

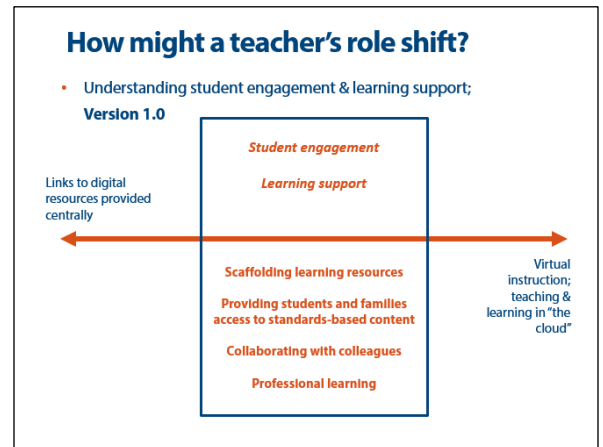
## Purpose

The purpose of this document is to provide K-12 certificated staff an overview of the commitment we all share to provide a continuity of student engagement and learning support for our students and families during school closure. Below you will find background and a description of a shift to “version 2.0” of our strategy to provide continuous learning.

## Background

In preparation for full school closures (to students) beginning Monday, March 16, the district developed a webinar that was viewed during Learning Improvement Friday (LIF) on Friday, March 13. In the webinar, a graphic (pictured to the right) was used to communicate where along a continuum the district would be supporting student engagement during the closures.

We initially landed our definitions of *student engagement* and *learning support* in what we believed to be an “optimal zone”: between linking digital resources and providing full virtual instruction “in the cloud.” This range for teachers included scaffolding learning resources, providing students and families access to standards-based content, collaborating with colleagues, and engaging in professional learning. At that point in time, we had received guidance from OSPI and the federal Office of Civil Rights (OCR) that if we provide online instruction to some students, it must be accessible to all students. We approximated our strategy around this commitment to equity.



## Shifting to “Version 2.0”

Since Friday, March 20, OSPI and the OCR, independent of one another, have clarified their stance on virtual learning. OSPI has begun to provide guidance for supporting the learning needs of the graduating class of 2020: *District and high school staff should prioritize meeting specific graduation requirement needs for seniors, and schools should provide multiple options for seniors to demonstrate they have met standard across required content areas.* The OCR, on Saturday, March 21, issued a clear statement: *ensuring compliance with the Individuals with Disabilities Act (IDEA), Section 504, and Title II of the Americans with Disabilities Act (ADA) should not prevent any school from offering educational programs through distance instruction.* On Monday, March 23, OSPI published guiding principles for districts in providing K-12 instruction and student supports. These guiding principles include:

### Keep students at the center

- Plan for student learning: Build on each student’s strengths, interests, and needs and use this knowledge to positively impact learning
- Develop a weekly plan and schedule: Offer routines and structures for consistency and to balance think time, work time, and play time for health and well-being
- Contact families: Partner to support student learning through ongoing communication and collaboration. This will not look the same for every student and family – safety remains the priority. Provide translations and accommodations as necessary.

### Design Learning for Equity and Access

- Teach content: Set goals using knowledge of each student and Washington State K-12 learning standards
- Deliver flexible instruction: Consider how to deliver content depending on tools and resources accessible to each student. Delivery of instruction may include printed learning materials,

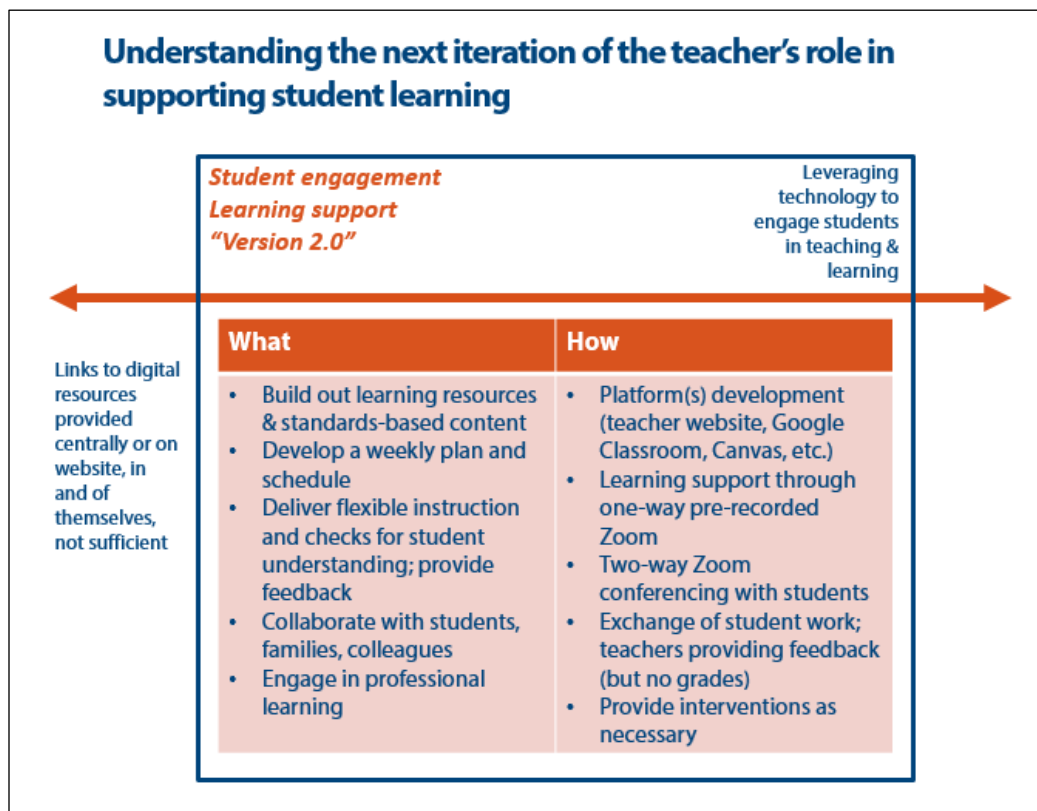
phone contact, email, technology-based virtual instruction (e.g., Zoom conferencing) or a combination to meet diverse student needs.

### Assess student learning

- Check student learning: Use a variety of strategies to monitor, assess, and provide feedback to students about their learning.
- Make instructional adjustments: Use formative assessment results to guide reflection on effectiveness of instruction and to determine next steps for student learning.
- Engage families: Communicate with and seek input from families about assessment results in order to inform next steps. Provide translations and accommodations as necessary.

**As a result of this guidance and framework, we believe it is time to iterate into our next phase of how to best serve the needs of students and families during school closure.**

In doing so, we want to provide several examples of what this might look like to move “to a new edge” of a range of options (see graphic below). Note that the “what” has been expanded, and the “how” includes the use of two-way communications technology in engaging students in learning.



In supporting two-way communication in a teaching and learning cycle between teachers and students, we need to move forward with a set of parameters/guidelines:

1. Student work exchanged must be to the advantage of the learner. For example: the teacher provides feedback, student self-assessment rubrics, etc. Note:
  - a. The goal is to provide meaningful feedback on work submitted
  - b. Students can submit *pre-closure* work for grades and credit to “catch up”, but no *post-closure* letter grading of assignments at this time;
  - c. We are exploring alternative / allowable credit earning options for seniors
2. Any Zoom session\* between a teacher and their classroom needs to ensure no disadvantage to students and families who cannot or choose not to engage
3. Live Zoom sessions need an equitable and open invitation to the class at a predetermined time

4. Live Zoom sessions with only a staff member and an individual student (e.g., counselors re-engaging seniors) should be audio-only, with the cameras disabled. The “screen share” feature is permissible to review pertinent documents and/or presentations
5. Note: Pre-recorded ("one way") Zooms are always okay to post (as they represent a Khan-academy-type resource for students)
6. Email, web-based Google Voice, and \*67 caller ID blocking may be used to engage students and families
7. Students with IEPs and 504s need to be accommodated and work needs to be modified per those plans to every extent possible
8. When collaborating with colleagues, consider cross-curricular planning to assist students' and families' ability to manage work and new responsibilities at home
9. Consider ways to focus on relationships and connections, not just content
10. \*Note: a *Zoom Best Practices* document is in development. This document will contain helpful guidelines on both FAQs and recommendations for student decorum norms while on Zoom.

With schools closed at least through April 24, we need to continue to be mindful of setting up practices that support all learners. We also need to set up systems that allow us to re-enter into a blended model of learning when we return. In addition, we are developing a plan to address seniors as a select group of students who may have differentiated needs to meet graduation and college-entrance deadlines. Special Services will also be publishing complementary guidelines to the strategies mentioned above.

Our collective goal remains engaging students and supporting their learning. We understand there are many challenges associated with teaching and learning in this environment, and that shifts will not happen overnight. We have been unbelievably inspired by the creativity and ingenuity of our teaching staff in supporting students and families to date. Let's continue to move thoughtfully together toward better leveraging our technology tools in serving our communities. Thank you so much for all you have done, and continue to do, to achieve this goal.