

Stanwood-Camano School District Collective Commitment/Strategic Plan Board Update

June 1, 2021



Collective Commitment Work



- The District met with the Stanwood Alliance for Equity (SAFE), and received feedback to four questions
 - What does/should our community value?
 - How can/does the school district reflect the community's values?
 - What is our community's role in educating our youth?
 - What outcomes does our community want for youth?
- The District Equity Leadership Team (ELT) reviewed their responses
- Recommended adjustments have been made to the Collective Commitment to include the ELT and SAFE priorities

Strategic Plan Work



- Recommendations from SAFE and ELT for the Collective Commitment support the Strategic Plan
- The District Equity Leadership Team made recommendations for activities that they recommend be included in the Strategic Plan
- Adjustments have been made to the Strategic Plan based upon the recommendations from SAFE and the ELT

Equity- Target 1

Equity is at the forefront of our work in the Stanwood-Camano School District. We are committed to educate ALL of our learners in an equitable way through inclusive curriculum, practices, and engaging opportunities. We are invested in removing barriers to support all students on a personal level in order for them to reach their full potential.



Equity Action Items

- Actively reach out to engage and provide support and ensure opportunities for all of our students by removing barriers for those furthest from educational justice.
- Build and engage personal connections, ensuring a safe and welcoming environment for all of our students.
- Establish and support school based equity teams focused on racial, social, and educational justice.



Land Acknowledgement (PSMS CHANCES)

Today we acknowledge that we originate on the undecimated ancestral and native grounds of the Coast Salish, Stillaguamish, Skagit, and Tulalip people. A people that are still here, counting to honor and bring light to their ancestral heritage.

We do this to bridge the disparities between us and our indigenous population. We acknowledge that they reside in the here and now, and that their voices matter as equally as ours do.

Equity Action Items

- Provide training for staff to facilitate classroom environments that support and include all students - LGBTQ+, racially diverse, and nontraditional learners.
- Encourage, support and facilitate difficult conversations about things such as race, equity and diversity.
- Educate and celebrate cultural diversity and historical background through visual representations, assemblies, festivals, and cultural celebrations.



Equity Action Items Continued

- Recognize student voice by providing a platform and environment where all of our students feel safe and comfortable being heard.
- Provide a platform for community voices to be heard by implementing and supporting community forums, open houses, board coffee hours, and other activities that build relationships between our district and community.



Equity Action Items Continued

- Create a district-wide equity policy and statement.
- Educate and engage all parents and community members about diversity, equity and LGBTQ issues.
- Provide mentoring, advocacy, and family liaisons for our students and their families by intentionally reaching out to those most in need.



Equity Action Items Continued

- Incorporate, facilitate and support youth volunteer programs.
- Intentionally reach out to students of color regarding college pathways, career choices, technical training, and other postsecondary opportunities in order to provide support and assistance in the process of reaching their individual and personal goals.
- Actively maintain a collaborative and forward moving environment to continually make improvements.



Strong Instructional Core- Target 2

- Develop a plan for return to in-person learning focused on accelerating learning for students.
- Implement Social Emotional Learning into and alongside academics (i.e PAX, Character Strong).
- Develop systems for coherent instructional delivery in a variety of learning models including continuous learning 2.0, hybrid and in-person learning (new traditional).



Strong Instructional Core Activities

Return to in-person learning includes the following:

- School Improvement Plans shared in March 2021- focus on the short term
- OSPI required Recovery Plan- presented on May 18, 2021

Continue to implement Social/Emotional Learning

- Character Strong work throughout the year and as we move into next year
- District created student well-being surveys
- Possibility of reviewing commercial products

Instructional Delivery methods

- Improved our distance learning instructional delivery-
 - 2 Tech Teachers on Special Assignment for this year-
 - Strong August Professional development/year-long
- Developed our hybrid model
 - Developed the ability to move back and forth quickly



Alignment of Resources to Support Student Learning - Target 4

- Ensure fiscal stability for overall district operations by maximizing state, federal, and local dollars.
- Maintain leadership and appropriate structures in the following areas:
 - Transportation
 - Food Services
 - Facilities Management (short and long term planning)
 - Human Resources
 - Technology
 - Safety
 - Teaching and Learning
- Ensure equity throughout the district's systems and departments.
- Dedicate resources for social/emotional and mental health support.

Fiscal Stability

- Transportation Stabilization Funds for the 2020-2021 School Year \$761,004
- Enrollment Stabilization Funds for the 2020-2021 School Year \$1,548,130 (estimated)
- School Facilities and Technology Levy Planning - February 8, 2022 (tentative)
- ESSER II (CRSSA Act) \$1,465,320
- ESSER III (ARP Act) \$3,291,000 (estimated) At least 20% expended on learning loss activities.



Safety Supports- Target 3

Comprehensive District Safety Plan

District Safety Committee (Safety Task Force)

- Established Oct 2019 paused March 2020
- Safety Plans
 - Each Individual school, Emergency flip charts and a phone app to store plans
- Communication
 - Rave, Safe Schools Alert -in place
 - Additional radios, -emergency communication
 - Communication with families during an emergency
- Supplies
 - Classroom backpacks, shelter in place kits, AEDs, STB kits (2020) pandemic PPE
- Training
 - ACT, First Aid, CERT, Ham Radio Operators, etc (and how to provide to staff)
- Reunification
 - Build on plans currently in place, kits for sites, training...

Shakealert - PA Overlay- All schools now- currently working on Transportation, IT, Maintenance and DO

Transportation

- Passed with 100% on our Washington State Patrol Inspection
- Drivers have worked hard to follow new guidelines and changes:
 - Drivers follow all PPE and sanitation requirements
 - Our department has rebid five times
 - Drivers have to follow different routes and several changes throughout the year
- Shortage of drivers
 - Lost 13 regular drivers and substitutes
 - Actively recruiting
- Purchased four new buses that were delivered in October to replace four that are off depreciation.
- Look forward to new challenges next year!



Maintenance



Covid - A game changer for 2020-21 projects

- All 2020 summer projects were put on hold
- Plexiglas guards were installed in main offices and free standing shields made for special groups
- Pickup/delivery and storage of district wide PPE
- Testing, balancing and cleaning of district wide HVAC equipment
- Learning how to manage the large volume of fresh air brought into our facilities

A new Maintenance Facility

- Move-in Aug/Sept 2020
- New Warehouse storage facility
- Remodel of existing facility

Old Stanwood High School/CCC

- Removal of built-in surplus sale items
- Salvage of reusable building items



District PPE

Maintenance

New Stanwood High School/ALC

- Operations training of infrastructures

Equipment purchases

- Utility pickup truck
- Lawnmower
- Forklift
- Utility vehicle/equipment for maintaining turf fields

2021-2022 School year - A look ahead

- Summer projects
- Provide the highest level of customer service
- Provide ongoing training and support for our new schools
- Focus on hiring trade experts when staff is added
- Continue the move into our new maintenance facility



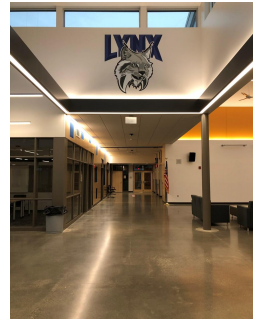
Food Services

- 154,651 Breakfasts served since Last March
- 149,675 Lunches served since Last March We have been serving 7 day meal bags for over a year now.
- Summer food service sites
- Cedarhome Elementary and Elger Bay Elementary
- We will be serving 7 day meal bags that have 7 breakfasts and 7 lunches
- These will be handed out on Thursdays from 3-5 pm, starting July 1st through August 26th
- Meals for 2021-22 school year will be free for all students regardless of income , under the SSO waiver from the USDA. We plan on serving in the cafeteria for breakfast and lunch similar to pre-covid with some changes to self serve salad bars.



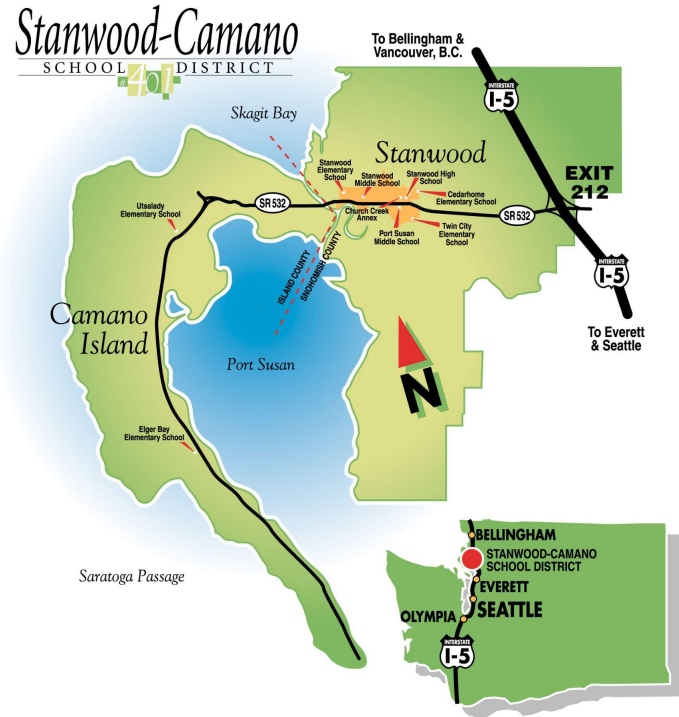
Facilities Management

Capital Projects and Maintenance continue to work together to keep district facilities safe, healthy, and inspiring places to learn and work. Maintenance has been tasked with adjusting HVAC operations in our schools to accommodate students and staff in buildings during the Covid pandemic, on top of their regular and emergency maintenance duties. Capital Projects is working on close-out for the Maintenance and Technology Center and the Church Creek Campus. SHS Phase III construction will be complete and ready for close-out in August. Projects from the 2019-2022 Levy are in process and preparations are being made with our advisory group to prioritize needed work for the upcoming 2023-2026 replacement levy.



Facilities Management

Capital Projects, Maintenance, and Business Services will be working on documentation of our long range Capital Facilities Plan (CFP). This endeavor will provide an in-depth evaluation of our current facilities, future facility and program needs, district growth potential, funding opportunities, and facility planning. The work will include the formation of a Citizen Advisory Committee to help guide the recommendations. We anticipate a draft CFP will be ready for initial review by early 2022.



Human Resources

- Virtual Career Fair May 25-26
- Kept most staff whole; voluntary furloughs
- Staff maintained health benefits throughout pandemic
- Hired new Superintendent!!!
- Updated Non-Represented and Building Administrator contracts



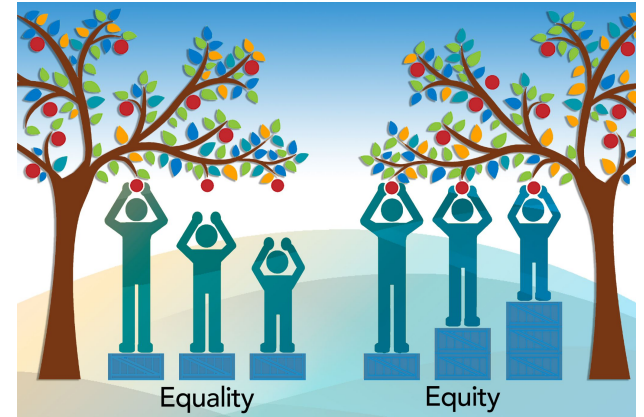
Technology

- 1:1 Devices checked out for students during pandemic
- Hotspots provided for all students who needed them during 20-21 school year
- Additional academic software provided to support remote learning
 - IXL Reading
 - Screencastify
 - Google Suite
 - Seesaw
 - Reflex Math
- Expanded to two TOSAs to support technology during remc learning
- Added family support tech help line for 20-21 school year



Ensure Equity Throughout the Departments/District

- Started an Equity Leadership Team
- Equity Team piloted at Port Susan Middle School
- Equity Analysis Tool
- Equity work on Collective Commitment & Strategic Plan
- Delivered 7 hours+ of Equity Training throughout district
 - Erin Jones
 - Student Panel
 - Character Strong Equity Series
- Investigating Equity Professional Support for 2021-22 school year



Dedicate Resources for Social Emotional Learning and Mental Health

- Contract with Therapeutic Health Services
 - 2.4 Mental Health Professionals (New resources)
 - 1.0 Co-Occuring Disorder Therapist
 - 3.0 Student Support Advocates
- Full-time guidance counselors and Behavior Specialists at all Elementary Schools
- Addition of .5 guidance counselors at middle schools; four counselors at Stanwood High School; one counselor at Lincoln Hill High School/Lincoln Academy
- Continue implementation of social-emotional support and training for students and staff across the district (i.e. Character Strong)



Family/Community Engagement Target 5

- Ensure equity in all family and community engagement work.
- Connect/involve guardians/families in the educational process.
- Support a parent liaison for parents where English is not their first language.
- Establish family engagement and communication in order to support varied instructional delivery models.

Ensure equity in all family and community engagement work

- Guided by the SAFE group and the ELT
- Provided professional development for staff
- Incorporated a parent liaison this year
- Creation of an Equity Analysis Tool



Establish family engagement and communication in order to support varied instructional delivery models

This has been done through the following:

- Friday Family Message from the District Office- Maurene Stanton
- District website
- Facebook
- SCSD information line- responded to by Cabinet Members (Jean Shumate, Maurene Stanton, Dan Johnston, Lloy Schaaf, Steve Lidgard)
- Consistent communication from the buildings- SMORE Newsletters
- Weekly School Newsletters

Connect/involve guardians/families in the educational process

- Throughout the 2020-21 school year, parents have been able to engage in Zoom/Google meetings
 - Change of instructional models- knowing what to expect
 - Parent training for distance learning
- Parent/Teacher conferences
- Parent surveys
- Technology Help-Desk for Parents

Support a parent liaison for parents where English is not their first language

- This is the first year we have had a parent liaison
- Mariela Hernandez Bartholomi is serving families
- Services include translations
- Phone calls related to parent surveys
- Support and translation at parent-teacher conferences
- Student attendance follow up



Questions?

