



Board Special Meeting

Work Session: 2020-21 Reopening Update

September 10, 2020, 3:00-4:30 p.m.

Meeting to be held remotely

By SPSTV Broadcast and [YouTube Streaming](#) (See details below)

By Teleconference: +1 206-800-4125 (Conference ID: 291 296 26#)

Agenda

Call to Order

3:00pm

Work Session: 2020-21 Reopening Update

3:00pm

- Attendance
- Schedules

Adjourn

4:30pm*

This meeting will be streamed and broadcast by SPSTV:

- **Online Streaming via SPSTV YouTube page:**
<https://www.youtube.com/channel/UCbWeZY-zLJlpQG-xsJ1Xy2Q?>
- **Broadcast in Seattle**
 - Comcast 26 (standard-def) 319 (hi-def)
 - Wave 26 (standard-def) 695 (hi-def)
 - Century Link 8008 (standard-def) 8508 (hi-def)

IMPORTANT NOTE: This meeting will be held remotely without an in-person location per the Governor's proclamation prohibiting public agencies from conducting meetings subject to the Open Public Meetings Act in-person to curtail the spread of COVID-19. The public is being provided remote access through SPSTV (YouTube and Broadcast) and teleconference as noted above. There is a maximum capacity for the teleconference line, and a "waiting room" may be utilized to address capacity. Additional attendees will be admitted from the waiting room as capacity permits.

*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.*

WORK SESSION: 2020-21 REOPENING UPDATE Schedules

Sept. 10, 2020





Introduction

- Design principles using established values
- Constraints, flexibility and contextual variables
- Schedule requirements for K-5 and 6-12
- Illustrated and posted schedules
- Review and support process
- Benefits for students
- Next steps

SPS Remote Learning Playbook



Key Actions:

- Deliver more live (synchronous) instruction
- Dedicated and integrated social-emotional instruction
- Support authentic, ongoing partnerships with families
- Secure time for academic and wellness supports
- Consistent, predictable daily experiences across schools
- Multiple methods to access lessons and services

Constraints and Context



Constraints

- **Instructional hours**
- Activities considered instructional
- Enrollment / Staffing
- **Contractual agreements**
- Developmentally appropriate practices
- **Connection between schedules and other activities** [meals, family, work schedules, cross-district programming (Skills Center, Running Start, ...etc.)]
- Strict regulations from the Department of Children, Youth and Families (e.g., health checks upon entry, cleaning, social distancing, etc.)

Context

- Historical construction of master schedule
- Dedicated funding sources
- Unique programmatic elements

Flexibility



Flexibility

- Teachers pairing synchronous and asynchronous instruction
- Selection and sequence of courses – secondary
- When math, ELA, science, etc. is taught during the school day – elementary
- Integrated services and supports (e.g., ELL, Special Education, social-emotional, mentoring, etc.) during whole class and small group
- Configuration of Wednesday schedules - BLT



Defining Key Terms

Delivery model	What this means	Examples
Synchronous (live)	Students engage in learning live via technology with an educator	<ul style="list-style-type: none">▪ Teacher facilitates discourse about a shared text with a whole class over video conference▪ Students work together on a group project in a breakout room over video conference▪ Students work independently while on video conference; teacher monitors work, chats and provides individual feedback or pulls a small group into a breakout room to share batch feedback▪ This model applies to Tier I, II and III instruction and support
Asynchronous (offline)	Students engage in learning independently and offline, on their own timeline	<ul style="list-style-type: none">▪ Students watch a pre-recorded video lesson on their own schedule▪ Students complete assignments posted on Schoology or Remind on their own schedule▪ Educators provide feedback on completed assignments over email▪ This model applies to Tier I, II, and III instruction and support

Note: Instructors will collaborate with general education teachers to ensure that instruction is accessible to ELLs and students with IEPs.

K-5: Illustrative week in the life of a student

M/T/Th/F

Plum font = students are engaged in synchronous instruction, live with a teacher on Teams

Wed

Time	Content	
8:30-9:00	Check-in/ Community Building	
9:00 – 10:00	ELA	
10:00-10:30	Recess	
10:30 – 11:30	Math	
11:30 -12:15	PCP (Art, Music, P.E., Library, etc.)	
12:15-1:00	Lunch and Recess	
1:00-1:30	Social Studies/ Science/ STI	
1:30– 2:30	Independent work	Small group
2:30-3:00	Family connection	

Time	Content	
8:30-9:00	Check-in/ Community	
9:00 – 10:00	ELA	
10:00-10:30	Recess	
10:30-11:15	PCP (Art, Music, PE, Library, etc.)	
11:15-12:00	Lunch and Recess	
12:00-12:45	Independent work	Small group
12:45-1:45	Family connection	Independent work

Blue font = students work independently

Small group = while most students work asynchronously, teacher pulls some students to work with her synchronously, over Teams

Exemplar Schedule Elementary – Maple

Kindergarten

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

Third Grade Schedule (Mondays, Tuesdays, Thursdays, Fridays)

8:30-9:00 Classroom Meeting Community Building - This block includes Social Emotional teaching and learning.

9:00-9:45 Specialists Art, Music, PE, STEAM - Specialists are on rotating schedule, allowing students to engage with two live online specialist sessions per week, and three independent sessions per week to further engage in the learning.

9:45-10:15 Recess

10:15-11:15 Literacy: Reading and Writing - This one-hour block does not mean a one-hour lesson online. Instead it may include a whole group lesson, independent reading, read aloud, small group reading/writing instruction, meeting one on one with the teacher.

11:15-11:45 Science or Social Studies

11:45-12:30 Lunch and Recess

12:30-1:30 Math - This one-hour block does not mean a one-hour lesson online. Instead it may include a whole group lesson, independent practice, small group math instruction, meeting one on one with the teacher.

1:30-2:30 Independent Work and Small Group Instruction - This one-hour block provides time for students to work independently on classroom assignments. It may also include small group instruction from the classroom teacher, intervention specialists, English language support teachers and Special Education teachers.

2:30-3:00 Family Connections Continued Independent Practice - This block of time is meant for teachers to connect with families in support of our students. It also provides additional independent practice time for students to further engage in the learning from the day.

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Exemplar Schedule Elementary – Maple

Fifth Grade Schedule (Wednesdays)

8:30-9:00 Classroom Meeting Community Building - This block includes Social Emotional teaching and learning.

9:00-10:00 Literacy: Reading and Writing - This one-hour block does not mean a one-hour lesson online. Instead it may include a whole group lesson, independent reading, read aloud, small group reading/writing instruction, meeting one on one with the teacher.

10:00-10:30 Recess

10:30-11:15 Specialists Art, Music, PE, STEAM - Specialists are on rotating schedule, allowing students to engage with two live online specialist sessions per week, and three independent sessions per week to further engage in the learning.

11:15-11:45 Lunch and Recess

11:45-12:45 Independent Work and Small Group Instruction - This one-hour block provides time for students to work independently on classroom assignments. It may also include small group instruction from the classroom teacher, intervention specialists, English language support teachers and Special Education teachers.

12:45-1:45 Family Connections Continued Independent Practice - This block of time is meant for teachers to connect with families in support of our students. It also provides additional independent practice time for students to further engage in the learning from the day.

6-12: Illustrative week in the life of a student (Version 1)

Plum font = students are engaged in synchronous instruction, live with a teacher on Teams

Time	Mon/ Thurs		Tues/ Fri	
9:00-9:50	Period 1 lesson		Period 4 lesson	
9:55-10:45	Period 1 lesson	Period 1 Small Group lesson	Period 4 lesson	Period 4 Small Group lesson
10:45-10:55	Break		Break	
10:55-11:45	Period 2 lesson		Period 5 lesson	
11:50-12:40	Period 2 lesson	Period 2 Small Group lesson	Period 5 lesson	Period 5 Small Group lesson
12:40-1:25	Lunch & Enrichment Activities		Lunch & Enrichment Activities	
1:25-2:15	Period 3 lesson		Period 6 lesson	
2:20-3:10	Period 3 lesson	Period 3 Small Group lesson	Period 6 lesson	Period 6 Small Group lesson
3:15-3:50	Enrichment Activities		Enrichment Activities	

Time	Wed	
9:00-9:35	Check-in/ Community	
9:40-10:10	Pd 1 Small Group lesson	Periods 1-6 Independent work
10:15-10:45	Pd 2 Small Group lesson	
10:50-11:20	Pd 3 Small Group lesson	
11:20-12:05	Lunch	
12:05-12:35	Pd 4 Small Group lesson	
12:40-1:10	Pd 5 Small Group lesson	
1:15-1:45	Pd 6 Small Group lesson	
1:45-2:35		

Blue font = students are learning asynchronously, on their own

Activities = students participate in leadership activities, counseling, library

Small group lesson = while most students work asynchronously, teacher pulls some students to work with her synchronously, over Teams

Independent work = students are practicing and/or completing assignments asynchronously

6-12: Illustrative week in the life of a student (Version 2)

Plum font = students are engaged in synchronous instruction, live with a teacher on Teams

Time	Mon/ Thurs		Tues/ Fri	
9:00-9:50	Period 1 lesson		Period 4 lesson	
10:00-10:50	Period 2 lesson		Period 5 lesson	
11:00-11:50	Period 3 lesson		Period 6 lesson	
11:50-12:35	Lunch & Enrichment Activities		Lunch & Enrichment Activities	
12:35-1:25	Period 1 lesson	Period 1 Small Group lesson	Period 4 lesson	Period 4 Small Group lesson
1:30-2:20	Period 2 lesson	Period 2 Small Group lesson	Period 5 lesson	Period 5 Small Group lesson
2:25-3:15	Period 3 lesson	Period 3 Small Group lesson	Period 6 lesson	Period 6 Small Group lesson
3:15-3:50	Enrichment Activities		Enrichment Activities	

Blue font = students are learning asynchronously, on their own

Time	Wed	
9:00-9:35	Check-in/ Community	
9:40-10:10	Pd 1 Small Group lesson	Periods 1-6 Independent work
10:15-10:45	Pd 2 Small Group lesson	
10:50-11:20	Pd 3 Small Group lesson	
11:20-12:05	Lunch	
12:05-12:35	Pd 4 Small Group lesson	
12:40-1:10	Pd 5 Small Group lesson	
1:15-1:45	Pd 6 Small Group lesson	
1:45-2:35		

Small group = while most students work asynchronously, teacher pulls some students to work with her synchronously, over Teams

Exemplar Schedule Middle School

2020-2021 Schedule

Robert Eagle Staff Middle School

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:50	Period 1 Live Class	Period 4 Live Class	Advocate Team Meetings; Library Time; Periods 1-6 Small Groups; Enrichment	Period 1 Live Class	Period 4 Live Class
9:55-10:45	Period 1 Independent Work OR Small Group	Period 4 Independent Work OR Small Group		Period 1 Independent Work OR Small Group	Period 4 Independent Work OR Small Group
10:55-11:45	Period 2 Live Class	Period 5 Live Class		Period 2 Live Class	Period 5 Live Class
11:50-12:40	Period 2 Independent Work OR Small Group	Period 5 Independent Work OR Small Group		Period 2 Independent Work OR Small Group	Period 5 Independent Work OR Small Group
12:40-1:25	Lunch	Lunch		Lunch	Lunch
1:25-2:15	Period 3 Live Class	Period 6 Live Class		Period 3 Live Class	Period 6 Live Class
2:20-3:10	Period 3 Independent Work OR Small Group	Period 6 Independent Work OR Small Group		Period 3 Independent Work OR Small Group	Period 6 Independent Work OR Small Group
3:15-3:50	Enrichment Activities				Enrichment Activities

Exemplar Schedule High School - Garfield

Mondays & Thursdays

Tuesdays & Fridays

Wednesdays

Mondays & Thursdays

9:00 - 9:15 Advisory

9:15 -10:05 Period 1 Class Lesson

10:10:-11:00 Period 2 Lesson Class Lesson

11:05-11:55 Period 3 Class Lesson

11:55-12:10 Break

12:10-12:55 Lunch and Enrichment Activities

1:00-1:50 Period 1 Asynchronous Learning/Small Groups

2:00- 2:50 Period 2 Asynchronous Learning/ Small Groups

3:00-3:50 Period 3 Asynchronous Learning/Small Groups

Asynchronous Definition: Online or Distance Learning in which students learn from instruction such as prerecorded video lessons, learning tasks that students complete on their own.

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Exemplar Schedule High School - Garfield

Mondays & Thursdays

Tuesdays & Fridays

Wednesdays

Wednesdays

9:00 - 9:15 Advisory

9:35-10:10 Period 1. Small Groups/ Support Team/ Enrichment/Clubs

10:10-10:50 Period 2. Small Groups/ Support Team/ Enrichment/Clubs

10:55– 11:30 Period 3. Small Groups/ Support Team/ Enrichment/Clubs

11:30-11:45 Break

11:50-12:35 Lunch and Enrichment/Clubs

12:40-1:15 Period 4. Small Groups/ Support Team/ Enrichment/ Clubs

1:20 -1:55 Period 5. Small Groups/ Support Team/ Enrichment/Clubs

2:00–2:35 Period 6. Small Groups/ Support Team/ Enrichment/Clubs

2:35-4:10 Early Dismissal and Teacher Professional Development

Students work Asynchronously* on Wednesdays after Advisory

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Review Process and Supports

- 1) Remote schedules were submitted for review
- 2) Schedules were initially reviewed by the Director of Operations and Director of Schools to ensure each schedule met the full list of requirements
- 3) Departments provided consultation to address questions and issues
- 4) Principals were notified following the review and approval of each schedule
- 5) Communications and principals collaborated to post schedules on the website



Benefits for Students

- Consistency and predictability for students, families and caregivers
- Flexibility for schools to schedule synchronous, asynchronous, and small group time
- Opportunity to access districtwide programs
- Flexibility to promote school/family partnership



Next steps

- Determine any needed shifts during this unprecedented time
- Monitor student enrollment and attendance patterns
- Learning Support Teams will work with school leaders and school-based staff to enhance practices within the daily schedule
 - Efficient and effective use of staffing
 - Match instructional model with needs of students
 - Partnerships with parents within remote learning
 - Tiered supports process and services



Questions, Part 1



- Why are there so many constraints? Why is SPS Central not encouraging more creativity and flexibility? Why were high schools only given the option of two models?
- Why are principals not feeling empowered to work with their BLTs and create schedules that are meaningful to their school communities?
- How were teachers engaged in the building of their schools' schedules?
- Why did you have the central review process for school schedules? What role did the School Directors play?
- Why do the SPS sample schedules seem so much more onerous? Do they require more “instructional” time than what we would require for in-person instruction?



Questions, Part 2



- Why did you decide to require a 1/2/3 on Mondays and Thursdays and 4/5/6 on Tuesdays and Fridays at the high school level?
- What role do the sample schedules play?
- Are school lunchtimes to be consistent across grade bands (elementary, middle, secondary), as start and end times are?
- What were the specific amounts of synchronous and asynchronous time ultimately shared with school leaders?



Thank you!



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Remote Learning Attendance

School Board Work Session

Division of Schools and Continuous
Improvement

September 10, 2020

Attendance and Engagement Overview | Required Actions

Attendance and Engagement

What principles guide our attendance practices?

What is the relationship between attendance and engagement?

How will we know if students are attending, participating and engaging?

Recording Daily Attendance

What constitutes attendance?

What will attendance look like?

How will teachers take attendance?

Inquiry, Outreach and Tiered Support

How will schools promote attendance and engagement?

Who is responsible for connecting with students who are absent?

How will we support students who cannot attend during the designed schedule?

Guidance:

Chapter 392-401A WAC; STATEWIDE DEFINITION OF ABSENCE FOR THE 2020-21 SCHOOL YEAR

Attendance & Truancy: Questions & Answers for School Districts

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Guiding Principles | Inquiry, Support, Engagement

Guiding Principles regarding attendance practices in a remote learning environment

- Sustained attendance and engagement are relationship based and are the center of our remote learning success
- The purpose of taking daily attendance is to provide educators with a meaningful data point to be used with other measures to ensure we are providing each student with a welcoming learning environment that is inclusive, supports identify safety and connects to their story, strengths and needs
- Recording of absences will not be punitive; rather an inquiry and support approach will be applied to consider student and family circumstances and to respond proactively to support students to re-engage
- Attendance is a critical building block for student learning engagement
- Attendance is a leading indicator of equity that signals when students might need additional support and areas for system and school improvement

Remote Learning | What constitutes attendance?

Required Practice: Verify student presence or participation. Student attendance may be asynchronous or synchronous engagement in learning activities.

Examples of what student participation could look like include, but are not limited to:

- Daily logins to learning management systems and completion of meaningful learning activities
- Daily interactions with educators to acknowledge attendance (including messages, emails, phone calls or video chats);
- Evidence of participation in a task or assignment (sent from email, on Schoology, through check-in, etc.)
- Completion of planned, asynchronous activities before or after regularly scheduled school hours
- Attendance will be taken twice per day to provide opportunity to verify participation through different modalities

Remote Learning Absences | Excused

Required Practice: Marking a student absent. Determining when an absence is excused. An absence from remote learning is when a student is not participating in planned instructional activities on a scheduled remote learning day.

Absences are excused when related to:

- Student's illness, health condition, or medical appointments due to COVID-19
- Caring for a family member who has an illness, health condition, or medical appointment due to COVID-19
- Student's employment or other family obligations during regularly scheduled school hours that are temporarily necessary due to COVID-19 until other arrangements can be made, including placement in a more flexible education program
- Student's parent or guardian's work schedule or other obligations during regularly scheduled school hours, until other arrangements can be made
- Student's lack of necessary instructional tools, including internet broadband access or connectivity
- Other COVID-19 related circumstances as determined between school and parent/guardian or emancipated youth.

Remote Learning Absences | Excused

Required Practice: Schools are responsible for tracking observable attendance data, confirming students' participation in the learning process, and recording the attendance data in Power Teacher every day.

- Attendance will be recorded and monitored through Power School.
- 2x per day to account for asynchronous learning activities; period attendance for secondary schools
- Daily recording for 178 days of attendance
- No recording of late or tardy
- Parent notification and confirmation of un-excused absences
- Outreach and tiered support action plan for each school; lead by the building leader and MTSS Team

Attendance and Engagement| Data Monitoring

Monitoring Progress

Daily: Attendance data will be monitored daily by schools with plans for response initiated by:

- Teacher
- MTSS Teams
- Central Office Support Teams

Weekly: Central Office has designated two staff to monitor and analyze student attendance and forms of engagement weekly across all 104 schools.

Ongoing: Information and updates will be provided to the Learning Support Teams to engage and support with school-based staff

Data Tools

Atlas: District-wide view of trends, patterns and movement

- Real-time access to data by district and school level
- Disaggregation of data by race, gender, grade level, etc.

Homeroom: Classroom and student view to inform action

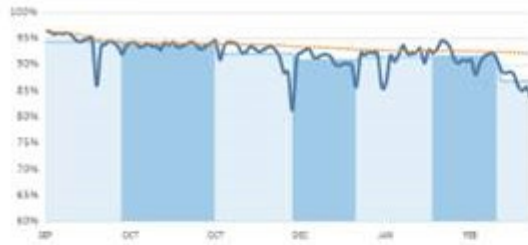
- Create and share 'smart' groups of students based in attendance patterns for more intensive support
- Support plans linked to varied services and teams (MKV, FSW, Mental Health, SHA, mentorship, etc.)
- Disaggregate data connected to multiple measures and accessible to each team

Monitoring Attendance and Support| Data Tools

All Schools

ATTENDANCE DASHBOARD FOR 3/11/2020

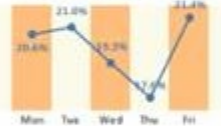
Daily Attendance Rate (Year-to-Date)



92.2% Year-To-Date Attendance Rate

YEAR-TO-DATE ATTENDANCE TRENDS (AS OF 11-Mar-20)

Absences by Day of Week



Attendance Rate Trends by Grade

Grade	Year-to-Date	Last 20 Days	Last 5 Days	Trend
Preschool	90.6%	87.1%	77.0%	↘
Kindergarten	94.2%	90.7%	84.5%	↘
1st grade	94.5%	91.6%	85.8%	↘
2nd grade	94.9%	92.0%	87.3%	↘
3rd grade	95.3%	92.2%	88.3%	↘
4th grade	95.2%	91.9%	88.0%	↘
5th grade	95.1%	91.9%	88.3%	↘
6th grade	94.4%	91.4%	88.8%	↘
7th grade	93.7%	90.6%	88.0%	↘
8th grade	92.7%	89.5%	86.0%	↘
9th grade	92.5%	89.4%	86.0%	↘
10th grade	90.6%	88.0%	85.0%	↘
11th grade	88.7%	86.1%	82.6%	↘
12th grade	85.0%	80.9%	77.5%	↘

TODAY'S ATTENDANCE (11-Mar-20)

83.9%

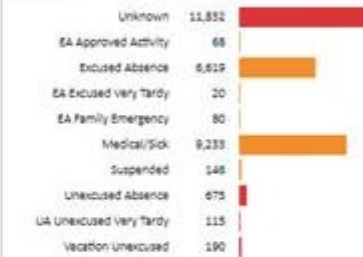
6,460 Full-day Absences
28,912 Period Absences
3,555 Tardy

by Grade

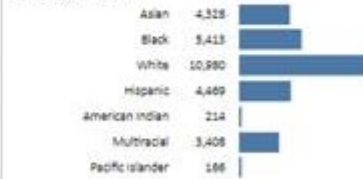


TODAY'S ABSENCES (11-Mar-20)

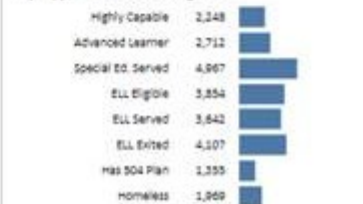
by Reason



by Race/Ethnicity



by Support Services and Programs



School and Student Views

Homeroom: Classroom and student view to inform action

Individual student attendance- Secondary

F Attendance History — 2019/20

	1-27	Week of 02-03	Week of 02-10	Week of 02-24	Week of 03-02					Absences Year to Date		
	Summary	Summary	Summary	03-02	03-03	03-04	03-05	03-06	Summary	#	%	
Period 1	✓	✓	✓	✓	✓	✓	✓	✓	✓	2 p	2.08%	
Period 2	✓	✓	✓	✓	✓	✓	✓	✓	✓	2 p	2.13%	
Period 3	✓	✓	✓	✓	✓	✓	✓	✓	✓	2 p	2.08%	
Period 4	✓	✓	✓	✓	✓	✓	✓	✓	✓	2 p	2.13%	
Period 5	✓	✓	✓	✓	✓	✓	✓	✓	✓	2 p	2.08%	
Period 6	✓	✓	✓	✓	✓	✓	✓	✓	✓	3 p	3.19%	
Period 7	✓	✓	✓	✓	✓	✓	✓	✓	✓	2 p	2.22%	
All Day	28 p 4 d	0 of 28 p 0 d	0 of 28 p 0 d	0 of 28 p 0 d	0 of 7 p 0 d	0 of 7 p 0 d	0 of 6 p 0 d	0 of 7 p 0 d	0 of 7 p 0 d	0 of 34 p 0 d	2.14 d	1.86%

Color	Attendance Type
Red	Unexcused Absence
Yellow	Excused Absence
Orange	Tardy
Green/White	Present

Monitoring Attendance | Data Tools

District & School Views

Atlas: District-wide view of trends, patterns and movement

ATTENDANCE AND ONLINE TOOLS USAGE REPORT MOCK UP
NOT REAL DATA - FOR ILLUSTRATION PURPOSES ONLY

Date Range Selector	School Name	School Type	Support Team	Grade	Race/ Ethnicity	AAM	SOCFFEJ	ELL	SPED	Gender	
		GROUP A (All Students)					GROUP B (SOCFFEJ)				
School Name	Date	% FULL DAY ABSENT	% PRESENT BUT NOT LOGGED INTO 1 of 3	% SCH	% TE	% SS	% FULL DAY ABSENT	% PRESENT BUT NOT LOGGED INTO 1 of 3	% SCH	% TE	% SS
Adams Elementary School	Tuesday, March 10, 2020	14%	6%	94%	86%	6%	14%	6%	89%	86%	94%
	Monday, March 9, 2020	16%	9%	93%	86%	6%	14%	7%	91%	86%	94%
	Friday, March 6, 2020	11%	20%	91%	83%	8%	17%	9%	87%	82%	92%
	Thursday, March 5, 2020	6%	3%	91%	84%	7%	16%	9%	89%	85%	93%
	Wednesday, March 4, 2020	9%	8%	89%	89%	6%	11%	11%	88%	88%	94%
B.F. Day Elementary School	Tuesday, March 10, 2020	8%	6%	97%	94%	5%	6%	3%	93%	92%	95%
	Monday, March 9, 2020	10%	13%	92%	91%	8%	9%	8%	89%	90%	92%
	Friday, March 6, 2020	19%	13%	94%	92%	6%	8%	6%	92%	88%	94%
	Thursday, March 5, 2020	12%	15%	87%	90%	9%	10%	17%	90%	88%	91%
	Wednesday, March 4, 2020	12%	12%	87%	81%	15%	19%	13%	85%	77%	85%
Cascadia Elementary School	Tuesday, March 10, 2020	10%	6%	87%	88%	11%	12%	18%	85%	89%	89%
	Monday, March 9, 2020	19%	10%	88%	88%	7%	12%	12%	87%	88%	93%
	Friday, March 6, 2020	21%	13%	94%	90%	3%	10%	6%	91%	89%	97%
	Thursday, March 5, 2020	13%	9%	90%	81%	8%	19%	20%	87%	81%	92%
	Wednesday, March 4, 2020	15%	8%	87%	79%	10%	21%	13%	81%	81%	90%
Daniel Bagley Elementary School	Tuesday, March 10, 2020	16%	14%	91%	87%	8%	13%	9%	90%	86%	92%
	Monday, March 9, 2020	17%	7%	92%	85%	8%	15%	8%	84%	82%	92%
	Friday, March 6, 2020	13%	9%	86%	84%	15%	16%	14%	87%	82%	85%
	Thursday, March 5, 2020	21%	10%	93%	83%	10%	17%	7%	86%	83%	90%
	Wednesday, March 4, 2020	20%	14%	91%	87%	9%	13%	9%	89%	83%	91%
Greenwood Elementary School	Tuesday, March 10, 2020	16%	7%	90%	79%	8%	21%	22%	87%	81%	92%
	Monday, March 9, 2020	14%	9%	86%	80%	15%	20%	14%	87%	83%	85%
	Friday, March 6, 2020	12%	6%	93%	84%	4%	16%	7%	91%	87%	96%
	Thursday, March 5, 2020	10%	8%	91%	84%	8%	14%	9%	89%	85%	92%
	Wednesday, March 4, 2020	14%	6%	94%	88%	6%	12%	6%	92%	87%	94%

Attendance & Engagement | Tiered Response Plans

Required Practice: School must implement a tiered response system to reduce chronic absenteeism and address barriers to student engagement in learning during the COVID epidemic.

School Tiered response systems must include:

- Monitoring daily attendance data for all students who are absent from remote learning, whether excused or unexcused.
- Engagement with families as part of the partnership to support student attendance and learning
- A process for outreach from the school to determine student needs, such as basic needs, connectivity and hardware, connection with health and social services as necessary;
- Differentiated supports that address the barriers to attendance and participation that includes universal supports for all students and tiered supports
- Documentation of outreach contacts including methods, modes, and number of attempts
- Documentation of school level tiered support plan for review by October 5, 2020

Attendance & Engagement| School Board Questions

1. What is the remote learning attendance policy and where is it posted for families to see? (somewhere static that can always be accessed)
2. What standardized system will be used to track and record attendance?
3. If students log into (attend) a Teams class, but do not turn on their video, will they still be considered present/attended, or is video required to be counted as attended in a virtual synchronous classes or lessons?
4. What specific strategies will be employed for locating students/families that are not being in touch with their teacher(s)?
5. What is the ongoing plan to assess absenteeism, determine which schools and groups of students are affected by absenteeism, and then what strategies will be used to understand and address the underlying issues?
6. What do our first day attendance numbers look like? Demographics, type, extent. How are we accounting for unexcused absences when students can't get online.



Thank you!