

**From:** [Superintendent](#)  
**To:** [Communications](#)  
**Subject:** Fall student schedules and more!  
**Date:** Wednesday, August 19, 2020 2:39:37 PM  
**Attachments:** [2020.08.19 family communication.pdf](#)  
[STAFF VIEW Online schedule early start elementary.pdf](#)  
[STAFF VIEW Online schedule late start elementary.pdf](#)  
[STAFF VIEW Online schedule middle.pdf](#)  
[STAFF VIEW Online schedule high.pdf](#)  
[image002.png](#)  
**Importance:** High

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## Welcome back Everett Public Schools staff!

We hope you had a memorable and restful summer break, and that you are excited and ready to launch the remote learning journey with our students and families. We have an amazing opportunity to impact the lives of young people by leveraging our expertise and resources to ensure every student learns, grows, and stays connected to our mission. Our students and families are looking to us to facilitate learning with inspiration, confidence, consistency, innovation, and compassion. We are a TEAM and are truly STRONGER TOGETHER!

Since late spring, we have been analyzing staff and community feedback on the many facets of remote learning. Throughout the summer months, we have also formed community advisory groups to unpack opportunities associated with schedules, technology, health/safety and human resources supports. The structures that follow in this correspondence are a byproduct of collaborative negotiation between the district and Everett Education Association. These structures do not answer every teaching and learning question, but will serve as a common platform from which to deliver high quality, highly connected instruction to each student every day.

I am attaching a letter that is going out to families around 3:30 today. Also, you will find a set of pdfs that contain school structures.

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## Purpose

The purpose of the attached documents is to provide certificated and classified staff an overview of school-day structures to better support our students and families in remote learning. The attached structures are designed to communicate instructional methods, timeframes, and tools to support students and families and establish predictable routines at home. Even though this might not apply directly to your work, I believe we are a team that supports student education and everyone can benefit from having this information. **These are not public-facing documents, so please do not distribute. Family-friendly versions will be sent to families today as well as being posted on the website.**

## Key concepts in the pdfs (a non-exhaustive list; further information to follow)

### Synchronous Engagement

- What: Live interaction between teacher(s) and students; examples include: direct instruction, demonstrations, virtual field trips, conferencing, small group work, engagement and feedback in an interactive document, web-based tool, etc.
- Why: Engage, learn, assess, attend to social/emotional needs, make human connections

### Asynchronous Engagement

- What: Directed independent learning, pre-recorded instructional videos, accessible content delivery, clearly defined learning outcomes, etc.
- Why: Sustain learning and engage students beyond synchronous time; differentiate by providing manageable bites using different approaches

### Attendance

The Office of the Superintendent of Public Instruction (OSPI) defines a remote absence as when a student is not participating in planned instructional activities on a scheduled distance learning day. The OSPI rule provides examples of what student participation could look like in order to be counted as present, including, but not limited to:

- Daily logins to learning management systems;
- Daily interactions with teacher(s) to acknowledge attendance (including messages, emails, phone calls, or video chats); or
- Evidence of participation in a task or assignment.

Student presence is determined by engaging in planned asynchronous or synchronous activities. If a student does not engage or demonstrate participation in any way, the student would be marked as absent. Attendance will be taken daily in Gradebook.

### Grading

Our collective goal is to provide meaningful feedback to students on their progress towards essential standards. Grading of assignments and assessments should always be done with this purpose in mind. Students in grades K-5 will continue to be challenged to demonstrate effort and success towards essential learning standards and will be graded against those standards.

Grades 6-12 students will be graded on an A-F scale. The current practice around using plus and minus will continue. It is currently being considered by a collaborative group that the grading floor of "zero" be eliminated and replaced with a floor of fifty percent (50%) in order to support students' motivation and ability to demonstrate turnaround growth. This includes missing assignments. To support a system focused on the evaluation of student learning and one of providing meaningful feedback to students and families, grades as an assessment of learning will not include students' attendance or behaviors. With specific criteria designed by teachers, students will be allowed to retake exams and revise assignments.

### Special Services

In order to meet the needs of students receiving special education, English learner, or Section 504 services, teachers, related service providers, and support staff must have access to students during the school day schedule. This can be achieved by allowing staff the option to schedule and deliver services within both synchronous and asynchronous learning zones, and within directed independent learning times as determined by the teacher/service provider in partnership with families. Case managers should establish a consistent and predictable schedule for these services for each student. Staff who flex their workday schedule to accommodate services outside of the learning zone times or school day will submit their schedules for approval by building administrative teams. Special education evaluation teams will be granted the time they need to complete needed evaluations and IEPs.

### Learning Management System

We will be using Canvas as the district K-12 learning management platform, addressing the need for a common virtual classroom space which best simulates the features of a building-based classroom. Canvas includes a home page space for communications, announcements, calendar, contact course content information, and parent support information. It will: serve as a hub for all digital tools with students rostered automatically; provide a collaborative space to share content and resources; and will enable the ability to link from Canvas to other platforms for student-teacher interactions (e.g., Google Classroom, SpringBoard, iReady)

We will be asking each teacher at all grade levels to set up a virtual classroom within Canvas which includes common items like daily/weekly schedule, links to resources, and directions for instruction. From this "hub" staff will be able to link to applications they will utilize with their students. Each course will have a homepage with common elements to assist families. In addition to the common expectations, professional development will include both strategies and tools to advance synchronous and asynchronous engagement. Teacher web pages will continue to be used as a tool for communication, but not the delivery of content.

### Social emotional learning supports

Social-emotional learning (SEL) will continue to be supported across the system in a tiered fashion: Tier 1 SEL supports for all students; Tier 2 supports for small groups of students who need specific interventions; and Tier 3 supports for students who need intensive interventions. SEL time will be built into the learning zones/periods. Second Step curricular materials will be used K-8 and a new SEL framework (RULER) will be introduced grades 9-12. Professional development equipping staff to meet student SEL needs will continue. SEL (Panorama) survey will open in mid-September to establish a baseline and inform interventions.

Thank you for your continued commitment to making this school year our finest yet!

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