Board Special Meeting
Work Session: Fall 2020
June 30, 2020, 9:00 – 11:00 a.m.
Meeting to be held remotely
By Microsoft Teams
By Teleconference: 206-800-4125 (Conference ID: 408 606 598#)

Agenda

Call to Order 9:00am

Work Session: Fall 2020 9:00am

Adjourn 11:00am*

IMPORTANT NOTE: This meeting will be held remotely without an in-person location per the Governor’s Proclamation 20-28.5, which currently prohibits public agencies from conducting meetings subject to the Open Public Meetings Act in-person to curtail the spread of COVID-19, and consistent with School Board Resolution 2019/20-29. The public is being provided remote access through Microsoft Teams and teleconference as noted above.

Special meetings of the Board, including work sessions and retreats, may contain discussion and/or action related to the items listed on the agenda. Executive sessions are closed to the public per RCW 42.30. *Times given are estimated.
Seattle Public Schools

Fall 2020 Learning Engagement
School Board Work Session
WHEN WE FOCUS on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system...

BY doing the following:

• Allocating resources strategically through a racial equity framework
• Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners
• Creating healthy, supportive, culturally responsive environments from the classroom to central office
• Directly and consistently working in partnership with families and communities who represent students of color who are furthest from educational justice; and
• Making clear commitments and delivering on them

THEN we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

To achieve educational justice, SPS strives to provide safe learning environments, curriculum that incorporates a student’s life experiences and culture, and instruction delivered by high-quality, culturally responsive educators. Unfortunately, many students from certain ethnicities have not historically experienced equitable opportunities for all or part of their educational journey (including African and African American, Asian Pacific Islander and Pacific Islander, LatinX, and Native American students). These students are our priority – with an intentional focus on African American males.
Global Assumptions

There will still be active cases of COVID-19 in Seattle at the time of school opening and throughout the 2020-21 school year.

There will not be a vaccine developed in time to impact the 2020-21 school year.

There may be multiple “waves” of virus outbreak and changing guidance from county health officials which will necessitate continuing operational flexibility.

The District will be operating in an environment of significantly reduced state revenues.

Costs to provide services will be atypical and may potentially be higher than prior years.
Operational Assumptions

There will be a cost in dollars, time, supplies, and increased operational friction to reduce the risk of transmission.

There will be parents who will want an alternative to on-campus instruction for part, or the entirety, of the crisis.

Certain functions of the District may be curtailed, postponed, or eliminated.

There will be an outbreak of COVID-19 in King Co/Seattle that will require at least a temporary school closure for one or more schools.

Schools may need to quickly pivot between delivery models as the COVID-19 risk changes.
• **Objective:** Introduce and agree on the recommended hybrid (part-time in person and part-time remote) model for the 2020-21 school year.

• **Rationale:** Selection of the model today will allow us to move forward with our operational planning in response to engagement findings: maximize in-person learning, increase the quality of remote learning, and prioritize health and safety of students and staff.
Leading with Values – Racial Equity

- Anti-racism and racial justice as the focus
- Culturally competent educators and curriculum
- Understanding Implicit Bias & Ethnic Studies
- Critical transition years, new environments, need for belonging
- Special education (504/IEP): needs even more differentiation
- ELL learners
- Maintaining family choice
Thematic Values – All Teams

A. Health and Safety
- Protective equipment
- Following CDC requirements
- Social emotional supports
- Anti-racist
- Basic needs
- Access to nursing

B. Technology
- Internet access
- Hardware
- Professional development (educators and family)
- Universal technology for ALL
- Reframing ideas around educational technology

C. Prioritize Students Furthest From Educational Justice
- African American Males
- Special Education/504
- Experiencing homelessness (MKV)
- English Language Learners
- Historically underserved students/communities

D. Family
- Option to learn at home - Choice
- Partnerships
- Ongoing engagement opportunities
- Consider childcare needs
- Career/work balance
- Parents as instructors

E. Training/Professional Development
- Technology (staff)
- Technology (parents)
- Educators providing virtual learning/curriculum (staff)
- Health and safety guidelines (staff)
- Educator prep time/PLCs
- Family choice
- Option to learn at home

F. Community Collaboration and Partnerships
- Facilities use
- Mental health
- Coordination of supports
- Advocacy through action – Collaborative Mindful Process
- Transparency
- Data informed
- Student-focused – Students and student needs at the center

G. Transportation
- Flexible, accessible transportation
- Prioritize most vulnerable students

H. Equity through Access and Resources:
- Materials, Education, Health, Basic Needs, etc.
- If possible, some in-person education as at least one option for all students

I. Instruction
- Some in-person necessary
- Culturally responsive
- Professional development/PLCs

J. Face-to-Face (in-person) Priority Grade Levels
- K-3
- SFFEJ
- ELL, Special Ed, and MKV
- Transition grades (6th, 9th)
- Some in-person necessary for as many students as possible
- Culturally responsive
**SPS Fall 2020 Planning: Model Agreements & Design Principles**

**Compliance with CDC and OSPI guidelines**

Prioritizing students furthest from educational justice (e.g., AAM, Special Ed, EL, MKV)

Accountability and consistency for decision-makers and leaders

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**In-Person Learning**

1. Need for anti-racist practices
2. Need for collaboration between SPS/SEA/PASS to ensure needs of students are being met including training
3. The importance of having support for students both inside and outside of buildings and online including physical safety and mental health
4. Ensure communication that has transparency and clarity including closing the gap around specific communication preferences
5. We need to make sure we have strong community and family partnerships

**Online and In-Person Learning**

1. Need for anti-racist practices
2. We need to make sure we have strong community and family partnerships
3. Preference for some in-person education being part of the solution along with choice for those who may want to stay home
4. Opportunities to develop multiple models and flexibility to support students furthest away from educational justice.
5. Explicit consideration for English Learners students and families including translations services across communications

**100% Online Option**

1. Need for anti-racist practices
2. Need consistent, high-level stakeholder led professional development for effective delivery of online education
3. Need to support difference in education level, familiarity, and comfort level of use of technology tools for parents
4. Need to provide family choice around what model(s) are available
5. Effective two-way communication with students and families, especially those who need language support and may have access barriers

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**IMPORTANT NOTE:** The values and need statements presented in each phase are not comprehensive or mutually exclusive. Rather, the statements reflect high-level needs and systemic points-of-emphasis based on agreed upon values across SPS stakeholders. Collectively, these statements shall guide the ongoing design and implementation of SPS’s Fall 2020 Learning Plan in sustained collaboration with SPS stakeholders.
## Family Survey Results on Remote Learning

### Set-up of Remote learning
- Families report: “…just aren’t sure what to do”
- There is a desire for more synchronous, live classes
- 99% percent of families report they have a reliable device for student learning, but 37% of devices are shared, causing scheduling issues

### Assignments and rigor differ across schools and grade bands
- “Just about right” – 50% of families regarding amount of assignments
- “Too easy” – 25% of families regarding rigor of assignments
- “Too few assignments,” – 33% of families regarding number of assignments for high school students

### Communication
- Many felt schools had a dedicated point of contact for families
- There is a desire for a streamlined approach to communication from the district and schools
- 70% of family respondents report educators communicated with their student or family in the last week; 90%+ of educators report they communicated with students or families

### Educators
- Trying to find new ways to engage students
- Less than half (42%) felt they understood how to deliver online instruction that advances student learning
- Seeking additional training about how to support students receiving special education services or English language learners remotely
Family Surveys – Enrollment

Intent to Enroll Responses
As of 9 AM June 29, 2020

**Enrollment Plans**

- 267,99 student plans out of 550,584 requested
- 226,811 (78.9%)
- 31,040 (10.8%)
- 22,134 (7.7%)
- 7,411 (2.6%)

**Is Transportation Needed?**

- 267,99 student plans out of 550,584 requested
- 208,470 (60.7%)
- 49,977 (19.3%)
Enrollment Plans by School Type

<table>
<thead>
<tr>
<th>School Type</th>
<th>Number of Students</th>
<th>Percent of Group Responded</th>
<th>SPS Reopening Plan</th>
<th>Not Sure</th>
<th>100% Remote Learning</th>
<th>Will Not Be Returning to SPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle Schools (5337 / 51%)</td>
<td></td>
<td>78%</td>
<td>11%</td>
<td>8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K-8 Schools (2835 / 56%)</td>
<td></td>
<td>80%</td>
<td>11%</td>
<td>7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High Schools (6998 / 47%)</td>
<td></td>
<td>81%</td>
<td>10%</td>
<td>8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary Schools (13132 / 57%)</td>
<td></td>
<td>79%</td>
<td>11%</td>
<td>8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alternative &amp; Service Schools</td>
<td>(240 / 26%)</td>
<td>61%</td>
<td>19%</td>
<td>19%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Enrollment Plans by Student Groups

Student of Color Furthest From Educational Justice
Number and percent of group responded in paren:  
- Students of Color Furthest from Educational Justice: 65% 16% 17%
- All Other Students: 82% 9% 5%

African-American Male
Number and percent of group responded in paren:  
- African-American Male Students: 57% 20% 20%
- All Other Students: 80% 10% 7%
Health and Safety
Assumptions and Constraints
Guiding Principles for Fall 2020 Re-opening

- Prioritize anti-racist practices, including identity safety, culturally responsive teaching practices, and equity-minded (equity-driven) resource allocation; and
- Provide high-quality, culturally responsive, and developmentally appropriate social emotional and academic learning
- Reduce anxiety and stress for students, families, and staff providing predictability, and consistency while acknowledging the needs of families returning to work
- Assure the health and safety (physical, intellectual, and emotional) of our students, families, and staff is a top priority
- Mitigate, monitor, and manage spread of COVID-19
Mitigate, Monitor, and Manage

- Wellness Questions upon Entering Building
- Staggered Start Times
- Social Distancing
- Hand Hygiene
- Cloth Face Coverings
- Small Groups Minimizing Exposure

Consistent implementation of standard health measures is our best move to mitigate the spread of COVID-19.
Communicating Mitigation, Monitoring, and Managing Protocols

Provide training to staff, students, and families prior to school opening
Suspected COVID-19 – Screening Flowchart (Example)
Questions
In-Person/Virtual Learning Model for Fall 2020
Fall 2020 Instructional Models

In-Person
Safe access to in-person instruction and supports

Hybrid
Student groups have safe access to in-person instruction and supports some days, and remote learning other days

Remote Learning
Instruction occurs remotely, both live and recorded, with supports and modifications as needed.
MY SCHOOL DAY
at JOHN MUIR Elementary

Bus Pickup – I wear my mask with open windows

Arrival – I enter my designated entrance
  • Warm welcoming from my principal
  • 5 screening questions
  • Coat and backpack in my bin
  • Clean hands

Welcome Circle! I sit in my designated place on the rug

Small Group Learning w/integrated Social Emotional Learning
  • We work together but sit apart
  • We learn about our feelings and staying safe

Lunch & Recess
  • I clean my hands before lunch and after play
  • I eat at my desk, but I can talk to my friends
  • We run and play activities outside that keep us apart, but we still have fun

Individual Choice Time! I can pick from a variety of activities

Art & PE – We mix it up with outside and live video lessons

Reading Circle – I choose a book from my own personal bin

Goodbye – I wipe my desk, clean hands, pack my backpack

MY SCHOOL KEEPS ME SAFE ALL-DAY LONG

• Social and emotional learning focused
• Staggered scheduling
• Supportive instruction & practice on safety routines are monitored and recognized
• Small groups (15:1)
• Identified spaces for students and belongings
• Clear signage and procedure markings
• Individual manipulatives and supplies

A Day In the Life
Pre-K-2
MY IN-PERSON SCHOOL DAY at NORTHGATE Elementary

Drop-Off – I wear my mask; dad stays in the car

Arrival – I enter my designated entrance
  • Personal connection with my ELL teacher
  • 5 screening questions
  • Clean hands

Learning activities with integrated Social Emotional
  • We work together, but sit apart
  • We utilize our laptops to integrate learning

Lunch & Recess
  • We play individually but enjoy talking and having free time. I love being with my friends.

End of Day Routine
  • My teacher reviews our remote learning assignments
  • My teacher makes sure I understand the practice tasks and how to find what I need online
  • My teacher reminds me about office hours and extra help. I ask questions to make sure I understand

Bus Drop Off – I wipe my desk, clean hands, pack my backpack

ON REMOTE DAYS - We meet in small groups
  • I get extra online support from my teachers

MY SCHOOL KEEPS ME SAFE ALL-DAY LONG

• Social and emotional learning focused
• Staggered scheduling
• Supportive instruction & practice on safety routines are monitored and recognized
• Small groups (15:1)
• Identified spaces for students and belongings
• Clear signage and procedure markings
• Frequent cleaning of common areas and supplies
MY IN-PERSON SCHOOL DAY at GARFIELD HS

ON SCHOOL DAYS:
Arrival – I enter through my designated entrance
  • 5 screening questions
  • Connection with classmates
  • Clean hands

Three Period Day
  • We use social distancing to stay apart
  • We learn together in groups and activities, but use social distancing to stay apart
  • We have an advisory to share our stories, express ourselves, and build on community
  • I can get lots of help from counselors and my teachers who know me and my family

Lunch & Passing
  • We have staggered passing periods and small group lunches to stay apart

End of Day Routine
  • My teacher reviews our remote assignments
  • My teacher makes sure I understand the practice tasks and how to find what I need online
  • My teacher reminds me about office hours, small group schedule, and extra help sessions
  • I ask questions to make sure I understand

HOW MY SCHOOL KEEPS ME SAFE ALL-DAY LONG
  • Social and emotional learning focused
  • Staggered scheduling
  • Supportive instruction & practice on safety routines are monitored and recognized
  • Small groups (15:1)
  • Identified spaces for students and belongings
  • Clear signage and procedure markings
  • Frequent cleaning of common areas and supplies

A Day in the Life
6th-12th Grade
<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROUP A</td>
<td>Student Staggered Arrival &amp; Screening</td>
<td>GROUP A</td>
<td><strong>Teacher Start Time &amp; Screening</strong></td>
<td>GROUP B</td>
<td>GROUP B</td>
</tr>
</tbody>
</table>
| 8:35-10:15 | Period 1       | Period 4     | **Check & Connect**  
**Targeted Small Group; Support Instruction; Teacher Office Hours** | Period 1 | Period 4                       |
|         | Staggered Passing Period |           |                                                                            | Staggered Passing Period |                             |
| 10:25-12:05 | Period 2       | Period 5     |                                                                            | Period 2 | Period 5                       |
|         | Staggered Passing Period; Grab & Go Lunch |           |                                                                            | Staggered Passing Period; Grab & Go Lunch |                             |
| 12:50-2:30 | Period 3       | Period 6     |                                                                            | Period 3 | Period 6                       |
|         | Staggered Departure & Teacher Prep  
Online Supplemental Courses -Group B |           |                                                                            | Staggered Departure & Teacher Prep  
Online Supplemental Courses Group A |                             |

- Schools may personalize for advisory; ‘zero period’; credit recovery, & support for students furthest from educational justice
- Some students receiving special education will likely attend four days/week
Capacity and Staffing
Assumptions and Constraints
<table>
<thead>
<tr>
<th>Percent of Students Choosing 100% Remote</th>
<th>K Full Time, Gr 1-5 two days per week</th>
<th>K-1 Full Time, Gr 2-5 two days per week</th>
<th>K-2 Full Time, Gr 3-5 two days per week</th>
<th>K-3 Full Time, Gr 4-5 two days per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>70 of 73 - Capacity</td>
<td>58 of 73 - Capacity</td>
<td>42 of 73 - Capacity</td>
<td>26 of 73 - Capacity</td>
</tr>
<tr>
<td></td>
<td>34 of 73 - Staffing</td>
<td>18 of 73 - Staffing</td>
<td>10 of 73 - Staffing</td>
<td>No- Staffing</td>
</tr>
<tr>
<td>10%</td>
<td>72 of 73 - Capacity</td>
<td>70 of 73 - Capacity</td>
<td>61 of 73 - Capacity</td>
<td>46 of 73 - Capacity</td>
</tr>
<tr>
<td></td>
<td>71 of 73 - Staffing</td>
<td>52 of 73 - Staffing</td>
<td>29 of 73 - Staffing</td>
<td>No- Staffing</td>
</tr>
<tr>
<td>15%</td>
<td>73 of 73 - Capacity</td>
<td>72 of 73 - Capacity (W. Woodland)</td>
<td>67 of 73 - Capacity</td>
<td>57 of 73 - Capacity</td>
</tr>
<tr>
<td></td>
<td>72 of 73 - Staffing</td>
<td>64 of 73 - Staffing</td>
<td>39 of 73 - Staffing</td>
<td>No- Staffing</td>
</tr>
<tr>
<td>20%</td>
<td>73 of 73 - Capacity</td>
<td>73 of 73 - Capacity</td>
<td>70 of 73 - Capacity (except W. Woodland, McDonald, Montlake)</td>
<td>63 of 73 - Capacity</td>
</tr>
<tr>
<td></td>
<td>71 of 73 - Staffing</td>
<td>71 of 73 - Staffing (add 3 FTE to make it)</td>
<td>52 of 73 - Staffing</td>
<td>No- Staffing</td>
</tr>
<tr>
<td>Percent of Students Choosing 100% Remote</td>
<td>K Full Time, Gr 1-5 two days per week</td>
<td>K-1 Full Time, Gr 2-5 two days per week</td>
<td>K-2 Full Time, Gr 3-5 two days per week</td>
<td>K-3 Full Time, Gr 4-5 two days per week</td>
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<tr>
<td>0%</td>
<td>13 of 13 - Capacity 12 of 13 - Staffing</td>
<td>12 of 13 - Capacity 10 of 13 - Staffing</td>
<td>10 of 13 - Capacity 3 of 13 - Staffing</td>
<td>5 of 13 - Capacity No - Staffing</td>
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<tr>
<td>10%</td>
<td>13 of 13 - Capacity 13 of 13 - Staffing</td>
<td>13 of 13 - Capacity 13 of 13 - Staffing</td>
<td>13 of 13 - Capacity 13 of 13 - Staffing</td>
<td>10 of 13 - Capacity No - Staffing</td>
</tr>
</tbody>
</table>
Middle Schools and High Schools - Capacity and Staffing

<table>
<thead>
<tr>
<th>Percent of Students Choosing 100% Remote</th>
<th>Five Days per week, without Common space</th>
<th>Two Days per week, without Common space</th>
<th>Five Days per week, use Common space</th>
<th>Two Days per week, use Common space</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>2 of 24</td>
<td>19 of 24</td>
<td>6 of 24</td>
<td>24 of 24</td>
</tr>
<tr>
<td>10%</td>
<td>5 of 24</td>
<td>23 of 24</td>
<td>8 of 24</td>
<td>24 of 24</td>
</tr>
<tr>
<td>15%</td>
<td>7 of 24</td>
<td>23 of 24</td>
<td>9 of 24</td>
<td>24 of 24</td>
</tr>
<tr>
<td>20%</td>
<td>8 of 24</td>
<td>24 of 24</td>
<td>13 of 24</td>
<td>24 of 24</td>
</tr>
</tbody>
</table>

* Non traditional schools (Interagency, World School, Middle College, South Lake and Nova) can go five days a week
Summary - Capacity and Staffing

Elementary and K-8s
- A/B (2 days a week in person) could be offered; at 20% students choosing 100% remote, K-1 can be offered, with Grades 2-5 two days a week
- Adjustment needed for W. Woodland
- 13 Strategic Plan schools K-2 full time and Grades 3-5 A/B (2 days a week in person) could be offered

Middle Schools
- A/B (2 days a week in person) could be offered
- Two schools would use common space OR 10% students choosing 100% remote option (JAMS/Madison)

High Schools
- A/B (2 days a week in person) could be offered
- Two schools would use common space OR 10% students choosing 100% remote option (Franklin/W.Seattle)

Special Education
- Special education students more frequently
WHAT WILL IT COST TO REOPEN SCHOOLS?

This document estimates the expenses that Seattle Public Schools expects to incur in response to the COVID-19 pandemic as the district plans to reopen for the 2020–2021 school year.

**ADHERING TO HEALTH MONITORING & CLEANING DISINFECTING PROTOCOLS ($7 per student)**
- Hand sanitizers and disinfectant wipes for students in classrooms: $1,739,132
- No-touch thermometer (two per school): $17,680
- Electrostatic disinfect sprayers: $152,800
- Additional cleaning supplies and lavatory soap: $470,000
- Deep cleaning of school after a confirmed case: $673,200*

*Total cost reflects one deep clean for 50 schools. If multiple sites require deep cleaning, total cost will increase.

**HIRING STAFF TO IMPLEMENT HEALTH & SAFETY PROTOCOLS ($211 per student)**
- Additional custodial staff for increased cleaning/discharging of schools to prevent spread: $11,230,475

**PROVIDING PERSONAL PROTECTIVE EQUIPMENT ($14 per student)**
- Gloves for custodial staff (five pairs/day for avg of three custodians per school): $20,194
- Cloth reusable masks for in-school staff (est. 1 per week per school employee): $192,326
- Disposable masks for students who do not bring masks from home (est. 40% of students): $543,780

**PROVIDING TRANSPORTATION & CHILD CARE**
- Resume before/after school childcare programs
- Provided by community partners
- Fog machines and cleaner for buses
- Provided by First Student
- Hand sanitizer for buses
- Provided by First Student

**TOTAL ADDITIONAL EXPENSES THE DISTRICT WILL INCUR TO REOPEN:**

**$15,039,588**

Estimated cost per student = $282

COVID costs for the FY19-20 school year are estimated to expend the District’s CARES Act funding.

As of June 17, 2020
• **Objective:** Introduce and agree on the recommended hybrid (part-time in person and part-time remote) model for the 2020-21 school year

• **Rationale:** Selection of the model today will allow us to move forward with our operational planning in response to engagement findings: maximize in-person learning, increase the quality of remote learning, and prioritize health and safety of students and staff.
Appendix

• Capacity Assumptions and more detail

• Staffing Assumptions and more detail

*PDF documents also provided to the School Board Directors with detailed operational data.
• High level analysis of capacity and enrollment
• Field checked square ft. assumptions and confirmed they are reasonable
• Basic capacity calculation assumptions include:
  • Allow 50 ft\(^2\) per person to create a minimum 6 ft. distance between students
  • Subtract 150ft\(^2\) from room size as an allowance for installed cabinets
  • Common spaces are defined as the lunchroom and gym space
  • The following spaces are not included in the capacity calculations:
    • Elementary & K-8 Schools: library, computer labs, SpED, ELL, Preschool, or Childcare spaces
    • Middle & High Schools: CTE labs, Skills Center, or SpED Intensive spaces
• Use the Feb. 2020 Enrollment projection
Elementary and K-8 Capacity

• Goal is to have all K-5 in-person a minimum of two days per week
• Evaluated what grade levels could potentially be in-person full time with the reduced capacity
• Evaluated the impact of 10%, 15%, or 20% of students choosing an on-line only model
• Did not use common spaces (cafeteria and gym) for capacity

Overview:
• With full projected enrollment, all K-5 and K-8 can attend two days per week (a rotation of 2 groups or A/B) with one exception
• West Woodland at John Marshall Interim site requires A/B/C, but can get to A/B with 10% on-line
  • To have just Kindergarten full time West Woodland would need to use commons or repurpose space

• Assuming 15% choose 100 percent remote learning, then all schools could fit K-1 five days a week, with Grades 2-5 going two days per week

• Strategic Plan 13 priority schools – assuming 15% choose 100% remote learning, then all schools could fit K-3 five days a week, with grades 4-5 going two days per week
# Capacity Constraints for Fall 2020

## Elementary (63) and K-8 Schools (10)

<table>
<thead>
<tr>
<th>Percent of students choosing on-line only education</th>
<th>K Full Time with Rotating 1-5 or 1-8</th>
<th>K-1 Full Time with Rotating 2-5 or 2-8</th>
<th>K-2 Full Time with Rotating 3-5 or 3-8</th>
<th>K-3 Full Time with Rotating 4-5 or 4-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
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<tr>
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<td>K-3 Full Time with Rotating 4-5 or 4-8</td>
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<tr>
<td>0%</td>
<td>13 of 13</td>
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</tr>
<tr>
<td>10%</td>
<td>13 of 13</td>
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<tr>
<td>15%</td>
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<tr>
<td>20%</td>
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<td>13 of 13</td>
</tr>
</tbody>
</table>
Middle Schools Capacity

• Goal is to have all 6-8 in-person a minimum of one day per week
• Evaluated the impact of 10%, 15%, or 20% of students choosing an on-line only model
• Evaluated the use of common spaces to add capacity

Overview:
• Without having to use Commons spaces as classrooms:
  • All 6-8 students can attend a minimum of one day per week
  • All 6-8 students can fit with a rotation of at least 3 groups (A/B/C) with many (10 of 12) able to fit with a rotation of 2 groups (A/B)
    • Jane Addams and Madison can get to an A/B model if 10% choose online
## Capacity Constraints – Fall 2020

### Middle Schools (12)

<table>
<thead>
<tr>
<th>Percent of students choosing on-line only education</th>
<th># of 6-8 Schools No Rotation Without Commons</th>
<th># of 6-8 Schools A/B Rotation Without Commons</th>
<th># of 6-8 Schools No Rotation Using Commons</th>
<th># of 6-8 Schools A/B Rotation Using Commons</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>1 of 12</td>
<td>9 of 12</td>
<td>4 of 12</td>
<td>12 of 12</td>
</tr>
<tr>
<td>10%</td>
<td>3 of 12</td>
<td>12 of 12</td>
<td>5 of 12</td>
<td>12 of 12</td>
</tr>
<tr>
<td>15%</td>
<td>3 of 12</td>
<td>12 of 12</td>
<td>5 of 12</td>
<td>12 of 12</td>
</tr>
<tr>
<td>20%</td>
<td>3 of 12</td>
<td>12 of 12</td>
<td>8 of 12</td>
<td>12 of 12</td>
</tr>
</tbody>
</table>
High Schools Capacity

• Goal is to have all 9-12 in-person a minimum of one day per week
• Evaluated the impact of 10%, 15%, or 20% of students choosing an on-line only model
• Evaluated the use of common spaces to add capacity

Overview for Comprehensive High Schools:
• Without having to use Common spaces as classrooms:
  • All 9-12 students can attend a minimum of one day per week
  • All 9-12 students can fit with a rotation of 2 days per week (A/B) except West Seattle and Franklin
    • Franklin can get to an A/B model if 10% choose on-line or if common spaces are used to create additional classrooms
    • West Seattle can get to an A/B model if 20% choose on-line or if common spaces are used to create additional classrooms
  • All non-traditional high schools can attend five days per week with no rotations
## Capacity Constraints - Fall 2020

### Comprehensive High Schools (12)

<table>
<thead>
<tr>
<th>Percent of students choosing on-line only education</th>
<th># of 9-12 Schools No Rotation Without Commons</th>
<th># of 9-12 Schools A/B Rotation Without Commons</th>
<th># of 9-12 Schools A/B/C Rotation Without Commons</th>
<th># of 9-12 Schools No Rotation Using Commons</th>
<th># of 9-12 Schools A/B Rotation Using Commons</th>
<th># of 9-12 Schools A/B/C Rotation Using Commons</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>1 of 12</td>
<td>10 of 12</td>
<td>12 of 12</td>
<td>2 of 12</td>
<td>12 of 12</td>
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<tr>
<td>10%</td>
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<td>11 of 12</td>
<td>12 of 12</td>
<td>3 of 12</td>
<td>12 of 12</td>
<td>12 of 12</td>
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<tr>
<td>15%</td>
<td>4 of 12</td>
<td>11 of 12</td>
<td>12 of 12</td>
<td>4 of 12</td>
<td>12 of 12</td>
<td>12 of 12</td>
</tr>
<tr>
<td>20%</td>
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<td>12 of 12</td>
<td>5 of 12</td>
<td>12 of 12</td>
<td>12 of 12</td>
</tr>
</tbody>
</table>
## Capacity Constraints – Fall 2020

### Non-Traditional High Schools with Continuous Enrollment (4)

<table>
<thead>
<tr>
<th>Percent of students choosing on-line only education</th>
<th># of 9-12 Schools (No Rotation)</th>
<th># of 9-12 Schools (A/B Rotation)</th>
<th># of 9-12 Schools (A/B/C Rotation)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Without Commons</td>
<td>Without Commons</td>
<td>Without Commons</td>
</tr>
<tr>
<td>0%</td>
<td>4 of 4</td>
<td>4 of 4</td>
<td>4 of 4</td>
</tr>
<tr>
<td>10%</td>
<td>4 of 4</td>
<td>4 of 4</td>
<td>4 of 4</td>
</tr>
<tr>
<td>15%</td>
<td>4 of 4</td>
<td>4 of 4</td>
<td>4 of 4</td>
</tr>
<tr>
<td>20%</td>
<td>4 of 4</td>
<td>4 of 4</td>
<td>4 of 4</td>
</tr>
</tbody>
</table>
High level analysis of staffing and enrollment – variations will occur at specific schools

Basic staffing calculation assumptions include:

- Elementary – Grades K-3 @ 26:1; Grades 4-5 @ 28:1
  - 13 students per in-person classroom on an A/B schedule for K-3 teachers
  - 14 students per in-person classroom on an A/B schedule for grade 4-5
  - Assumes K-3 class size compliance is lifted by the Legislature

- Secondary – all grades would come at the same frequency, and SEL and instructional supports would be offered that align with our Strategic Plan and for students with identified needs

- Uses February 2020 Enrollment projections by grade level or grade grouping

- FTE counted to get to calculate ratios includes classroom teachers, interventionists, head teachers, house administrators, and English Language Learner teachers

- Pre-school teachers, special education teachers, elementary specialists (music, art, PE), counselors, social workers, and librarians were not considered in the calculations

- Removes any teachers who are over 65, and deemed at risk by health guidelines

- Assumes 5% of teachers will not be able to teach in-person due to underlying health issues as outlined by CDC. HR does not track health information on employees, and therefore does not have data to inform this percentage
Staffing Constraints for Fall 2020
Elementary Grades (including K-8 schools)

- Goal is to have all K-5 in-person a minimum of two days per week
- Evaluated what grade levels could potentially be in-person full time with existing staff
- Evaluated the impact of 5%, 10%, 15%, and 20% of students choosing a 100% remote model

Overview:
- At a 10% reduction to in-person enrollment, all but 2 schools are able to meet Kindergarten in-person every day using existing staff. Slight staff augmentations would allow in-person Kindergarten at every school
- 13 Strategic Plan schools, with a 10% reduction to in-person enrollment can provide five days a week in person to grades K-2; with grades 3-5 two days a week in person
<table>
<thead>
<tr>
<th>Percent of students Choosing Online-only Education</th>
<th>KK Full Time # of Schools*</th>
<th>K-1 Full Time # of Schools</th>
<th>K-2 Full Time # of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>34 of 73</td>
<td>18 of 73</td>
<td>10 of 73</td>
</tr>
<tr>
<td>5%</td>
<td>70 of 73</td>
<td>45 of 73</td>
<td>24 of 73</td>
</tr>
<tr>
<td>10%</td>
<td>71 of 73</td>
<td>52 of 73</td>
<td>29 of 73</td>
</tr>
<tr>
<td>15%</td>
<td>72 of 73</td>
<td>64 of 73</td>
<td>39 of 73</td>
</tr>
<tr>
<td>20%</td>
<td>73 of 73</td>
<td>71 of 73</td>
<td>52 of 73</td>
</tr>
</tbody>
</table>

*Two schools do not serve Kindergarten grades, Decatur and Cascadia
## Staffing Constraints for Fall 2020
### Strategic Plan Priority Schools (13)

<table>
<thead>
<tr>
<th>Percent of students choosing on-line only education</th>
<th>KK Full Time # of Schools</th>
<th>K-1 Full Time # of Schools</th>
<th>K-2 Full Time # of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>12 of 13</td>
<td>10 of 13</td>
<td>3 of 13</td>
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<tr>
<td>5%</td>
<td>13 of 13</td>
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<tr>
<td>20%</td>
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</tbody>
</table>
Goal was to have all secondary students (6-12) in-person a minimum of one day per week; can do A/B (2x per week)

Summary:
• From a staffing perspective, ratios are within the capacity 12-15 student to teacher range for social distancing with an A/B schedule

• At a 10% reduction in in-person enrollment, the average student to teacher ratio for secondary schools is 10.1 to 1, with a high of 13.2 for an A/B rotation