-Site instruction.
- Follow the Local Public Health Authority guidance to begin bringing students back into On-Site instruction.

Monthly Administrator Report to Board

Date: July 23, 2020

School: District

Administrator: Lisa Utz

Special Education: Individuals with Disabilities Education Act (IDEA)

I. Extended School Year (ESY) Special Education Summer Program

Our program this year was extremely small. In June, our case managers reached out to families of students in our Life Skills classrooms, to offer a distance education summer program. We had 5 students who accepted our offer. We provided ESY for 4 students in our elementary Life Skills program, and 1 high school student who is severely credit deficient. We had 2 certified and 1 classified staff to implement the specially designed instruction. Typically, our program serves around 20 students and employs a staff of around 8 certified and classified employees.

Though this year was small, our staff used the time wisely and completed additional tasks that were very timely. For example, we completed a personal parent survey for our Life Skills programs. Our teachers called each family to query them on what they are thinking or needing, as well as to let them know that we are ready to support their students in the best way possible. Our classified staff member worked as a tutor under the direction of Mrs. Utz, to provide a high school student with the continuity she needs to get her credits completed. All coursework was online through Edgenuity. ESY looked very different this year, but for those students who needed the additional support over the summer we were able to provide that connection and programming.

II. COVID-19 planning: Inclusion Model

Members of the Special Education team have participated in re-entry blueprint planning meetings at each building level. At this time, further guidance from ODE on re-entry requirements specific to Special Education is scheduled to release on August 11th. Until then, the team will continue to work on expanding and improving our inclusive response to cohorting and providing specially designed instruction within each cohort. The shift will be significant, as this is more of a co-teaching or case management model of workflow rather than classroom teaching in pull out groups. The model of pull-out instruction is greatly reduced in an inclusive classroom, and the SPED teacher must address the design or redesign of all curriculum as it applies to each student's IEP goals. Our SPED team will have to essentially be prepared to take all General Education instruction, all subjects and all grade levels, and assist in the design of each teacher's

unit and lesson plans to fit the individual needs of each student on their caseload. Many Gen Ed teachers already do this, and our district has already been working in this direction, so we are in a great position to implement improved strategies for inclusion.

This COVID from ODE on inclusion is actually a positive mindset shift for all Special Education programs across the state. While many profess to be inclusive, it is very easy to fall into the trap of separating our students based on skill levels. In a truly inclusive classroom, all students learn together at the differentiated levels that they need. Research is clear that learning with peers is best for all students, and the strategies used for inclusion work for everyone. Research is also clear that this model improves the outcomes for students with disabilities, and this is our Special Education gold standard.

III. Dare to Lead

5 SPED teachers attended this summer COSA workshop with Mrs. Utz. Based on the work of Brene Brown on effective teams, our SPED team was inspired with the strategies and personal work that this model uses. With more than half of our team in attendance, we will be bringing back what we learned to improve our district SPED team.

IV. YTP

As a requirement of the grant, our YTP Specialist Angela Apodaca participated in summer workshops and meetings with YTP teams at Lane ESD. There is a renewed connection with Vocational Rehabilitation, and new data that Ms. Apodaca will be responsible for. She is also using this time to prepare alternatives to service activities that are typically what transition programs provide for students.

Title IX- Anti-discrimination (Federal Office of Civil Rights)

Based on the changes to Title IX definitions, new policy is being adopted and compliance requirements are updating. Mrs. Utz attended 2 ODE trainings on this in July, and will be updating any required compliance items as the Board adopts policy.