

# 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**

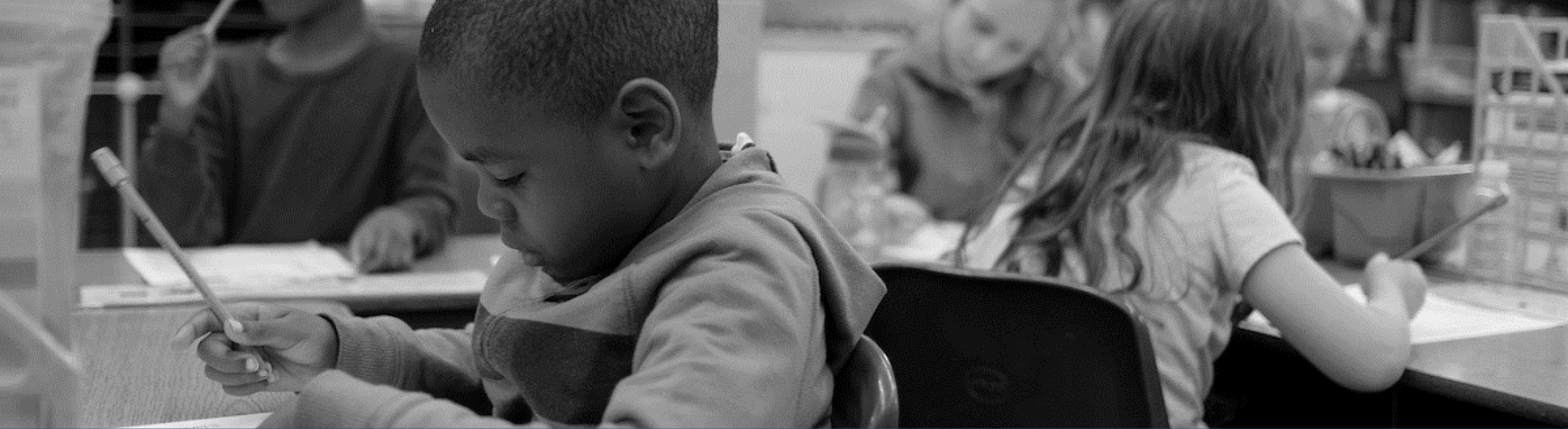
9:00am

#### **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**



# Theory of Action



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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



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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



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

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

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

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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.

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Schools may need to quickly pivot between delivery models as the COVID-19 risk changes.

# Outcome

- **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.



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# Engagement Process

# Leading with Values – Racial Equity



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- 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



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## 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 (6<sup>th</sup>, 9<sup>th</sup>)
- 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



## 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

**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



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## 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

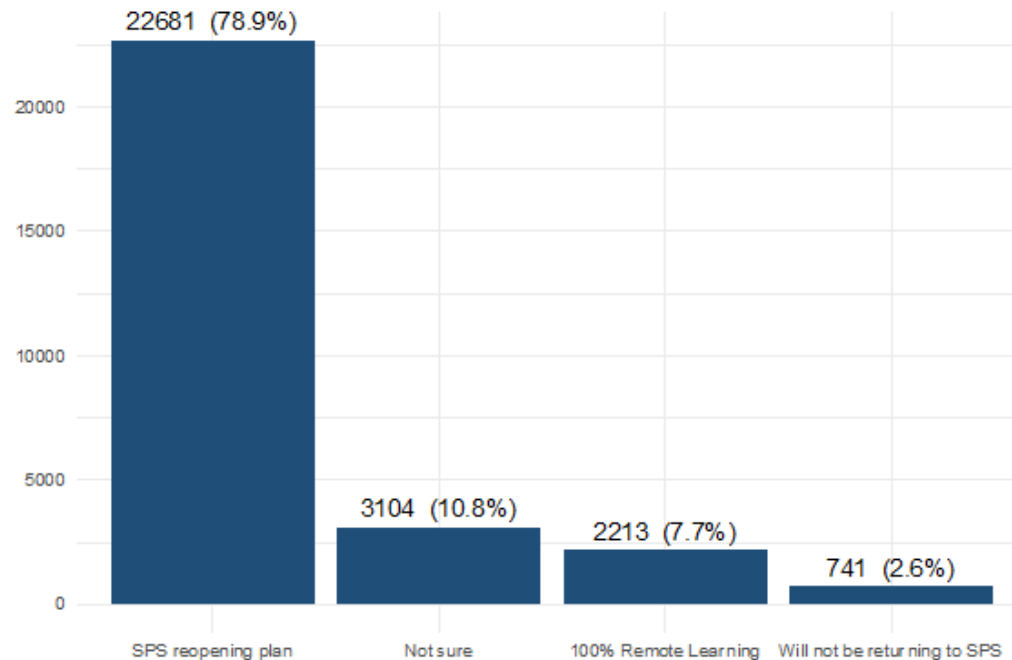


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## Intent to Enroll Responses As of 9 AM June 29, 2020

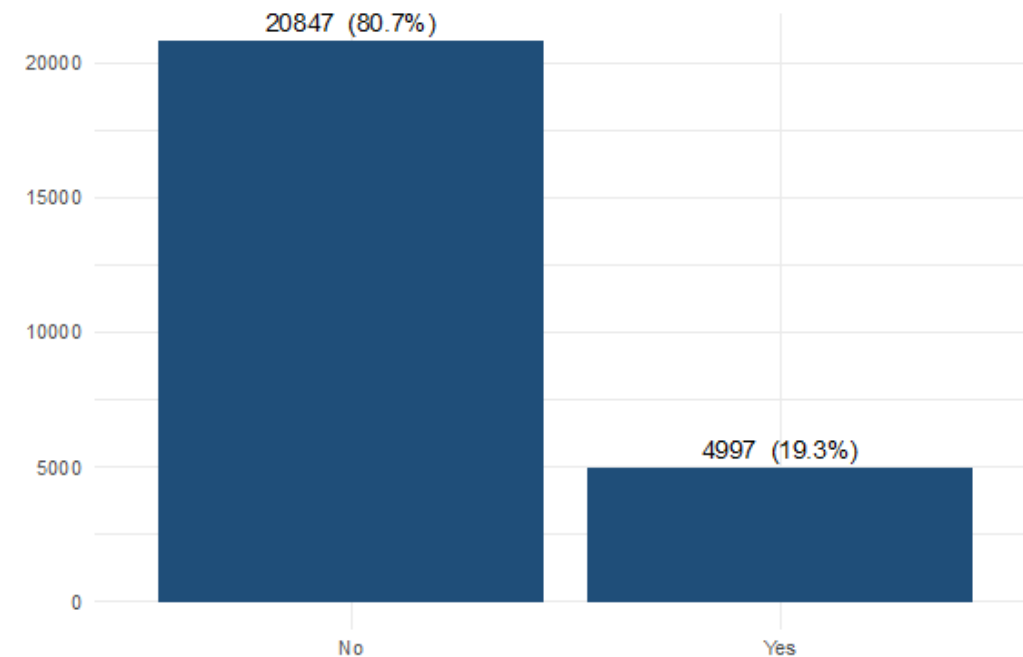
### Enrollment Plans

28739 student plans out of 55058 requested



### Is Transportation Needed?

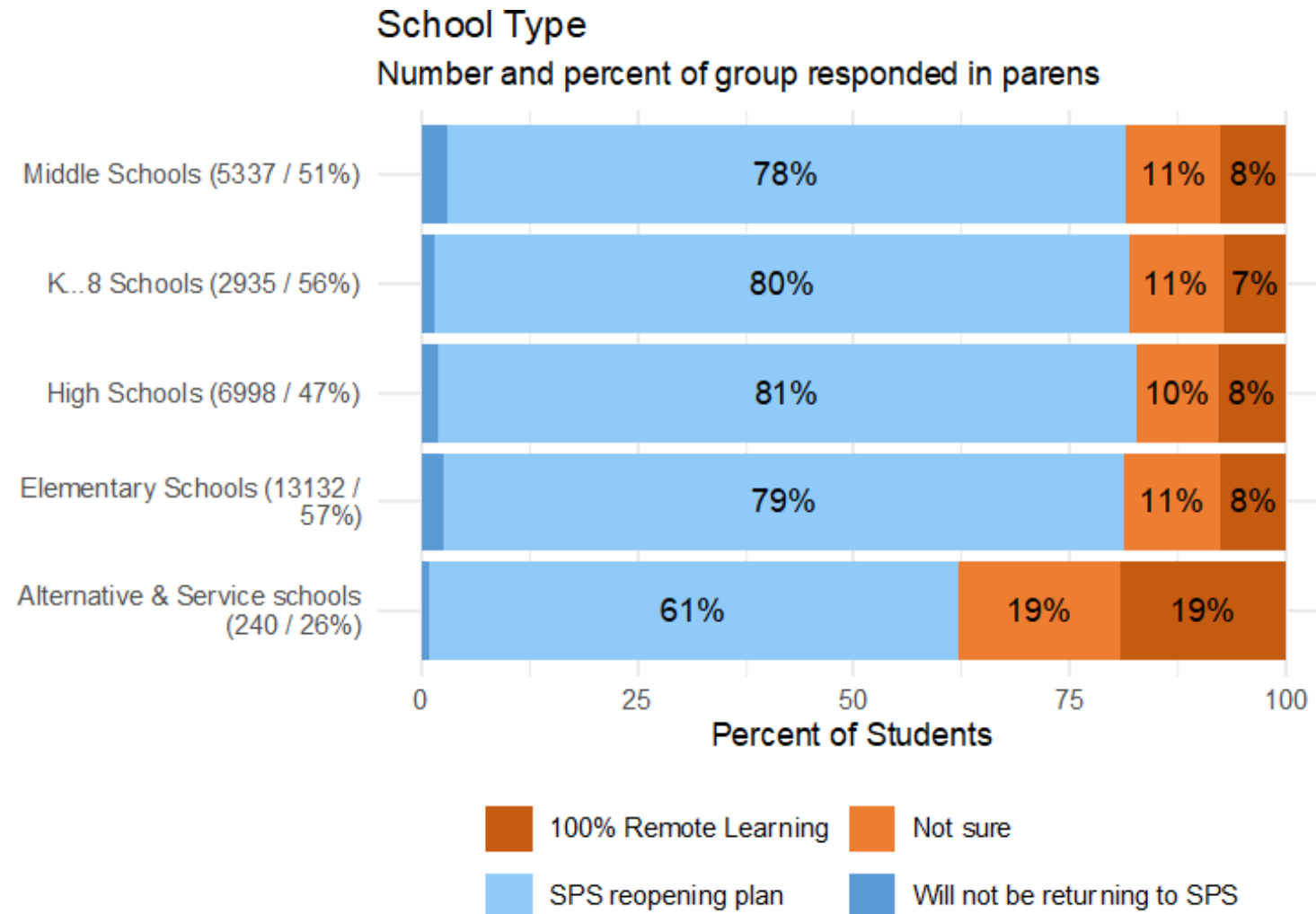
28739 student plans out of 55058 requested



# Enrollment Plans by School Type

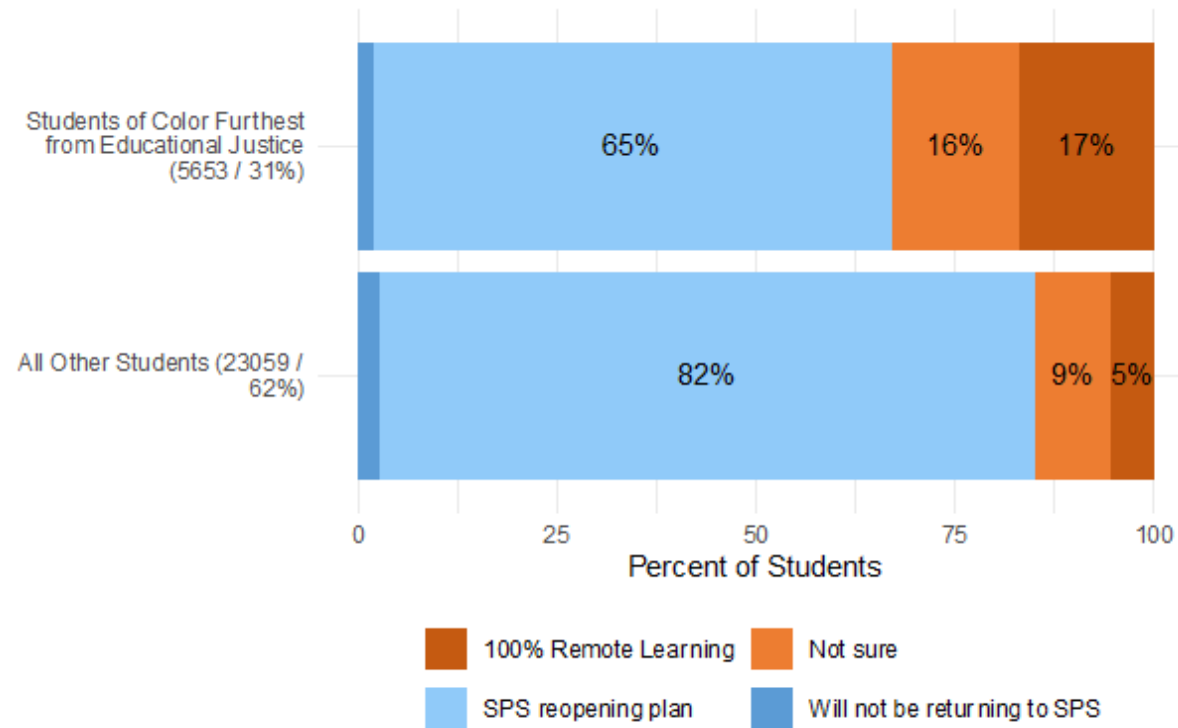


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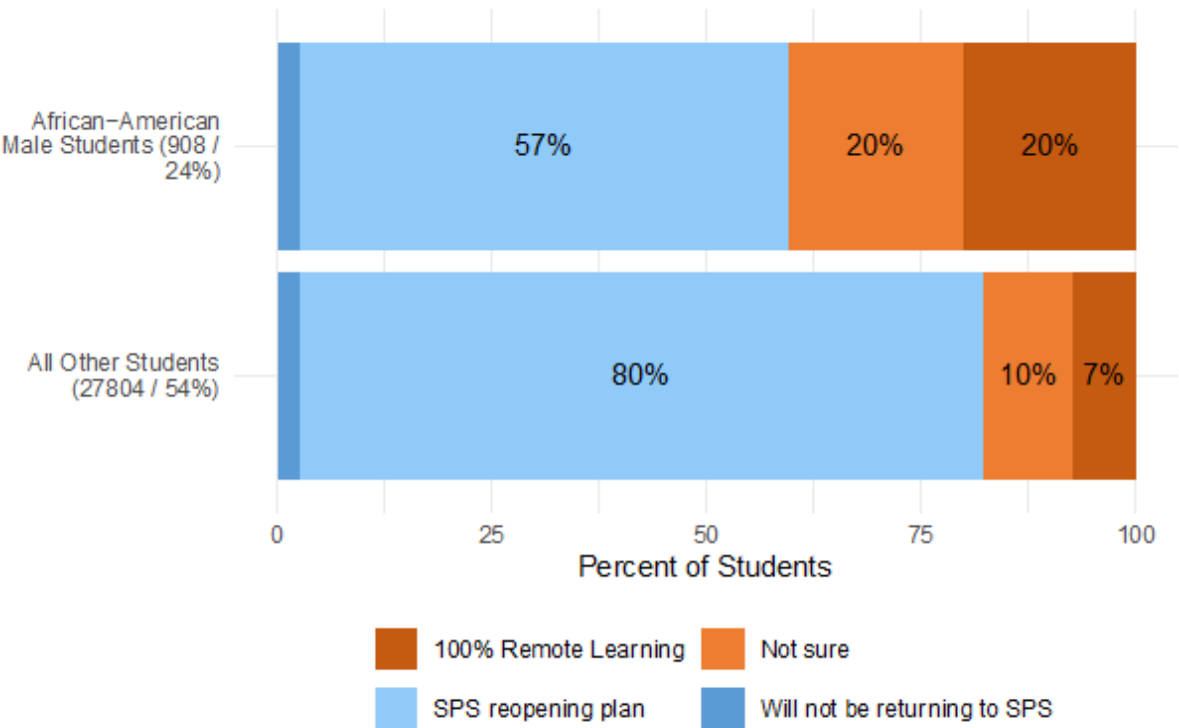


# Enrollment Plans by Student Groups

Student of Color Furthest From Educational Justice  
Number and percent of group responded in parens



African-American Male  
Number and percent of group responded in parens



# **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



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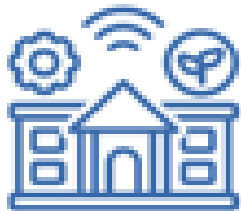




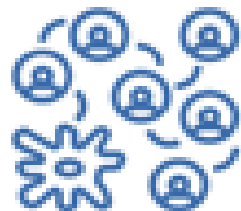
# OPERATIONAL BLUEPRINT FOR REENTRY



## 1. PUBLIC HEALTH PROTOCOLS



## 2. FACILITIES AND SCHOOL OPERATIONS



## 3. RESPONSE TO OUTBREAK

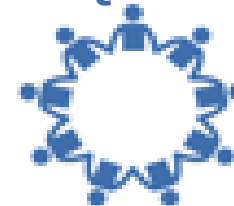
## 5. INSTRUCTION



## 6. FAMILY AND COMMUNITY ENGAGEMENT



## 4. RACIAL EQUITY



## 7. MENTAL, SOCIAL, AND EMOTIONAL HEALTH



## 8. STAFFING AND PERSONNEL

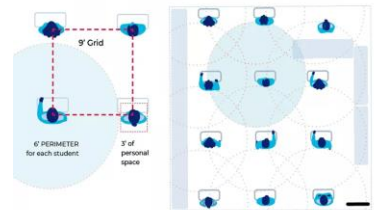
# Mitigate, Monitor, and Manage

- 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



Arranging Instructional Spaces

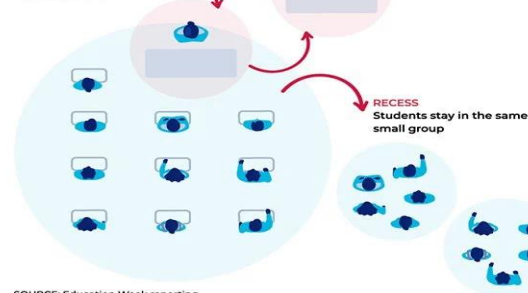


	Normal capacity	Socially distanced capacity
Example: 960 square feet (30' x 32' room, with furniture)	31	12

SOURCE: National Council on School Facilities and Cooperative Strategies Icons: iStock/Getty

## Limiting Exposure and Transmission

Students stay in the same small group, or "bubble," and remain in a single classroom. If needed, teachers can rotate through the bubbles.



# Communicating Mitigation, Monitoring, and Managing Protocols



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## PLEASE PROTECT ONE ANOTHER FROM COVID-19

Wear a face covering and keep 6 feet apart from others in public spaces.

Wash hands before and after wearing a mask



Fit coverings snugly but comfortably against the side of the face



Use the ties or loops to put your mask on and off



Face coverings should have multiple layers



Avoid touching the front of the face covering, especially when you take it off



Wash and dry your cloth mask daily



Children should only wear them with adult supervision

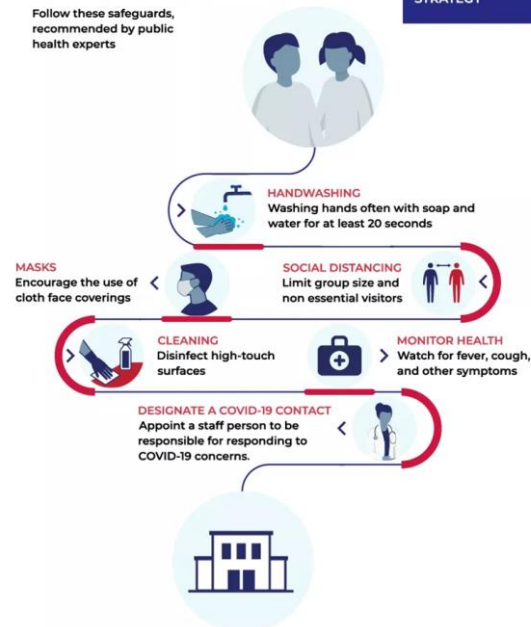
For more information:  
[kingcounty.gov/masks](http://kingcounty.gov/masks)

**Public Health**  
Seattle & King County

## How to Protect Students and Staff

Follow these safeguards, recommended by public health experts

**CDC**  
RECOMMENDED  
STRATEGY



SOURCE: U.S. Centers for Disease Control and Prevention, Education Week reporting

## WE'RE PROTECTING OUR CUSTOMERS FROM COVID-19

In response to Public Health direction, we:

✓ Screen employees daily for fever, cough, and shortness of breath.



✓ Ensure sick employees stay home.



✓ Make hand washing and hand sanitizer available.

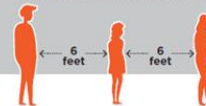


✓ Clean and sanitize surfaces frequently.



Please help in protecting our community:

- Ask if you need directions to a bathroom or hand sanitizer.
- Don't share utensils.
- Stand at least 6 feet apart while waiting to order or for pick-up.



- Protect those at greater risk (older adults and those with medical conditions) by staying home if sick.



**Public Health**  
Seattle & King County

## GermS are everywhere!

You can pick up germS from things you do every day.



Wash your hands so you don't get sick.

Accessible version: [www.cdc.gov/handwashing](http://www.cdc.gov/handwashing)



U.S. Department of Health and Human Services  
Centers for Disease Control and Prevention

Provide training to staff, students, and families prior to school opening

# Suspected COVID-19 – Screening Flowchart (Example)

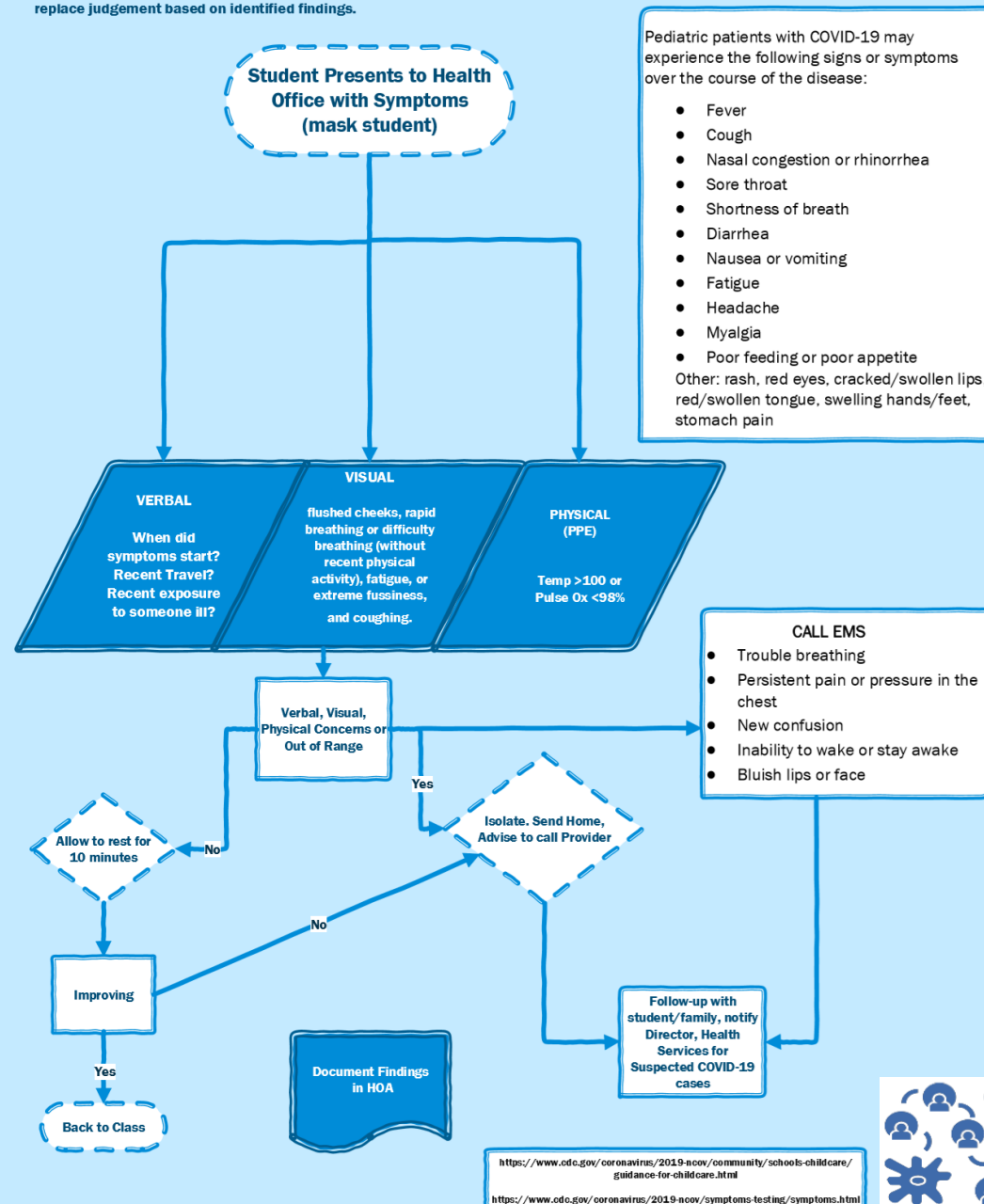


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## COVID-19 Screening Flowchart

FUSD Health Services | May 2020

This flowchart will be used for health staff to provide guidance on students who may present to the health office with COVID-19 like symptoms. This does not replace judgement based on identified findings.



Questions

# **In-Person/Virtual Learning Model for Fall 2020**

# Fall 2020 Instructional Models

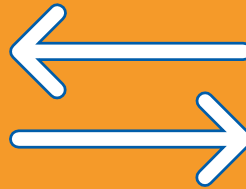


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## In-Person

Safe access to in-person instruction and supports



## Hybrid

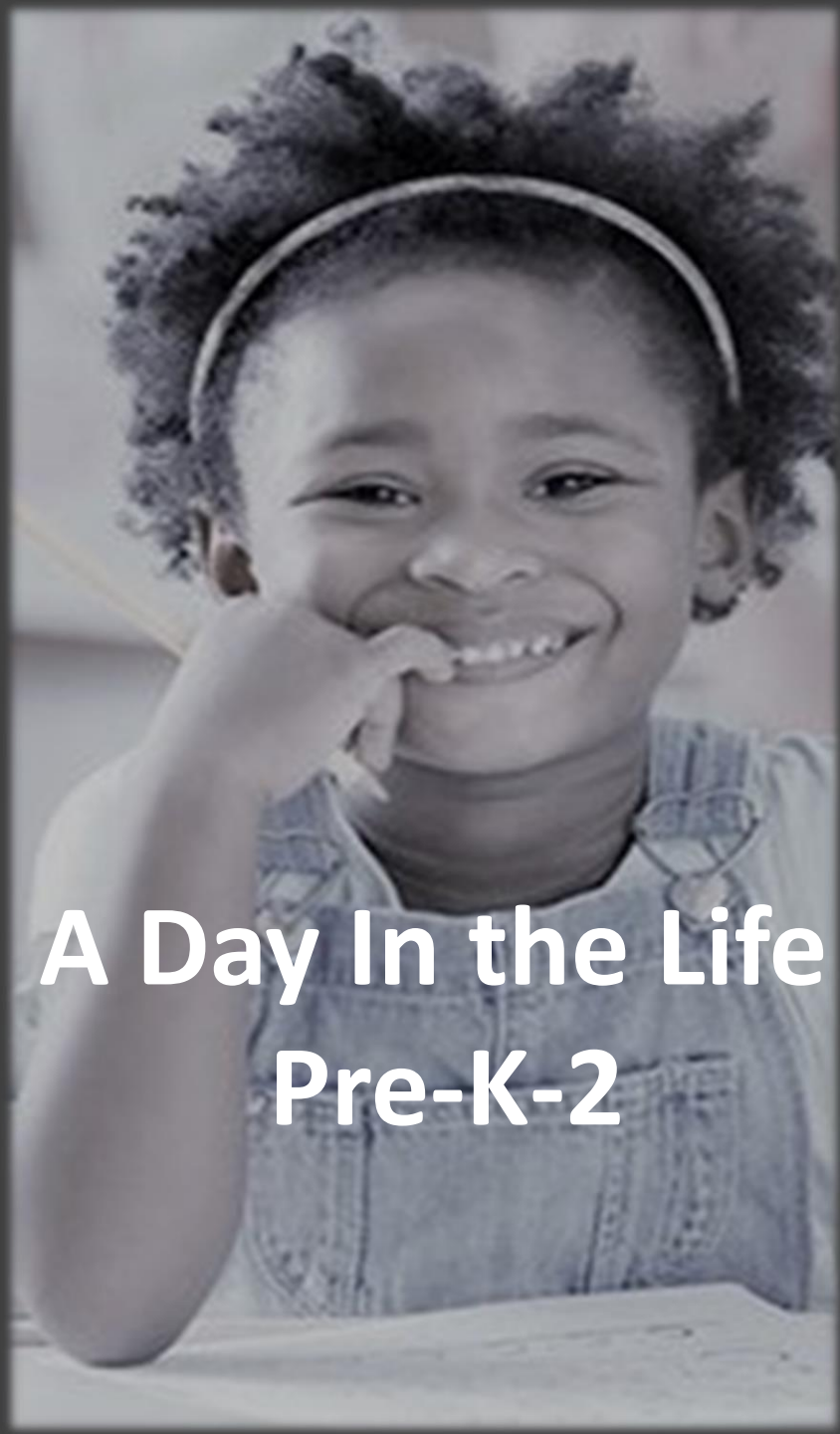
Student groups have safe access to in-person instruction and supports some days, and remote learning other days



## Remote Learning

Instruction occurs remotely, both live and recorded, with supports and modifications as needed.





# A Day In the Life Pre-K-2

## 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 3<sup>rd</sup> -5<sup>th</sup> Grade

## 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



# A Day in the Life

## 6<sup>th</sup>-12<sup>th</sup> Grade

## 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

# Secondary (6-12) Block Schedule - Sample



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	Monday	Tuesday	Wednesday	Thursday	Friday	
	Teacher Start Time & Screening					
	GROUP A	GROUP A	Check & Connect Targeted Small Group; Support Instruction; Teacher Office Hours  Early Release: PD & Planning	GROUP B	GROUP B	
	Student Staggered Arrival & Screening			Student Staggered Arrival & Screening		
8:35-10:15	Period 1	Period 4		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**

# Elementary Summary – Capacity and Staffing



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Elementary and K-8 (all grades) Schools- Capacity and Staffing				
Percent of Students Choosing 100% Remote	K Full Time, Gr 1-5 two days per week	K-1 Full Time, Gr 2-5 two days per week	K-2 Full Time, Gr 3-5 two days per week	K-3 Full Time, Gr 4-5 two days per week
0%	70 of 73 - Capacity 34 of 73 - Staffing	58 of 73 - Capacity 18 of 73 - Staffing	42 of 73 - Capacity 10 of 73 - Staffing	26 of 73 - Capacity No- Staffing
10%	72 of 73 - Capacity 71 of 73 - Staffing	70 of 73 - Capacity 52 of 73 - Staffing	61 of 73 - Capacity 29 of 73 - Staffing	46 of 73 - Capacity No- Staffing
15%	73 of 73 - Capacity 72 of 73 - Staffing	72 of 73 - Capacity (W. Woodland) 64 of 73 - Staffing	67 of 73 - Capacity 39 of 73 - Staffing	57 of 73 - Capacity No- Staffing
20%	73 of 73 - Capacity 73 of 73 - Staffing	73 of 73 - Capacity 71 of 73 - Staffing (add 3 FTE to make it)	70 of 73 - Capacity (except W. Woodland, McDonald, Montlake) 52 of 73 - Staffing	63 of 73 - Capacity No- Staffing

# 13 Strategic Plan Schools Summary - Capacity and Staffing



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## 13 Strategic Plan Schools - Capacity and Staffing

Percent of Students Choosing 100% Remote	K Full Time, Gr 1-5 two days per week	K-1 Full Time, Gr 2-5 two days per week	K-2 Full Time, Gr 3-5 two days per week	K-3 Full Time, Gr 4-5 two days per week
0%	13 of 13 - Capacity 12 of 13 - Staffing	12 of 13 - Capacity 10 of 13 - Staffing	10 of 13 - Capacity 3 of 13 - Staffing	5 of 13 - Capacity No- Staffing
10%	13 of 13 - Capacity 13 of 13 - Staffing	13 of 13 - Capacity 13 of 13 - Staffing	13 of 13 - Capacity 13 of 13 - Staffing	10 of 13 - Capacity No - Staffing
15%	13 of 13 - Capacity 13 of 13 - Staffing	13 of 13 - Capacity 13 of 13 - Staffing	13 of 13 - Capacity 13 of 13 - Staffing	13 of 13 - Capacity No - Staffing
20%	13 of 13 - Capacity 13 of 13 - Staffing	13 of 13 - Capacity 13 of 13 - Staffing	13 of 13 - Capacity 13 of 13 - Staffing	13 of 13 - Capacity No- Staffing

# Middle and High School Summary - Capacity and Staffing



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## Middle Schools and High Schools- Capacity and Staffing

Percent of Students Choosing 100% Remote	Five Days per week, without Common space	Two Days per week, without Common space	Five Days per week, use Common space	Two Days per week, use Common space
0%	2 of 24	19 of 24	6 of 24	24 of 24
10%	5 of 24	23 of 24	8 of 24	24 of 24
15%	7 of 24	23 of 24	9 of 24	24 of 24
20%	8 of 24	24 of 24	13 of 24	24 of 24

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



# Summary - Capacity and Staffing



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## 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



# COVID Budgetary Impact

## 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**  
(*\$57 per student*)

Hand sanitizers and  
disinfectant wipes for  
students in classrooms  
**\$1,739,132**

No-touch thermometer  
(*two per school*)  
**\$17,680**

Electrostatic  
disinfectant 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/disinfecting  
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. 30% 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

# Outcome

- **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.

# Capacity Constraints – Fall 2020



**SEATTLE EXCELLENCE**  
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- 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<sup>2</sup> per person to create a minimum 6 ft. distance between students
  - Subtract 150ft<sup>2</sup> 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



**SEATTLE EXCELLENCE**  
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- 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



**SEATTLE EXCELLENCE**  
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## Elementary (63) and K-8 Schools (10)

Percent of students choosing on-line only education	K Full Time with Rotating 1-5 or 1-8 # of K-5 or K-8 Schools	K-1 Full Time with Rotating 2-5 or 2-8 # of K-5 or K-8 Schools	K-2 Full Time with Rotating 3-5 or 3-8 # of K-5 or K-8 Schools	K-3 Full Time with Rotating 4-5 or 4-8 # of K-5 or K-8 Schools
0%	70 of 73	58 of 73	42 of 73	26 of 73
10%	72 of 73	70 of 73	61 of 73	46 of 73
15%	73 of 73	72 of 73 (except West Woodland)	67 of 73	57 of 73
20%	73 of 73	73 of 73	70 of 73 (except West Woodland, McDonald, Montlake)	63 of 73

# Capacity Constraints – Fall 2020



**SEATTLE EXCELLENCE**  
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## Strategic Plan Priority Schools (13)

Percent of students choosing on-line only education	K Full Time with Rotating 1-5 or 1-8 # of K-5 or K-8 Schools	K-1 Full Time with Rotating 2-5 or 2-8 # of K-5 or K-8 Schools	K-2 Full Time with Rotating 3-5 or 3-8 # of K-5 or K-8 Schools	K-3 Full Time with Rotating 4-5 or 4-8 # of K-5 or K-8 Schools
0%	13 of 13	12 of 13	10 of 13	5 of 13
10%	13 of 13	13 of 13	13 of 13	10 of 13
15%	13 of 13	13 of 13	13 of 13	13 of 13
20%	13 of 13	13 of 13	13 of 13	13 of 13

# Middle Schools Capacity



**SEATTLE EXCELLENCE**  
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- 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



**SEATTLE EXCELLENCE**  
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## Middle Schools (12)

Percent of students choosing on-line only education	# of 6-8 Schools No Rotation Without Commons	# of 6-8 Schools A/B Rotation Without Commons	# of 6-8 Schools No Rotation Using Commons	# of 6-8 Schools A/B Rotation Using Commons
0%	1 of 12	9 of 12	4 of 12	12 of 12
10%	3 of 12	12 of 12	5 of 12	12 of 12
15%	3 of 12	12 of 12	5 of 12	12 of 12
20%	3 of 12	12 of 12	8 of 12	12 of 12

# High Schools Capacity



**SEATTLE EXCELLENCE**  
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- 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



**SEATTLE EXCELLENCE**  
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## Comprehensive High Schools (12)

Percent of students choosing on-line only education	# of 9-12 Schools No Rotation Without Commons	# of 9-12 Schools A/B Rotation Without Commons	# of 9-12 Schools A/B/C Rotation Without Commons	# of 9-12 Schools No Rotation Using Commons	# of 9-12 Schools A/B Rotation Using Commons	# of 9-12 Schools A/B/C Rotation Using Commons
0%	1 of 12	10 of 12	12 of 12	2 of 12	12 of 12	12 of 12
10%	2 of 12	11 of 12	12 of 12	3 of 12	12 of 12	12 of 12
15%	4 of 12	11 of 12	12 of 12	4 of 12	12 of 12	12 of 12
20%	5 of 12	12 of 12	12 of 12	5 of 12	12 of 12	12 of 12

# Capacity Constraints – Fall 2020



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

Percent of students choosing on-line only education	# of 9-12 Schools No Rotation Without Commons	# of 9-12 Schools A/B Rotation Without Commons	# of 9-12 Schools A/B/C Rotation Without Commons	# of 9-12 Schools No Rotation Using Commons	# of 9-12 Schools A/B Rotation Using Commons	# of 9-12 Schools A/B/C Rotation Using Commons
0%	4 of 4	4 of 4	4 of 4	4 of 4	4 of 4	4 of 4
10%	4 of 4	4 of 4	4 of 4	4 of 4	4 of 4	4 of 4
15%	4 of 4	4 of 4	4 of 4	4 of 4	4 of 4	4 of 4
20%	4 of 4	4 of 4	4 of 4	4 of 4	4 of 4	4 of 4

# Staffing Constraints – Fall 2020



**SEATTLE EXCELLENCE**  
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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)



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- 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

# Staffing Constraints for Fall 2020

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

Percent of students Choosing Online-only Education	KK Full Time # of Schools*	K-1 Full Time # of Schools	K-2 Full Time # of Schools
0%	34 of 73	18 of 73	10 of 73
5%	70 of 73	45 of 73	24 of 73
10%	71 of 73	52 of 73	29 of 73
15%	72 of 73	64 of 73	39 of 73
20%	73 of 73	71 of 73	52 of 73

*\*Two schools do not serve Kindergarten grades, Decatur and Cascadia*

# Staffing Constraints for Fall 2020

## Strategic Plan Priority Schools (13)

Percent of students choosing on-line only education	KK Full Time # of Schools	K-1 Full Time # of Schools	K-2 Full Time # of Schools
0%	12 of 13	10 of 13	3 of 13
5%	13 of 13	13 of 13	10 of 13
10%	13 of 13	13 of 13	13 of 13
15%	13 of 13	13 of 13	13 of 13
20%	13 of 13	13 of 13	13 of 13



# Staffing Constraints for Fall 2020

## Secondary Schools



**SEATTLE EXCELLENCE**  
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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

Seattle Public Schools  
Fall 2020 Reduced Capacity Analysis - Elementary and K-8 Schools  
June 26, 2020

		0% On-Line Only					10% On-Line Only					15% On-Line Only					20% On-Line Only				
Middle School Service Area	Elementary/K-8 School	K-5 or K-8 Rotating at Same School? (# Groups Needed)	K Full Time with Rotating 1-5 or 1-8 at Same School?	K-1 Full Time with Rotating 2-5 or 2-8 at Same School?	K-2 Full Time with Rotating 3-5 or 3-8 at Same School?	K-3 Full Time with Rotating 4-5 or 4-8 at Same School?	K-5 or K-8 Rotating at Same School? (# Groups Needed)	K Full Time with Rotating 1-5 or 1-8 at Same School?	K-1 Full Time with Rotating 2-5 or 2-8 at Same School?	K-2 Full Time with Rotating 3-5 or 3-8 at Same School?	K-3 Full Time with Rotating 4-5 or 4-8 at Same School?	K-5 or K-8 Rotating at Same School? (# Groups Needed)	K Full Time with Rotating 1-5 or 1-8 at Same School?	K-1 Full Time with Rotating 2-5 or 2-8 at Same School?	K-2 Full Time with Rotating 3-5 or 3-8 at Same School?	K-3 Full Time with Rotating 4-5 or 4-8 at Same School?	K-5 or K-8 Rotating at Same School? (# Groups Needed)	K Full Time with Rotating 1-5 or 1-8 at Same School?	K-1 Full Time with Rotating 2-5 or 2-8 at Same School?	K-2 Full Time with Rotating 3-5 or 3-8 at Same School?	K-3 Full Time with Rotating 4-5 or 4-8 at Same School?
Aki Kurose	Dunlap	A	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes
	* Emerson	A/B	Yes	Yes	Yes	No	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes
	Graham Hill	A/B	Yes	Yes	Yes	No	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes
	* M.L. King Jr.	A/B	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes
	* Rainier View	A/B	Yes	Yes	No	No	A/B	Yes	Yes	Yes	No	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes
	* Wing Luke	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes
	* South Shore PK-8	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes
Denny International	Arbor Heights	A/B	Yes	Yes	Yes	No	A/B	Yes	Yes	Yes	No	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes
	Concord Int'l	A/B	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes
	Highland Park	A	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes
	Roxhill @ Hughes	A	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes
	Sanislo	A	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes
	* West Seattle El.	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes
	Boren Stem K-8	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes
Eckstein	Bryant	A/B	Yes	No	No	No	A/B	Yes	Yes	No	No	A/B	Yes	Yes	Yes	No	A/B	Yes	Yes	Yes	No
	Decatur	A/B	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes
	Green Lake	A/B	Yes	Yes	No	No	A/B	Yes	Yes	Yes	No	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes
	Laurelhurst	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes
	Sand Point	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes
	Thornton Creek	A/B	Yes	Yes	No	No	A/B	Yes	Yes	Yes	No	A/B	Yes	Yes	Yes	No	A	Yes	Yes	Yes	Yes
	View Ridge	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes
Hamilton Int'l	Wedgwood	A/B	Yes	Yes	Yes	No	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes
	B.F. Day	A/B	Yes	Yes	No	No	A/B	Yes	Yes	Yes	No	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes
	W. Woodland@Marshall	A/B/C	No	No	No	No	A/B	No	No	No	No	A/B	Yes	No	No	No	A/B	Yes	Yes	No	No
	John Stanford	A/B	Yes	No	No	No	A/B	Yes	Yes	No	No	A/B	Yes	Yes	Yes	No	A/B	Yes	Yes	Yes	No
Jane Addams	McDonald	A/B	Yes	No	No	No	A/B	Yes	No	No	No	A/B	Yes	Yes	No	No	A/B	Yes	Yes	No	No
	Cedar Park	A	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes
	John Rogers	A/B	Yes	Yes	No	No	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes
	* Olympic Hills	A/B	Yes	Yes	Yes	No	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes
	Sacajawea	A/B	Yes	Yes	No	No	A/B	Yes	Yes	Yes	No	A/B	Yes	Yes	Yes	No	A/B	Yes	Yes	Yes	Yes
Madison	Hazel Wolf K-8	A/B	Yes	No	No	No	A/B	Yes	Yes	Yes	No	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes
	Alki	A/B	Yes	Yes	Yes	No	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes
	Fairmount Park	A/B	Yes	No	No	No	A/B	Yes	Yes	No	No	A/B	Yes	Yes	Yes	No	A/B	Yes	Yes	Yes	No
	Gatewood	A/B	Yes	Yes	Yes	No	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes
	Genesee Hill	A/B	Yes	Yes	No	No	A/B	Yes	Yes	Yes	No	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes
	Lafayette	A/B	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes
McClure	Pathfinder K-8	A/B	Yes	Yes	Yes	No	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes
	Frantz Coe	A/B	Yes	Yes	No	No	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes
	John Hay	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes
	Lawton	A/B	Yes	Yes	Yes	No	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes
	Magnolia	A/B	Yes	Yes	No	No	A/B	Yes	Yes	Yes	No	A/B	Yes	Yes	Yes	No	A/B	Yes	Yes	Yes	Yes
	Queen Anne	A	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes
Meany	Catharine Blaine K-8	A/B	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes
	* Leschi	A/B	Yes	Yes	No	No	A/B	Yes	Yes	Yes	No	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes
	Lowell	A/B	Yes	No	No	No	A/B	Yes	Yes	Yes	No	A/B	Yes	Yes	Yes	No	A/B	Yes	Yes	Yes	Yes
	Madrona	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes
	McGilvra	A/B	No	No	No	No	A/B	Yes	No	No	No	A/B	Yes	Yes	No	No	A/B	Yes	Yes	Yes	No
	Montlake	A/B	Yes	No	No	No	A/B	Yes	Yes	No	No	A/B	Yes	Yes	No	No	A/B	Yes	Yes	No	No
	Stevens	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes
Mercer	TOPS K-8	A/B	Yes	Yes	No	No	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes
	Beacon Hill Intl	A/B	Yes	No	No	No	A/B	Yes	Yes	No	No	A/B	Yes	Yes	No	No	A/B	Yes	Yes	Yes	No
	Dearborn Park Intl	A	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes
	Hawthorne	A/B	Yes	No	No	No	A/B	Yes	Yes	No	No	A/B	Yes	Yes	Yes	No	A/B	Yes	Yes	Yes	No
	Kimball	A/B	Yes	Yes	Yes	No	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes
	Maple	A/B	No	No	No	No	A/B	Yes	Yes	No	No	A/B	Yes	Yes	No	No	A/B	Yes	Yes	Yes	No
	* Rising Star	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes
Robert Eagle Staff	Orca K-8	A/B	Yes	Yes	Yes	No	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes
	Cascadia	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes
	Daniel Bagley	A	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes
	Greenwood	A/B	Yes	Yes	No	No	A/B	Yes	Yes	Yes	No	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes
	Northgate	A/B	Yes	Yes	Yes	No	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes
	Olympic View	A/B	Yes	No	No	No	A/B	Yes	Yes	No	No	A/B	Yes	Yes	Yes	No	A/B	Yes	Yes	Yes	Yes
	* Broadview Thomson K-8	A/B	Yes	No	No	No	A/B	Yes	Yes	Yes	No	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes
Washington	Licton Springs K-8	A/B	Yes	No	No	No	A/B	Yes	Yes	No	No	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes
	* Bailey Gatzert	A/B	Yes	Yes	Yes	No	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes
	* John Muir	A/B	Yes	Yes	Yes	No	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes
Thurgood Marshall		A/B	Yes	Yes	Yes	No	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes

Seattle Public Schools  
Fall 2020 Reduced Capacity Analysis - Elementary and K-8 Schools  
June 26, 2020

		0% On-Line Only					10% On-Line Only					15% On-Line Only					20% On-Line Only					
Middle School Service Area	Elementary/K-8 School	K-5 or K-8 Rotating at Same School? (# Groups Needed)	K Full Time with Rotating 1-5 or 1-8 at Same School?	K-1 Full Time with Rotating 2-5 or 2-8 at Same School?	K-2 Full Time with Rotating 3-5 or 3-8 at Same School?	K-3 Full Time with Rotating 4-5 or 4-8 at Same School?	K-5 or K-8 Rotating at Same School? (# Groups Needed)	K Full Time with Rotating 1-5 or 1-8 at Same School?	K-1 Full Time with Rotating 2-5 or 2-8 at Same School?	K-2 Full Time with Rotating 3-5 or 3-8 at Same School?	K-3 Full Time with Rotating 4-5 or 4-8 at Same School?	K-5 or K-8 Rotating at Same School? (# Groups Needed)	K Full Time with Rotating 1-5 or 1-8 at Same School?	K-1 Full Time with Rotating 2-5 or 2-8 at Same School?	K-2 Full Time with Rotating 3-5 or 3-8 at Same School?	K-3 Full Time with Rotating 4-5 or 4-8 at Same School?	K-5 or K-8 Rotating at Same School? (# Groups Needed)	K Full Time with Rotating 1-5 or 1-8 at Same School?	K-1 Full Time with Rotating 2-5 or 2-8 at Same School?	K-2 Full Time with Rotating 3-5 or 3-8 at Same School?	K-3 Full Time with Rotating 4-5 or 4-8 at Same School?	
Whitman	Adams	A/B	Yes	Yes	Yes	No	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes
	Loyal Heights	A/B	Yes	Yes	No	No	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes
	North Beach	A/B	Yes	Yes	No	No	A/B	Yes	Yes	Yes	No	A/B	Yes	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes
	Viewlands	A/B	Yes	Yes	No	No	A/B	Yes	Yes	Yes	No	A/B	Yes	Yes	Yes	Yes	No	A/B	Yes	Yes	Yes	Yes
	Whittier	A/B	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes
	Salmon Bay K-8	A/B	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes

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		0% On-Line Only					10% On-Line Only					15% On-Line Only					20% On-Line Only					
Middle School Service Area	Elementary/K-8 School	K-5 or K-8 Rotating at Same School? (# Groups Needed)	K Full Time with Rotating 1-5 or 1-8 at Same School?	K-1 Full Time with Rotating 2-5 or 2-8 at Same School?	K-2 Full Time with Rotating 3-5 or 3-8 at Same School?	K-3 Full Time with Rotating 4-5 or 4-8 at Same School?	K-5 or K-8 Rotating at Same School? (# Groups Needed)	K Full Time with Rotating 1-5 or 1-8 at Same School?	K-1 Full Time with Rotating 2-5 or 2-8 at Same School?	K-2 Full Time with Rotating 3-5 or 3-8 at Same School?	K-3 Full Time with Rotating 4-5 or 4-8 at Same School?	K-5 or K-8 Rotating at Same School? (# Groups Needed)	K Full Time with Rotating 1-5 or 1-8 at Same School?	K-1 Full Time with Rotating 2-5 or 2-8 at Same School?	K-2 Full Time with Rotating 3-5 or 3-8 at Same School?	K-3 Full Time with Rotating 4-5 or 4-8 at Same School?	K-5 or K-8 Rotating at Same School? (# Groups Needed)	K Full Time with Rotating 1-5 or 1-8 at Same School?	K-1 Full Time with Rotating 2-5 or 2-8 at Same School?	K-2 Full Time with Rotating 3-5 or 3-8 at Same School?	K-3 Full Time with Rotating 4-5 or 4-8 at Same School?	
Aki Kurose	* Emerson	A/B	Yes	Yes	Yes	No	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes
	* M.L. King Jr.	A/B	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes
	* Rainier View	A/B	Yes	Yes	No	No	A/B	Yes	Yes	Yes	No	A/B	Yes	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes
	* Wing Luke	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes
	* South Shore PK-8	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes
Denny International	* West Seattle El.	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes
Jane Addams	* Olympic Hills	A/B	Yes	Yes	Yes	No	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes
Meany	* Leschi	A/B	Yes	Yes	No	No	A/B	Yes	Yes	Yes	No	A/B	Yes	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes
Mercer	* Rising Star	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes
	* Broadview Thomson K-8	A/B	Yes	No	No	No	A/B	Yes	Yes	Yes	No	A/B	Yes	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes
Washington	* Bailey Gatzert	A/B	Yes	Yes	Yes	No	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes
	* John Muir	A/B	Yes	Yes	Yes	No	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes	Yes	A	Yes	Yes	Yes	Yes
	* Thurgood Marshall	A/B	Yes	Yes	Yes	No	A/B	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes	Yes	A/B	Yes	Yes	Yes	Yes

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Middle School Service Area	No Use of Commons for Classrooms				Use Cafeteria & Gyms for Additional Classrooms			
	6-8 Rotating at Same School? w/o Commons (# Groups Needed)	6-8 10% On-Line Only Rotating at Same School? w/o Commons (# Groups Needed)	6-8 15% On-Line Only Rotating at Same School? w/o Commons (# Groups Needed)	6-8 20% On-Line Only Rotating at Same School? w/o Commons (# Groups Needed)	6-8 Rotating at Same School? w/ Commons (# Groups Needed)	6-8 10% On-Line Only Rotating at Same School? w/ Commons (# Groups Needed)	6-8 15% On-Line Only Rotating at Same School? w/ Commons (# Groups Needed)	6-8 20% On-Line Only Rotating at Same School? w/ Commons (# Groups Needed)
Aki Kurose	A/B	A/B	A/B	A/B	A/B	A	A	A
Denny International	A/B	A/B	A/B	A/B	A/B	A/B	A/B	A/B
Eckstein	A/B	A/B	A/B	A/B	A/B	A/B	A/B	A
Hamilton International	A/B	A/B	A/B	A/B	A/B	A/B	A/B	A
Jane Addams	A/B/C	A/B	A/B	A/B	A/B	A/B	A/B	A/B
Madison	A/B/C	A/B	A/B	A/B	A/B	A/B	A/B	A/B
McClure	A/B	A/B	A/B	A/B	A/B	A/B	A/B	A
Meany	A/B	A	A	A	A	A	A	A
Mercer International	A/B	A/B	A/B	A/B	A/B	A/B	A/B	A/B
Robert Eagle Staff	A/B	A/B	A/B	A/B	A	A	A	A
Washington	A	A	A	A	A	A	A	A
Whitman	A/B	A	A	A	A	A	A	A

Notes:  
"Groups" = Projected enrollment/capacity estimate; additional group needed when calculation results are greater than an integer  
Capacity for science labs included

Seattle Public Schools  
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	No Use of Commons for Classrooms				Use Cafeteria & Gyms for Additional Classrooms			
High School	9-12 Rotating at Same School? w/o Commons (# Groups Needed)	9-12 10% On-Line Only Rotating at Same School? w/o Commons (# Groups Needed)	9-12 15% On-Line Only Rotating at Same School? w/o Commons (# Groups Needed)	9-12 20% On-Line Only Rotating at Same School? w/o Commons (# Groups Needed)	9-12 Rotating at Same School? w/ Commons (# Groups Needed)	9-12 10% On-Line Only Rotating at Same School? w/ Commons	9-12 15% On-Line Only Rotating at Same School? w/ Commons (# Groups Needed)	9-12 20% On-Line Only Rotating at Same School? w/ Commons (# Groups Needed)
Ballard	A/B	A/B	A/B	A/B	A/B	A/B	A/B	A/B
Center School	A/B	A/B	A	A	A/B	A/B	A/B	A/B
Chief Sealth	A/B	A	A	A	A	A	A	A
Cleveland	A/B	A/B	A/B	A/B	A/B	A/B	A/B	A/B
Franklin	A/B/C	A/B	A/B	A/B	A/B	A/B	A/B	A/B
Garfield	A/B	A/B	A/B	A/B	A/B	A/B	A/B	A/B
Ingraham	A/B	A/B	A/B	A	A/B	A/B	A/B	A
Lincoln	A	A	A	A	A	A	A	A
Nathan Hale	A/B	A/B	A	A	A/B	A/B	A/B	A
Rainier Beach	A/B	A/B	A/B	A/B	A/B	A	A	A
Roosevelt	A/B	A/B	A/B	A/B	A/B	A/B	A/B	A/B
West Seattle	A/B/C	A/B/C	A/B/C	A/B	A/B	A/B	A/B	A/B

Seattle Public Schools  
 Fall 2020 Reduced Capacity Analysis - High Schools  
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	No Use of Commons for Classrooms				Use Cafeteria & Gyms for Additional Classrooms			
High School	9-12 Rotating at Same School? w/o Commons (# Groups Needed)	9-12 10% On-Line Only Rotating at Same School? w/o Commons (# Groups Needed)	9-12 15% On-Line Only Rotating at Same School? w/o Commons (# Groups Needed)	9-12 20% On-Line Only Rotating at Same School? w/o Commons (# Groups Needed)	9-12 Rotating at Same School? w/ Commons (# Groups Needed)	9-12 10% On-Line Only Rotating at Same School? w/ Commons (# Groups Needed)	9-12 15% On-Line Only Rotating at Same School? w/ Commons (# Groups Needed)	9-12 20% On-Line Only Rotating at Same School? w/ Commons (# Groups Needed)
Middle College	A	A	A	A	A	A	A	A
Nova	A	A	A	A	A	A	A	A
South Lake	A	A	A	A	A	A	A	A
World School	A	A	A	A	A	A	A	A