# Restart 20-21 Task Force:
## Report to Board of Education
### June 29, 2020

Rank your preference for how school opens in the fall:

- On a computer participating in Distance Learning full time.
- Attending school in a small group a few times a week and learning online.
- In a classroom following social distance guidelines (as appropriate and practical)
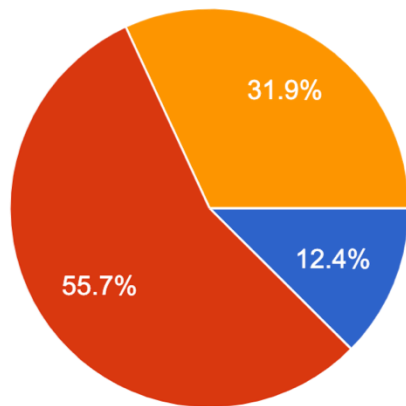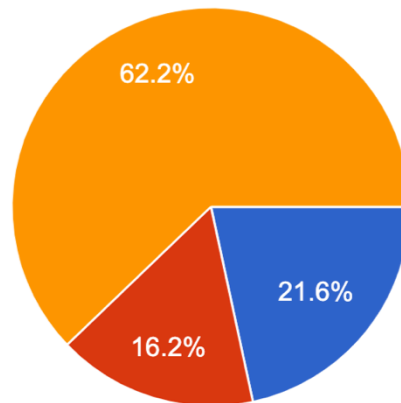- In a classroom with no social distancing.

First choice — Second choice — Third choice — Fourth choice
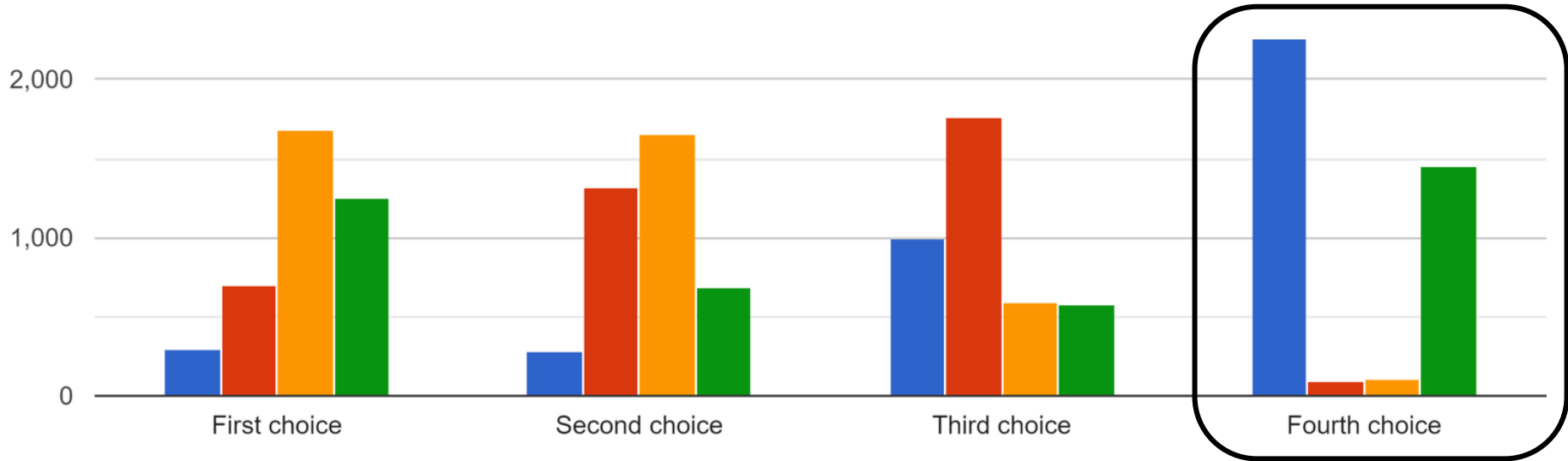
*Fall 2020 Parent/Guardian Survey*

# What is your student's greatest need when we return to school in the fall?

3,956 responses



**English**
- 31.9%
- 55.7%
- 12.4%

**Spanish**
- 62.2%
- 16.2%
- 21.6%

- Social and Emotional Wellness (e.g. self care, mental health)
- LIVE interactions with educators, coaches, peers, etc
- Engaging, meaningful learning

*Fall 2020 Parent/Guardian Survey*

# Design Team

## Elementary - Distance Learning Design Team

**Christy Swafford**
Facilitator & Instructional Technology Specialist

**Mary Shay**
Director of Innovation, Equity, and Learning

**Michelle Spease**
2nd Grade Teacher, Field Elementary

**Crystal Reid**
ELD Program Specialist

**Leslie Prock**
LPS Parent and Teacher Educator, CU Denver

**Brandy Pentecost**
ECE Villages Preschool Principal

**Kelly Card**
Principal, East Elementary

**Teresa Burden**
Principal, New School

**Brooke Basner**
Fourth Grade Teacher, Wilder Elementary

## Secondary - Distance Learning Design Team

**Dana Levesque**
Facilitator & Instructional Technology Specialist

**Jon Widmier**
Social, Emotional, Behavior Services Coordinator

**Lauren Lee**
Instructional Coach, Arapahoe HS

**Stacey Riendeau**
Principal, Heritage HS

**Terese Rainwater**
LPS Parent, Littleton HS

**Suzanne Neufeld**
7th Grade Social Studies Teacher, Euclid MS

**Courtney Berry**
Assistant Principal, Euclid MS

**Clay Abla**
Secondary Director

**Ken Moritz**
Director of Human Resources

**Tom Andrews**
STEM Teacher, Goddard MS

# LPS Vision

*Littleton Public Schools <u>will continue</u> to provide extraordinary learning, exceptional community, expanded opportunity and success for all students.*

*--- Even if we are online*

# Instructional Priorities in Blended Learning Model

| Instruction/Learning<br><br>enhanced by in person learning | Instruction/Learning<br><br>enhanced/supported by using digital tools |
|---|---|
| 1) SEL, building community and connections<br>2) Student-Centered Tier 1 Instruction based on identified priority standards<br>● Hands on experiences<br>● Building understanding through synchronous collaboration<br>● Group discussions<br>3) Model use of digital tools, resources through Blended learning Strategies<br>● Build student capacity for independent learning and access<br>4) Differentiation through Tier 2 & 3 Instruction (targeted, small group) | 1) Asynchronous learning (flipped classroom) as appropriate<br>2) Application and exploration<br>● Content Creation independently or with a small group of peers<br>● Gathering research<br>3) Independent practice<br>4) Relevant and timely feedback from teacher and from peers through small groups or online tools (flipgrid, etc)<br>5) Revise product in response to meaningful feedback<br>6) Asynchronous assessments as appropriate |

# Values Driving Schedule Recommendations

Prior to beginning the "Blended" schedule, intentional planning and implementation of orientation activities will provide students with a social/emotional grounding. ([See Social/Emotional Guidance Document](#))

- Students will be in person as frequently as possible.
- Families will have the same schedule across all levels PreK-21.
- Creating consistent student schedules and routines is good for all students and families.
- Teachers will continue to participate in meaningful PLCs to provide data-driven student-centered instruction both in person and online modes of learning.
- In an effort to be fair and equitable across all student populations, modifications to these schedules will not be made.

*For schedule prototyping purposes, the group assumed a 30 student maximum per class.  This does not fully take into account specials and some electives.  Those classes will need additional accommodations that may occur at the site level.*

# 15:1 Schedule Recommendations

Alternating groups with two days in a row, one day of flexible small groups (with PLC late start continuing on Wednesday),  and then two days in a row.

While A group is in the building, B group is engaging in distance learning and vice versa.

| Mon | Tue | Wed | Thu | Fri |
|---|---|---|---|---|
| A | A | PLC/T* | B | B |
| A | A | PLC/T* | B | B |

**\*PLC and Targeted Instruction Day**

On Wednesdays, students may engage in teacher initiated targeted instruction (may be in person or online) and/or participate in distance learning. Designated PLC time will continue on Wednesday with this model.  Teachers will plan a full week of instruction for their two groups of students: **two in person days and three asynchronous distance learning days.**

# 10:1 Schedule Recommendations

Alternating three groups each week: full day of distance learning, 1 day of flexible small groups, Friday would be the PLC/Targeted Instruction day. By starting the week with distance learning (which may include synchronous and asynchronous experiences) and ending with PLC/Targeted Instruction day, it helps to eliminate scheduling conflicts due to holidays.

| Mon | Tue | Wed | Thu | Fri |
|---|---|---|---|---|
| D** | A | B | C | PLC/T* |
| D** | A | B | C | PLC/T* |

**D** Distance Learning for all students**

PLC late start has been moved from Wednesday to Friday. This continues to allow for PLC time as well as planning/work time each week for teachers. Teachers can plan for a week of instruction for their **one in person day and four asynchronous days.**

# Detailed Recommendations by Theme

1. Scheduling
2. Fall Planning
3. System
4. Tier 1 / Rigor and Engagement
5. Special Populations
6. Mental Health
7. Specials/Electives

When reviewing this document you will see questions and concerns raised by committee members, identified from the research, and submitted in feedback from the reactionary group.

Committee recommendations can inform planning by the district and schools.

# Design Team

## 15:1- Blended Learning Design Team
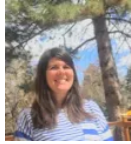
**Jess Hesselberg Facilitator &** District Librarian

**Mike Porter** Executive Director of Innovative Technology

**Don Emmons** Music/Band Teacher Littleton Hs

**Cathy Benton** Assistant Principal, Littleton HS

**Rachael Lessmann** Literacy Specialist/ Instructional Coach Runyon ES

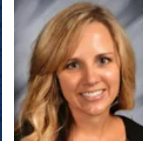**Marcy Phelps** Director of Transportation

**Julia Montano** Gifted and Talented Specialist

**Kim Bogue** LPS Parent, ETAC Member

**Kim Bryant** Early Childhood Special Education Specialist

**Jill Lewis** School Psychologist Franklin ES

**Sarah Orlando** Nurse Consultant

**Steve Wolf** Principal Powell MS

## 10:1 - Blended Learning Design Team

**Ann Summers Facilitator &** Coordinator of Mathematics

**Nathan Frasier** Voyager Program Administrator

**Mary Allman** Transition Program Administrator

**Sara MacDonald** Math TOSA

**Sarah Kruger** Operations, Environmental Services

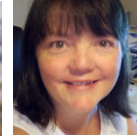**Nate Thompson** Director of Social Emotional & Mental Health Services

**Ryan Miwa** Assistant Principal, Arapahoe HS

**Nicole Guider** Nurse Consultant

**Angela Christensen** LPS Parent, PPO President

**Loretta Collins** SACC Coordinator

**Alberta Maybee** Teacher, Franklin ES

**Melissa Cooper** Director of Special Services

# Overview

- Seventy-four percent of our community desires a return to in-person learning in the fall.  (Fall 2020 Parent Survey)

- A return to in-person learning will require a number of [considerations and procedures to be implemented](#) at the district, school, and household levels.

- Three categories for recommendations and considerat
  - **Instructional**
  - **Procedural**
  - **Calendar/Communications**

# Instructional Considerations

- Building school community with social distancing
- Supporting Social and Emotional Learning through our current structures
- Instruction grounded in priority standards for Tiers 1, 2, and 3
- Consistent student cohorts as much as feasible
- Provide an online learning option for families who choose not to return to in-person learning (11% indicated on Fall 2020 Parent Survey)
- Purposeful instruction to support common online platforms and tools for blended and distance learning, if needed
- Consistent support of health standards for cleaning and social distancing

# Procedural Considerations

- Establish social distancing guidelines and expectations
- Utilize building spaces creatively including outdoor spaces
- Consider use of student spaces and supplies
- Clear classrooms of non-essential furniture and items
- Consider how  and who accesses buildings--closed campuses? Security?
- Clarify attendance expectations and policies
- Assess transportation needs for families to minimize use of buses
- Consider students who travel off-site from LPS buildings for learning
- No field trips

# Calendar and Communication Considerations

- Flexible school year calendar to account for school closures and staff PD/ trainings
- Staff PD needs include  regrounding in priority standards, learning common platform for online instruction, and supporting Social/Emotional Learning needs
- Establish clear communication system for district, schools, and teacher responsibilities
- COVID-19 tiles on each schools' webpage to communicate school-level updates and needs

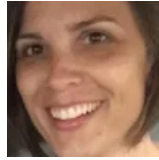# Design Team

## In-Person Learning Team

**Amy McIntosh**
**Facilitator &**
Coordinator of
K-12 Literacy

**Mary Abbott**
Counseling
Interventionist,
Heritage HS

**Kathleen Ambron**
Director of
Elementary
Education

**Carla Burnell**
Coordinator of
Secondary
Special
Education

**Tina Caranna**
Physical Education
Teacher, Hopkins
Elementary

**Terry Davis**
Director of
Operations,
Maintenance, and
Construction
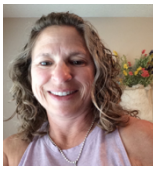
**Marc Finer**
Technology and
Engineering
Teacher,
Newton MS

**Jessica Gould**
Director of Nutrition
Services and
Print Shop

**Guy Grace**
Director of
Security and
Emergency
Planning

**Lisa Jenkins**
Language Arts
Teacher and
Instructional
Coach,
Newton MS

**Elena Jones**
Math Teacher,
Goddard MS

**Julia Lyons**
Counselor, Options
Secondary Program

**Kristin Radebaugh**
LPS Parent,
GTAC
Representative

**Anna Ziverts**
Marketing and
Creative Designer

# Recommendations - Fall 2020 as of June 29th at 1pm

**In-Person Learning: All Students Start - August 13th** (original start date)
- 74% Fall 2020 Parent Survey Approval Data
- Supportive of Tri-County Health Guidelines
- Surrounding Districts also moving forward with the In-Person model

**K-12 Fully Online Learning Program available for the 2020-2021 school year**
- 11% of respondents to Fall 2020 Parent Survey desire this option

**Prepare for potential toggling to different instructional models**
- *Teachers:*
  - Embedded, ongoing professional learning
  - Continuation of PLC Teams leveraging and providing innovative learning experiences that will prepare classrooms for pivoting to other models
- *Students:*
  - Early implementation of technology tools
  - Explicit instruction with technology tools
- *Families:*
  - "Academies" to support clear communication and continued partnership

View Detailed Instructional Models and Recommendations: https://bit.ly/lpsrestart2020