

La Conner Connect

2020-21 Learning Plan



La Conner Elementary students, taught by Debbie Forrest, built robots through Camp Invention Connect this August. (Photo by Sarah Walls)



FALL REOPENING ISSUE: LA CONNER CONNECT

This issue of the La Conner Lantern focuses on our reopening plans in preparation for fall remote learning.

La Conner Connect

Remote Learning Fall 2020



Dear La Conner Families, Staff, and Community,

All school districts in the state of Washington have been asked by our Governor, Superintendent of Public Instruction, and Health officials to adapt our educational plans for the 2020-2021 school year. While it was our sincere hope that we could open school on campus, the transmission rates in Skagit County have risen to high-risk levels. Our primary concern is the safety of all of our students, staff, and the community at large. Therefore, we are starting our school year with the remote learning model and as the transmission rates decline into safer levels we will offer a phased approach until we are able to open our doors completely.

Last spring, the Governor did require all schools to adopt a remote learning model, which the La Conner School District did as instructed. Without much communication or time for thought, our staff attempted to provide quality education. Through the course of the summer, the district as a whole analyzed what did and did not work this past spring; as a result, we are much better prepared to educate our children with our new model.

The district formed a reopening committee made up of parents, students, and staff to get input from all sectors of our school community. We continue to take these ideas into consideration as we are developing our remote learning model. As with any instructional strategy, we want to continue to grow and our committee, under the leadership of Andy Wheeler, will seek input for ways to help support each of our families and students.

I encourage you to check the La Conner School District website on a regular basis under the tab labeled, "La Conner Connect" (lcsd.wednet.edu/LaConnerConnect). You will find current information and the ability to give feedback and request help on connectivity, material needs, or instructional support.

Our staff, many of whom are parents, and I understand the pressure this puts on our families. We want to thank you for your patience and understanding as we move forward together during this unprecedented time.

Through collaboration and commitment to our common purpose of creating safe, caring, and respectful school environments, La Conner students will continue to learn, find their passion, and thrive into the future.

With Warmest Regards,

Rich Stewart
Superintendent

Terms

Remote learning is very different from the traditional school, of course. There are some terms and concepts that are helpful to know when talking about the program or your student's progress.

What we mean when we say:

- Synchronous Learning** - Synchronous learning requires students and staff to be online at the same time. Staff will use Zoom to interact with their entire class. Students will be able to ask questions by raising their hands or with a direct chat to their instructor. Lectures, discussions, and presentations occur at a specific time. All students must be online at a specific time in order to participate. Communication happens in real time, whether remote or in-person and allows for instant feedback and clarification. Staff will also have office hours available for students and families to answer questions about assignments or to request additional feedback.
- Asynchronous Learning** - Asynchronous learning allows students to complete assignments before or after they have received instruction. Staff will provide materials, lectures, tests, and assignments that students can access from home. Staff may record video instruction for students to access anytime. Asynchronous learning allows students to work at their own pace to complete assignments and flexibility for those who may need extra time or assistance.
- Learning Management System (LMS)** - An LMS is a platform where students get all their coursework, turn in assignments, and get feedback. It is also a place where parents can see the assignments and check student progress. This is designed to be a one-stop portal for all school work. In the elementary school, students will utilize SeeSaw as their LMS; the middle and high school students will access their classes through the Canvas LMS platform.

Remote learning this fall will look very different from the crisis response learning model this past spring. Remote learning for the 2020-21 school year will focus on new learning as well as continued connections with teachers. Students and families should plan for more rigorous expectations of engagement through instruction, work completion, and project work that mirrors our in-person instruction more closely. Learners can expect to receive teacher-directed instruction on the new learning for the day followed by a learning activity to practice and apply new skills. This instruction may be in real-time, through pre-recorded video, or other means. This can be anticipated for every core content/course in a student's schedule each school day.

| Crisis Response (March to June 2020) | La Conner Connect Model (Starting September 2020) |
|---|---|
| <ul style="list-style-type: none">△ Staff-student check-ins△ Reactive△ Paper/Pencil only for some students△ Materials: Computer or tablet, limited video instruction, worksheets△ Restricted ability to teach new concepts△ Do-no-harm attendance and do-no-harm grading requirements△ Limited assessment possibilities△ Due to the nature of the emergency closure and lack of resources there was limited feedback, which impacted learning. | <ul style="list-style-type: none">✓ Teacher-led instruction✓ Purposeful✓ Proactive✓ Technology integrated✓ Materials: District device, Board-adopted curriculum, textbooks, video instruction✓ Focus on grade-level standards✓ Attendance taken daily✓ Regular grading practices✓ Scheduled/planned school day✓ Assignments scheduled regularly✓ Increased assessment & feedback✓ Increased accountability✓ Same amount of learning time expected as in regular school. |

During our Braves Days, you will be invited to join Clever, a site that will enable students to login to their LMS and other learning tools all from one quick login. You will also be introduced to our updated Student Information System, Qmlativ, which replaces Skyward starting this fall. Stay tuned for more information!

Grades K-5: SeeSaw



Students will login to SeeSaw Class to participate in daily and weekly activities. Families can view their student's progress and course work through the SeeSaw Family app.



Grades 6-12: Canvas



Students will login to laconnersd.instructure.com to participate in daily and weekly course work. Families can view their student's progress through the Canvas Parent app.



La Conner Connect



Draft Schedules

| Draft - La Conner Elementary School Student Schedule | | |
|--|--|---|
| Times | Monday/Tuesday/Thursday/Friday | Wednesday |
| 8:00 | Daily All-School Announcements <ul style="list-style-type: none">Pledge, birthdays, song, read aloud | Daily All-School Announcements <ul style="list-style-type: none">Pledge, birthdays, song, read aloud |
| 8:15 - 9:00 | Classroom Morning Meeting (synchronous, staggered login times by grade) <ul style="list-style-type: none">Students greet one another, talk about the day ahead, practice SEL skills | Classroom Morning Meeting (synchronous, staggered login times by grade) <ul style="list-style-type: none">Students greet one another, talk about the day ahead, practice SEL skills |
| 9:00 - 12:00 | Learning engagement <ul style="list-style-type: none">Asynchronous video lessons ("I do")Synchronous whole group/small group meetings ("We do" 15 - 30 minutes)Offline independent practice ("You do")WIN time ("What I Need") - intensive small group instruction/enrichment (30 - 60 minutes)Brain/movement breaks | Staff: <ul style="list-style-type: none">Office hours, collaboration, planning, PD, staff meetings, etc. Students: <ul style="list-style-type: none">Offline (asynchronous) independent learningSkills practice, "home wonder" projects (inquiry and investigation), intensive small group instruction |
| 12:00 - 1:00 | Lunch and active play | Lunch and active play |
| 1:00 - 2:30 | Learning engagement <ul style="list-style-type: none">Asynchronous video lessons ("I do")Offline independent practice ("You do")WIN time - intensive small group instruction/enrichment (30-60 minutes)Specialist classesBrain/movement breaks | Staff: <ul style="list-style-type: none">Office hours, collaboration, planning, PD, staff meetings, etc. Students: <ul style="list-style-type: none">Offline (asynchronous) independent learningSkills practice, "home wonder" projects (inquiry and investigation), intensive small group instruction |
| 2:30 - 2:45 | Classroom closing meeting (synchronous) <ul style="list-style-type: none">Students talk about their learning, connect socially | Classroom closing meeting (synchronous) <ul style="list-style-type: none">Students talk about their learning, connect socially |
| | 315 Minutes | 315 Minutes |

| ELEMENTARY SCHOOL WEEKLY SCHEDULE | |
|-----------------------------------|---|
| Monday | Language Arts and Social Studies or Science |
| Tuesday | Math and Social Studies or Science |
| Wednesday | Offline Practice |
| Thursday | Language Arts and Social Studies or Science |
| Friday | Math and Social Studies or Science Friday PM - teachers post assignments for next week |

| Draft - La Conner Middle and High School Student Schedule | | | |
|---|--|---|---|
| Times | Monday/Thursday | Tuesday/Friday | Wednesday |
| 8:15 - 9:30 | Choice A (Early Start): Students watching pre-recorded learning videos and completing assignments Intensive Small Group student work - Office Hours 75 minutes | Choice A (Early Start): Students watching pre-recorded learning videos and completing assignments Intensive Small Group student work - Office Hours 75 minutes | Choice A (Early Start): Students watching pre-recorded learning videos and completing assignments student work 75 minutes |
| 9:30- 10:25 | Advisory Character Strong or High School and Beyond Plan 55 minutes (Choice B: Start Time) | 3rd Period Live class instruction Zoom meetings/Check-ins Q&A (Synchronous) - 55 minutes (Choice B: Start Time) | Intensive Small Group Instruction - 55 min 3rd period: 10:00 - 10:25 Students not in an instructional session are working on assignments (Choice B: Start Time) |
| 10:25 - 10:45 | Break (20 min) | Break (20 min) | Break (20 min) |
| 10:45 - 11:40 | 1st Period Live class instruction Zoom meetings/Check-ins Q&A (Synchronous) - 55 minutes | 4th Period Live class instruction Zoom meetings/Check-ins Q&A (Synchronous) - 55 minutes | Intensive Small Group Instruction - 55 min 1st period: 10:45 - 11:10 4th period: 11:10 - 11:35 Students not in an instructional session are working on assignments |
| 11:40 - 12:30 | Lunch (30 min) Break (20 min) | Lunch (30 min) Break (20 min) | Lunch (30 min) Break (20 min) |
| 12:30 - 1:25 | 2nd Period Live class instruction Zoom meetings/Check-ins Q&A (Synchronous) - 55 minutes | 5th Period Live class instruction Zoom meetings/Check-ins Q&A (Synchronous) - 55 minutes | Intensive Small Group Instruction - 55 min 2nd period: 12:30 - 12:55 5th period: 1:00 - 1:25 Students not in an instructional session are working on assignments |
| 1:25 - 3:15 | Students watching pre-recorded learning videos and completing assignments Small Intervention Groups student work - 75 minutes Office Hours (Early Start End Time) | Students watching pre-recorded learning videos and completing assignments Small Intervention Groups student work - 75 minutes Office Hours Friday: Teachers post upcoming week's assignments | Asynchronous Work - or offline work - student works for 75 minutes |
| 3:15 - 4:30 | Choice B (Late Start): Asynchronous: Students watching pre-recorded learning videos and completing assignments Small Intervention Groups student work - 75 minutes Office Hours | Choice B (Late Start): Asynchronous: Students watching pre-recorded learning videos and completing assignments Small Intervention Groups student work - 75 minutes Office Hours | Choice B (Late Start): Asynchronous: Students watching pre-recorded learning videos and completing assignments student work - 75 minutes |
| | 355 Minutes | 355 Minutes | 355 Minutes |

La Conner Connect



Learning Models:

Currently Stage 2

Based on health guidance and our decision tree, we are currently in Stage 2, but preparing to move to Stage 3. In Stage 3, we will start in-person instruction with small groups of identified students. As health conditions allow, we hope to move forward and bring more students into the buildings. Although we can't be sure what conditions will allow, we estimate we will be in some form of remote or hybrid learning (Stages 2-5) through January. (Image Source: Northshore School District, with thanks.)

Stages for learning models allow education to pivot at any time between distance, hybrid and in-person learning. These stages will be determined by the impacts of a changing health situation, available resources, and direction from OSPI, our Governor and our Health Departments, both state and local. As the public health situation continues to evolve, the District may renegotiate these models. The District may modify stages as changing conditions require.



Stage 1 100% Distance Learning

All students and staff participate in distance learning. School buildings closed for access to all personnel. Schools provide students with remote learning through synchronous and asynchronous instruction. Regular grading and attendance practices apply. Students have a structured schedule of classes and online coursework with the same amount of learning time as regular school.



Stage 2 100% Distance Learning

All students and student participate in distance learning. Staff able to be onsite for the purpose of planning and delivering online instruction. Schools provide students with remote learning through synchronous and asynchronous instruction. Regular grading and attendance practices apply. Students have a structured schedule of classes and online coursework with the same amount of learning time as regular school.



Stage 3 Hybrid Learning

Students in greatest need of additional support as identified through an agreed upon set of criteria participate on-site limited weekdays. All other students participate in distance learning. Staff able to be onsite for the purpose of planning and delivering instruction. Schools provide other students with remote learning through synchronous and asynchronous instruction. Regular grading and attendance practices apply. Students have a structured schedule of classes and online coursework with the same amount of learning time as regular school.



Stage 4 Hybrid Learning

All students from Stage 3, as well as our youngest learners, additional students in need of support participate onsite with in-person instruction limited weekdays. All other students participate in distance learning. Staff able to be onsite for the purpose of planning and delivering instruction. All other students and staff participate in distance learning. Schools provide students with remote learning through synchronous and asynchronous instruction. Regular grading and attendance practices apply. Students have a structured schedule of classes and online coursework with the same amount of learning time as regular school.



Stage 5 Hybrid Learning

All students participate onsite with in-person instruction two (2) days a week. Staff able to be onsite for the purpose of planning and delivering instruction. Schools provide students with remote learning for the days they are not in the building through synchronous and asynchronous instruction. Regular grading and attendance practices apply. Students have a structured schedule of classes and online coursework with the same amount of learning time as regular school.



Stage 6 100% In-Person Learning

All students and staff participate onsite with in-person instruction five (5) days a week.



Decision Tree for Provision of in Person Learning among Public and Private K-12 Students

| Should your community provide in person learning and for whom? <small>For School Administrators, Local Health Officers, and Community Stakeholders</small> | | |
|--|--|--|
| The risk of COVID-19 being introduced into the school depends on the level of COVID-19 spread in the community and the health and safety measures taken by schools. Consider the following educational modalities based on community transmission and other health and education risks and benefits. | | |
| COVID-19 Activity Level | Education Modality* | Extracurricular |
| HIGH >75 cases/100K/14 days Other considerations: <ul style="list-style-type: none">Increasing trend in cases or hospitalizationsTest positivity >5%Other health and education risks and benefits to children and their families | Strongly recommend distance learning with the option for limited in-person learning in small groups, or cohorts, of students for the highest need students, such as students with disabilities, students living homeless, those farthest from educational justice, and younger learners. | Strongly recommend canceling or postponing all in person extra-curricular activities, including sports, performances, clubs, events, etc. |
| MODERATE 25–75 cases/100K/14 days Other considerations: <ul style="list-style-type: none">Increasing trend in cases or hospitalizationsTest positivity >5%Other health and education risks and benefits to children and their families | Recommend distance learning as described above. In addition, consider expanding in person learning to elementary students. Over time, consider adding hybrid in person learning for middle or high school students if limited COVID transmission occurs in schools. | Strongly recommend canceling or postponing all in-person extra-curricular activities. Consider low risk activities when all students have some level of in person learning. |
| LOW <25 cases/100K/14 days | Encourage full-time in person learning for all elementary students and hybrid learning for middle and high school. Over time and if physical space allows, consider full-time in person learning for middle and high school. | Consider low and moderate risk in person extra-curricular activities. |

When any in-person

| Can the school(s) implement recommended COVID-19 health and safety measures? <small>For School Administrators and Staff</small> | |
|---|---|
| The risk of COVID-19 spreading in schools depends on the ability of the school to implement DOH's K-12 health and safety measures . <i>Does the school have the plans, staff, space, and supplies to do the following?</i> | |
| ✓ | Protect staff and students at higher risk for severe COVID-19 while ensuring access to learning |
| ✓ | Transport or facilitate drop-off and pick-up of students |
| ✓ | Group students (required in elementary, recommended for middle and high school) |
| ✓ | Practice physical distancing of ≥6 feet among students and staff. |
| ✓ | Promote frequent hand washing or sanitizing |
| ✓ | Promote and ensure face covering use among students and staff |
| ✓ | Increase cleaning and disinfection |
| ✓ | Improve ventilation |
| <i>Are all staff trained on health and safety practices?</i> | |

When all YES

*Staff may work in school at any COVID-19 activity level if the school follows DOH and LNI health and safety guidance

during COVID-19

| Is the school and health system ready to monitor for and respond to suspected and confirmed cases of COVID-19? <small>For Schools and Local Public Health</small> | |
|---|---|
| COVID-19 cases in the school should be expected. The risk of COVID-19 spreading in schools depends on the ability to quickly identify and respond to suspected and confirmed cases and the level of community transmission. | |
| ✓ | Can <u>the school</u> ensure monitoring of symptoms and history of exposure among students and staff? (attestation acceptable) |
| ✓ | Is <u>the school</u> prepared to manage students and/or staff who get sick onsite? |
| ✓ | Does <u>the school</u> have letters drafted to inform families and staff about confirmed cases or outbreaks? |
| ✓ | Is there adequate access to testing in the community <u>health</u> system for ill students and staff? |
| ✓ | Is there capacity in your <u>local health department</u> to investigate confirmed COVID-19 cases, quarantine their close contacts and assess whether transmission is occurring in the school? |
| ✓ | Can <u>local public health</u> monitor the level of community spread to determine when a change in education modality is needed? |

When all YES

Begin in Person Learning Model and Monitor

How Will The District Decide When To Consider Changing The Stage?

La Conner School District will consider changing the Stage according to conditions with the COVID-19 virus. We will use the decision tree from the State to help with our decision (Source: Washington State Department of Health, August 5, 2020).

EXPECTATIONS IN A REMOTE MODEL

- Understand and participate daily within the Learning Management System.
- Complete assignments on time.
- Communicate with teacher and other learning staff about progress and difficulties.
- Log in and actively participate in all required synchronous learning opportunities
- Utilize asynchronous instructional materials.
- Practice respectful, appropriate online behaviors (as in regular in-person class).

EXPECTATIONS IN A HYBRID MODEL

- All of the expectations of the remote model, AND:
- Face coverings will be required.
- Students will meet in smaller groups.
- Schools will keep cohorts together as much as possible to limit exposure.
- Meals will be served in small group settings.
- Desks will be 6 feet apart.
- Visitors on campus will be very limited.
- No assemblies, dances, sports events, or other large gatherings.
- Health screenings for people (staff and students) before they enter buildings.

STUDENTS WITH SPECIAL NEEDS

- Students with special needs each have a case manager responsible for watching over their progress:
 - ✓ Students with IEPs have their case manager.
 - ✓ ELL students have Stacy Silver, our District ELL Coordinator. (ssilver@lc.k12.wa.us).
 - ✓ Migrant students have Heidi Darling (hdarling@lc.k12.wa.us).
 - ✓ Students with 504 plans have Shegay Vanderpool (svanderpool@lc.k12.wa.us) at the elementary, and Lori Buher (lbucher@lc.k12.wa.us) at the secondary schools.
- Please contact the appropriate person if you have concerns or ideas about serving your student.

STAFF DUTIES

We know and expect that our staff will be working hard for your students every day of the school year, just as they would in a regular year. Your tax dollars are supporting our work; we want to honor your trust by providing full services as close to those in a non-pandemic situation as possible, fulfilling needs that arise from this unique situation. We're all learning together; please don't hesitate to connect with staff about learning needs for your student.

What to Expect from La Conner Connect Daily Schedules

District-wide:

- Teachers will be holding extended office hours for families and students to meet with teachers, seek support, and get the help they need.
- At the elementary level, classroom teachers will host office hours each afternoon as well as Wednesday mornings.
- At middle and high school, teachers will be offering daily office hours during the morning session (Option A) or afternoon session (Option B). Students have the choice of starting their day at 8:15 and ending at 3:15 (Option A) or starting at 9:30 and ending at 5:00 (Option B). They may use these asynchronous times to complete classwork and/or schedule meetings during teachers' published Office Hours.
- Wednesdays have built-in times for Intensive small group instruction and independent work time.
- For students who need additional support, students in elementary and middle school will have opportunities to participate in "What I Need" (WIN) electives. WIN time may be assigned first quarter to help fill in the gaps for students who received incomplete (I) grades last spring.

Elementary:

- Each school day begins with all-school announcements
- Students then will log into their classroom morning meeting; attendance will be taken and teachers will set the stage for the day.
- The morning session of learning engagement will include live whole-group and small-group instruction in a single content area: ELA on Mondays and Thursdays, Math on Tuesdays and Fridays. social studies and science instruction will be blended into ELA and math instruction as well. Even though instruction will be focused on specific days of the week, students will have an opportunity to practice and apply their learning in both ELA and math every day.
- In the afternoon, learning engagement will include specialist classes in technology, music, and PE.
- Students will have opportunities for small group and one-on-one support, based on their individual needs.
- Each day will wrap up with a whole-class closing meeting.
- Wednesdays will begin and end with a whole-class meeting, just like other days of the week. And then student activities will be largely off-line for the day to provide

time for students to complete assignments, seek out and receive any extra support they may need, and pursue inquiry and discovery projects of their own.

- Teachers will use this time to assess learning, design next steps for students, collaborate with colleagues, and continue to improve their own skills as they learn an entirely new way of teaching.

Middle School:

- Students will enroll in 5 classes for the year. All students will take 4 core classes: English, Math, Science, Social Studies. Additionally, students will have one elective each quarter.
- Our social-emotional program, *Character Strong*, will be taught during Advisory time twice a week (Mondays and Thursdays).

High School:

- Students who are on track with credit requirements, will have 4 classes for the first semester and 4 classes for the second semester. Successfully passing these classes will earn a total of 7 credits for the school year. (Equivalent to our 7-period day in previous years)
- Math classes will meet all-year-long, earning one credit for the year (usual pace and content).
- All other courses will either be a quarter-long class or semester-long class. For example:
 - Rather than taking a year-long English class, students will have one semester of English that is equal to one credit (greater time spent during each week than usual).
 - Instead of a single-semester of Art, a student will have a quarter of Art that is equal to .5 credit (again, greater time spent during each week of the quarter).
- For students in need of credit retrieval, there is the option to take 5 classes during each semester.
- Before the beginning of second quarter, students will be able to communicate a desire to add a 5th class to their schedule to help accelerate their earned credits.
- Our social-emotional program, *Character Strong*, will be taught during Advisory time one day a week (Mondays).
- On rotating Thursdays during Advisory, HS students will either work on their *High School and Beyond Plan*, attend grade-level meetings, or attend club/team meetings.

| AUGUST 2020 | | | | | | |
|-------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

10/14 Early Release Grading
10/20-23 Early Release Conferences

| OCTOBER 2020 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

22 Student Days

12/1 Early Release Grading
12/18 Early Release (Cert trade for fall conferences)
12/21-1/1 Winter Break

| DECEMBER 2020 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

14 Student Days

2/15 No School President's Day

| FEBRUARY 2021 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | | | | | | |

19 Student Days

4/5-9 No School Spring Break

| APRIL 2021 | | | | | | |
|------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

17 Student Days

6/17 Early Release K-12 Last Day of School
6/18 Reserved for Snow Days

| JUNE 2021 | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

13 Student Days

| SEPTEMBER 2020 | | | | | | |
|----------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

9/2 – 9/4 Staff Training Days
9/7 Labor Day Holiday
9/8 – 9/9 Staff Training Day
9/10 -9/11 – Student BRAVE Day/WAkids
9/14 – First Online Student Day

3 Waiver Days Professional Development
15 Student Days

| NOVEMBER 2020 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

11/11 No School Veterans Day
11/25-27 No School Thanksgiving Break

17 Student Days

| JANUARY 2021 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

1/1 No School Winter Break
1/18 No School Martin Luther King Day
1/27 Early Release End of Semester

19 Student Days

| MARCH 2021 | | | | | | |
|------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

3/4-5 No School Mid Winter Break
3/16 Early Release Grading
3/17-19 Early Release Conferences

21 Student Days

| MAY 2021 | | | | | | |
|----------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

5/4 Early Release Grading
5/28 Early Release K-12 (Cert trade for spring conferences)
5/31 No School Memorial Day

20 Student Days

| KEY | |
|-----|----------------------|
| | HALF DAY |
| | SNOW DAY |
| | NO SCHOOL (PROF DEV) |
| | NO SCHOOL |
| | HALF DAY GRADING |

Student Days: 177
Waiver PD Days: 3
Total Days: 180

School Board Approved: **Approval Pending**

*****ECRWSS*****

Postal Customer

Social-Emotional Learning and Well-Being

The La Conner School District recognizes the social-emotional impact of the pandemic including fear, anxiety, loss, and isolation. The district has committed to increasing mental health supports for students in the upcoming school year, including a renewed focus on social-emotional learning. Support may include social-emotional lessons or activities, building relationships, small group participation (virtual or in-person, depending on the stage), and increased access to mental health and wellness services. Families and schools will work together to monitor students and assess their individual needs to provide the support our students need during these challenging times.

Technology, Devices and Connectivity

It is essential for all students to be connected electronically throughout school. For this reason, all students will be issued a district device, either a computer or tablet. (However, very few of the tasks require a district-specific device; students are welcome to use a personal device if they choose.) District-provided devices will be protected by Securly Software, allowing students to safely perform online learning tasks protected from accessing inappropriate sites. If a student device is working, but connection to the internet is a problem, please either fill out the form on the La Conner Connect web page, or call the school for staff assistance. Free-wifi internet connection is available in school parking lots, and the district has a limited number of mobile hotspots which may be available upon request.

Food Service

La Conner will continue to serve our students breakfast and lunch all year long. The district recently qualified to provide meals free of charge to ALL students through Community Eligibility Provision (CEP). To get these meals, students will have to register. You can find the registration link on the La Conner Connect web page.

During remote instruction, food will be distributed primarily through a delivery model; students will not be invited to eat on campus during remote learning. When the district is able to switch to an advanced hybrid model, meals will be provided in a socially distanced manner, most likely with students eating in their classrooms.

Are You Ready For School?

Have you:

- ✓ Filled out student forms online?
Paperwork is all online this year in Final Forms.
- ✓ Signed up for meals? Free for all students!
- ✓ Noted updated start days?
 - Braves Days September 10 & 11
 - First day of school September 14
- ✓ Notified the district of special technology needs? (hotspots, etc.)
- ✓ Visited La Conner Connect?

Information for all of the above can be found at:

<https://lcsd.wednet.edu/LaConnerConnect>