



## Continuous Learning Plan May 19, 2020

### Background

As required by the Office of Superintendent of Public Instruction (OSPI), the Board of Directors of Everett Public Schools has adopted, and the district has implemented, a continuous learning plan for all of the district's students during the state-mandated school building closures. Accordingly, pursuant to WAC 392-901-030, the district's continuous learning plan includes all of the required elements. The attached set of artifacts serves as evidence of Everett Public Schools' continuous learning plan.

"Continuous learning" in this context is defined by OSPI as establishing and maintaining connections with students and their families to provide learning materials and supports using a variety of modalities and taking into account recommendations provided by the Office of Superintendent of Public Instruction (OSPI) in its published guidance.

As such, the district's approved continuous learning plan:

- Offers educational engagement, planned by staff, as directed by the administration and governing board for all enrolled students;
- Includes the district's school year calendar, including a weekly schedule of staff and student engagement following March 17, 2020;
- Provides a process for the district to determine which learning standards are most essential;
- Establishes a district- or school-based system of collecting student engagement information; and
- Awards academic grading as specified in WAC 392-901-030 and OSPI's guidance on grading during the COVID-19 pandemic.

When school buildings first closed on March 16, the district immediately mobilized basic needs services for students and families, including meals distribution and childcare opportunities. The district serves approximately 17,000 meals weekly to families and hosts childcare sites across the district serving on average 80 students; community partners prioritized serving children of first responders. Three community and multiple school-based technology deployments have resulted in the distribution of 14,000 computers and 850 internet hotspots to students and families to date. A mechanism was established to develop hard-copy learning packets for students who need them, either by preference, nature of services received, or inconsistent internet access.

From March 16 to present, the district has been responsive in supporting student learning. Engagement in learning has iterated, with teachers building out learning resources and essential standards-based content; delivering synchronous and asynchronous instruction in a daily and weekly schedule; exchanging student work and providing feedback to students; intentional outreach to students and families; and student engagement monitoring. Teachers participate in a wide range of professional development to improve their capacity to engage students in district-supported online learning platforms (e.g., Google Classroom, Canvas) and content-related sessions.

Learning structures have improved predictability and established routines for students and families. Time built in for check-ins between teachers, students, and families has supported the district's priority to social-emotional well-being for all its students. The district follows OSPI rules on grading, and underpins grading practices by focusing on improving student engagement and progress towards essential standards. In addition to certificated staff engaging students in grade level priority standards, paraeducators have also played a critical role in delivering supportive instructional, social-emotional, and basic needs supports.

The district's COVID-19 chronological response has been archived at : <https://www.everettsd.org/Page/31102>

## **Continuous Learning Plan Artifacts (non-exhaustive compilation)**

### **Educational Engagement**

- Resolution 1234 Continuous Learning Plan board presentation
- Student learning structures for families
- Student engagement samplings: April 24, May 1, May 7
- Special Education continuous learning plan demo
- Kids in Transition letter for partners
- Kids in Transition professional development
- English Learners support guide
- Accessing interpreters and translations during school building closure
- Service tracker by caseload
- Service tracker by student
- 504/Student Study Team notes (not included in hard copy; confidential)
- Highly capable selection committee meeting (not included in hard copy; confidential)
- Computer deployment system

### **District school year calendar**

- 2019-20 revised work calendar
- Student learning structures for staff
- Classified staff memo
- Professional development update & offerings

### **Essential learning standards: Priority Snapshots (sampling below)**

- Grade 2
- Grade 8 science
- Geometry
- Biology & the Environment
- English 3
- United States History

### **Collecting student engagement information**

- Monitoring student engagement protocol

### **Academic Grading**

- Grading information for staff

# ***Resolution 1234***

## **Continuous Learning Plan**

### **Emergency Waiver of School Days & Instructional Hours**

**Everett Public Schools  
Board of Directors Regular Meeting  
May 19, 2020**



# What's required in the continuous learning plan?

1. Must offer **educational engagement** to all groups of enrolled students, planned by staff, as directed by administration and Board
2. Must include the **district's school year calendar**, including a weekly schedule of staff and student engagement
3. Must provide a process for the district to determine which **learning standards are most essential**
4. Must establish a system of **collecting student engagement information**
5. Must award **academic grading** as set forth by OSPI



# Modified School Year Calendar

| 2019      |     |     |                |                 | 2020     |     |     |      |                 |               |   |
|-----------|-----|-----|----------------|-----------------|----------|-----|-----|------|-----------------|---------------|---|
| MON       | TUE | WED | THUR           | FRI             | MON      | TUE | WED | THUR | FRI             |               |   |
| JULY      |     |     |                |                 | JANUARY  |     |     |      |                 | 18 Aug 28     | non-instructional workday (see 8.04.A.2)  |
| 1         | 2   | 3   | 4              | 5               | 6        | 7   | 8   | 9    | 10 <sup>E</sup> | 18 Aug 29     | non-instructional workday (see 8.04.A.2)  |
| 8         | 9   | 10  | 11             | 12              | 13*      | 14* | 15* | 16   | 17 <sup>A</sup> | Sep 2         | Labor Day   |
| 15        | 16  | 17  | 18             | 19              | 20       | 21  | 22  | 23   | 24 <sup>E</sup> | Sep 3         | non-instructional workday (see 8.04.A.1)  |
| 22        | 23  | 24  | 25             | 26              | 27       | 28  | 29  | 30   | 31 <sup>A</sup> | Sep 4         | first day of school   |
| 29        | 30  | 31  |                |                 | FEBRUARY |     |     |      |                 | Oct 18        | non-instructional workday (see 8.04.A.2)  |
| AUGUST    |     |     |                |                 | 3        | 4   | 5   | 6    | 7 <sup>E</sup>  | Nov 1         | reduced student day Elem & MS (conference prep, 8.04.A.5)                                     |
| 5         | 6   | 7   | 8              | 9               | 10       | 11  | 12  | 13   | 14 <sup>A</sup> | Nov 4-8       | reduced student day Elem & MS (parent conferences, 8.04.A.5)                                  |
| 12        | 13  | 14  | 15             | 16              | 17       | 18  | 19  | 20   | 21 <sup>E</sup> | Nov 11        | Veterans Day  |
| 19        | 20  | 21  | 22             | 23              | 24       | 25  | 26  | 27   | 28 <sup>A</sup> | Nov 27        | student/employee early release (see 8.04.A.3)   |
| 26        | 27  | 28  | 29             | 30              | MARCH    |     |     |      |                 | Nov 28-29     | Thanksgiving Break  |
| SEPTEMBER |     |     |                |                 | 2        | 3   | 4   | 5    | 6 <sup>E</sup>  | Dec 23- Jan 3 | Winter Break (see 8.04.A.9)   |
| 2         | 3   | 4*  | 5              | 6 <sup>E</sup>  | 9        | 10  | 11  | 12   | 13 <sup>A</sup> | Jan 20        | Martin Luther King Jr. Day  |
| 9         | 10  | 11  | 12             | 13 <sup>A</sup> | 16       | 17  | 18  | 19   | 20 <sup>E</sup> | 22 Jan 13-15  | schools closed due to inclement weather   |
| 16        | 17  | 18  | 19             | 20 <sup>E</sup> | 23       | 24  | 25  | 26   | 27*             | Jan 27        | non-instructional workday (see 8.04.A.1)  |
| 23        | 24  | 25  | 26             | 27 <sup>A</sup> | 30*      | 31* |     |      |                 | Feb 17-18     | Mid-winter Break  |
| 30        |     |     |                |                 | APRIL    |     |     |      |                 | Mar 16-Jun 19 | school buildings closed due to COVID-19   |
| OCTOBER   |     |     |                |                 | 1*       | 2*  | 3*  |      |                 | Mar 23-Apr 17 | online learning due to COVID-19 (except Apr 6-10)   |
| 1         | 2   | 3   | 4 <sup>E</sup> |                 | 6        | 7   | 8   | 9    | 10              | Mar 27        | reduced student day Elem (conference prep, 8.04.A.5)  |
| 7         | 8   | 9   | 10             | 11 <sup>A</sup> | 13       | 14  | 15  | 16   | 17 <sup>A</sup> | Mar 30-Apr 3  | reduced student day Elem (parent conferences, 8.04.A.5)                                       |
| 14        | 15  | 16  | 17             | 18              | 20       | 21  | 22  | 23   | 24 <sup>E</sup> | Apr 6-10      | Spring Break  |
| 21        | 22  | 23  | 24             | 25 <sup>E</sup> | 27       | 28  | 29  | 30   |                 | Apr 20-Jun 19 | structured online learning due to COVID-19  |
| 28        | 29  | 30  | 31             |                 | MAY      |     |     |      |                 | May 22        | changed to non-workday for identified work groups due COVID-19                                |
| NOVEMBER  |     |     |                |                 | 4        | 5   | 6   | 7    | 8 <sup>E</sup>  | May 25        | Memorial Day  |
| 4*        | 5*  | 6*  | 7*             | 8*              | 11       | 12  | 13  | 14   | 15 <sup>A</sup> | 20 Jun 5      | reduced student day (see 8.04.A.7) <i>temporarily suspended due to modified structure</i>     |
| 11        | 12  | 13  | 14             | 15 <sup>A</sup> | 18       | 19  | 20  | 21   | 22*             | Jun 15        | changed to full day due to inclement weather make-up days                                     |
| 18        | 19  | 20  | 21             | 22 <sup>E</sup> | 25       | 26  | 27  | 28   | 29 <sup>A</sup> | Jun 16-18     | inclement weather make-up days  |
| 25        | 26  | 27* | 28             | 29              | JUNE     |     |     |      |                 | Jun 19        | changed to last day of school due to COVID-19 - student/employee early release (see 8.04.A.3) |
| DECEMBER  |     |     |                |                 | 1        | 2   | 3   | 4    | 5*              |               |   |
| 2         | 3   | 4   | 5              | 6 <sup>A</sup>  | 8        | 9   | 10  | 11   | 12 <sup>E</sup> |               |   |
| 9         | 10  | 11  | 12             | 13 <sup>E</sup> | 15*      | 16* | 17* | 18*  | 19*             |               |   |
| 16        | 17  | 18  | 19             | 20 <sup>A</sup> | 22       | 23  | 24  | 25   | 26              |               |   |
| 23        | 24  | 25  | 26             | 27              | 29       | 30  |     |      |                 |               |   |
| 30        | 31  |     |                |                 |          |     |     |      |                 |               |   |

\* see note on right      schools closed      non-instructional workday (no students) ##

A=Administrator-facilitated learning improvement Friday; E=Employee-facilitated learning improvement Friday (8.04.D)

**NOTE: Learning Improvement Fridays (LIF) temporarily suspended from March 20 - June 19 due to modified structure**

Revised 5/5/2020



# Elementary structures – teacher view

| Time   | M   | T   | W   | Th   | F   |
|--|---|---|---|--|---|
| <b>8:00-9:00</b>   | Team/Dept.  | Team/Dept.  | Team/Dept.  | Team/Dept.   | ILT   |
| <b>9:00-11:30</b><br><br>“Learning Zone”                       | Reading, Writing and Math<br><br>i-Ready monitoring | Reading, Science and Math<br><br>i-Ready monitoring | Reading, Writing and Math<br><br>i-Ready monitoring | Reading, Social Studies and Math<br><br>i-Ready monitoring | Reading, Writing and Math<br><br>i-Ready monitoring |
| <b>Student lunch / physical break</b><br><br><b>11:30-1:00</b> | Teacher lunch / Planning                            | Teacher lunch / Planning                            | Teacher lunch / Planning                            | Teacher lunch / Planning                                   | Teacher lunch / Planning                            |
| <b>1:00-2:00</b><br><br>“Learning Zone”                        | Elementary specialists                              | Elementary specialists                              | Elementary specialists                              | Elementary specialists                                     | Elementary specialists                              |
| <b>2:00-2:30</b>   | Student-contact/help or IEP participation           | Student-contact/help or IEP participation           | Student-contact/help or IEP participation           | Student-contact/help or IEP participation                  | Student-contact/help or IEP participation           |
| <b>2:30-3:30</b>   | Elective PD or<br><br>Job-alike convenings          | Elective PD or<br><br>Job-alike convenings          | Hold for possible staff meeting                     | Elective PD or<br><br>Job-alike convenings                 | Elective PD or<br><br>Job-alike convenings          |



# Sample daily schedule – family view

## Elementary school

| Time         | M   | T   | W   | Th  | F   |
|--------------|---|---|---|---|---|
| <b>8:00</b>  | Breakfast   | Breakfast   | Breakfast   | Breakfast   | Breakfast   |
| <b>9:00</b>  | <i>Learning Zone</i>  | <i>Learning Zone</i>  | <i>Learning Zone</i>  | <i>Learning Zone</i>  | <i>Learning Zone</i>  |
| <b>11:30</b> | Lunch and Physical Activity   | Lunch and Physical Activity   | Lunch and Physical Activity   | Lunch and Physical Activity   | Lunch and Physical Activity   |
| <b>1:00</b>  | Elementary specialists or time to explore something you have always wanted to learn about | Elementary specialists or time to explore something you have always wanted to learn about | Elementary specialists or time to explore something you have always wanted to learn about | Elementary specialists or time to explore something you have always wanted to learn about | Elementary specialists or time to explore something you have always wanted to learn about |
| <b>2:00</b>  | Independent reading and i-Ready 20 minutes  | Independent reading and i-Ready 20 minutes  | Independent reading and i-Ready 20 minutes  | Independent reading and i-Ready 20 minutes  | Independent reading and i-Ready 20 minutes  |
| <b>3:00</b>  | Math practice and i-Ready 20 minutes  | Math practice and i-Ready 20 minutes  | Math practice and i-Ready 20 minutes  | Math practice and i-Ready 20 minutes  | Math practice and i-Ready 20 minutes  |



# Inside & Outside the Learning Zone

*In what range of ways should teachers be engaging students in the “learning zones or periods”?*

- Post daily or weekly schedule of lessons
- Communicate with the classroom through Zoom, via phone or through email
- Assign independent work; tutorials
- Provide feedback on student work
- Hold “office hours” (open-ended; student specific needs; student/parent consultation)
- Differentiate outreach (teacher to student); individual or group assistance
- Provide flexible options for families who need a different schedule

*What should students be doing in the “learning zone or periods”?*

- Visit classroom website to access scheduled lessons
- Communicate with teacher(s) and submit completed assignments

*How should students engage in learning “outside” of the learning zone time?*

- Learning, as a continuous process, should happen throughout the day and can be student/family initiated in addition to teacher assigned
- Engage in 20 minutes of i-Ready reading and math each day
- Exercise; students need physical activity and mental breaks each day





# Essential learning standards



PRIORITY SNAPSHOT | Spring 2020  
English 3

The Priority Snapshot is purposed to guide teaching and learning through the completion of the 2019-20 school year. As recommended by OSPI, educators are now required to think about the enduring concepts of a content, without the expectation to cover an entire content or subject area as would be done when school is in session in school facilities.

The Priority Snapshot outlines the priority standards and enduring concepts of a content for the completion of the school year and aligns these to district adopted instructional materials, and/or materials and resources recommended by OSPI\*. The intent of this information is to provide teachers with foundations for backwards planning for instruction.

| Overview                              |  |
|---------------------------------------|--|
| <b>Priority Standards</b>             | W.11– 12.2, W.11–12.7, W.11– 12.8<br>RL.11–12.1<br>RI.11–12.1<br>SL.11–12.1, SL.11–12.2<br>L.11–12.6   |
| <b>Enduring Concepts of a Content</b> | <ul style="list-style-type: none"> <li>Explore the concept of "journey"</li> <li>Analyze a writer's complex writing and stylistic choices</li> <li>Research and synthesize information about a literary era</li> </ul> |
| <b>Unit Essential Question(s)</b>     | How do cultural movements such as the Harlem Renaissance reflect and create people's attitudes and beliefs?  |
| <b>*Instructional Materials</b>       | SpringBoard Grade 11; Zinc*  |
| <b>Unit(s)</b>                        | Unit 5 Part 1  |

| Dates                 | Unit/Topic/Concepts   |
|-----------------------|---|
| <b>April 20-24</b>    | Activity 5.1 Previewing the Unit  |
| <b>April 27-May 1</b> | Activity 5.2 Developing Research Questions                                    |
| <b>May 4-8</b>        | Activity 5.3 The Historical Context of the Harlem Renaissance                 |
| <b>May 11-15</b>      | Activity 5.4 Synthesizing Facts, Interpretations, and Media Formats           |
| <b>May 18-22</b>      | Activity 5.5 Documenting Your Sources   |
| <b>May 26-29</b>      | Memorial Day   Activity 5.5 Documenting Your Sources                          |
| <b>June 1-5</b>       | Activity 5.6 Finalizing Research  |
| <b>June 8-12</b>      | Embedded Assessment 1: Presenting a Literary Movement: The Harlem Renaissance |
| <b>June 15-19</b>     | Embedded Assessment 1: Presenting a Literary Movement: The Harlem Renaissance |

\*Supplemental Zinc Articles: "Is Nothing Sacred?"; "Excerpt: Their Eyes Were Watching God"; "Letter to My Son"; "A Presumption of Guilt"; "George Washington's Farewell Address"



# Middle school structures – teacher view

| Time   | M   | T   | W   | Th  | F  |
|--|---|---|---|---|--|
| <b>8:00-9:00</b>                                     | Team/Dept*                                | Team/Dept*                                | Team/Dept*                                | Team/Dept*                                | ILT  |
| <b>9:00-10:00</b>                                    | Elective PD or job-alike convenings       | Elective PD or job-alike convenings       | Hold for possible staff meeting           | Elective PD or job-alike convenings       | Elective PD or job-alike convenings                                      |
| <b>10:00-10:45</b>                                   | Student-contact/help or IEP participation | Student-contact/help or IEP participation | Student-contact/help or IEP participation | Student-contact/help or IEP participation | Student-contact/help or IEP participation                                |
| <b>10:45-11:30</b>                                   | Period 1                                  | Period 4                                  | Period 1                                  | Period 4                                  |  |
| <b>Student lunch / physical break<br/>11:30-1:00</b> | Teacher lunch / Planning                  | Teacher lunch / Planning                  | Teacher lunch / Planning                  | Teacher lunch / Planning                  | Teacher lunch / Planning   |
| <b>1:05-1:50</b>                                     | Period 2                                  | Period 5                                  | Period 2                                  | Period 5                                  | Elective—optional time if there are building-specific elective conflicts |
| <b>1:55-2:40</b>                                     | Period 3                                  | Period 6                                  | Period 3                                  | Period 6                                  |  |
| <b>2:45-3:30</b>                                     | Student-contact/help or IEP participation | Period 7                                  | Student-contact/help or IEP participation | Period 7                                  |  |
|  |   |   |   |   | Student-contact/help or IEP participation                                |



# Sample daily schedule– family view

## Middle School

| Time               | M   | T   | W   | Th  | F  |
|--------------------|---|---|---|---|--|
| <b>8:00-10:00</b>  | Breakfast & independent reading                       | Breakfast & independent reading                       | Breakfast & independent reading                       | Breakfast & independent reading                       | Breakfast & independent reading                                    |
| <b>10:00-10:45</b> | Independent work / connect with teachers as necessary | Independent work / connect with teachers as necessary | Independent work / connect with teachers as necessary | Independent work / connect with teachers as necessary | Independent work / connect with teachers as necessary              |
| <b>10:45-11:30</b> | Period 1  | Period 4  | Period 1  | Period 4  |  |
| <b>11:30-1:00</b>  | Lunch and Physical Activity                           | Lunch and Physical Activity                           | Lunch and Physical Activity                           | Lunch and Physical Activity                           | Lunch and Physical Activity  |
| <b>1:05-1:50</b>   | Period 2  | Period 5  | Period 2  | Period 5  | Electives<br>Independent work / connect with teachers as necessary |
| <b>1:55-2:40</b>   | Period 3  | Period 6  | Period 3  | Period 6  |  |
| <b>2:45-3:30</b>   | Independent work / connect with teachers as necessary | Period 7  | Independent work / connect with teachers as necessary | Period 7  |  |



# High school structures – teacher view

| Time   | M   | T   | W   | Time   | Th  | F   |
|--|---|---|---|--|---|---|
| <b>8:00-9:00</b>   | Team/Dept.*                               | Team/Dept.*                               | Team/Dept.*                               | <b>8:00-9:00</b>   | Team/Dept.*                               | ILT                                       |
| <b>9:00-10:00</b>  | Student-contact/help or IEP participation | Student-contact/help or IEP participation | Student-contact/help or IEP participation | <b>9:05-9:50</b>   | <i>5 min. transition</i>                  |   |
|  |   |   |   |  | Period 1 (45 min.)                        | Period 4 (45 min.)                        |
|  |   |   |   |  | <i>5 min. transition</i>                  |   |
| <b>10:00-11:30</b>   | Period 1                                  | Period 3                                  | Period 5                                  | <b>9:55-10:40</b>  | Period 2 (45 min.)                        | Period 5 (45 min.)                        |
|  |   |   |   |  | <i>5 min. transition</i>                  |   |
|  |   |   |   |  | Period 3 (45 min.)                        | Period 6 (45 min.)                        |
| <b>Student lunch / physical break</b><br><b>11:30-1:00</b> | Teacher lunch / Planning                  | Teacher lunch / Planning                  | Teacher lunch / Planning                  | <b>Student lunch / physical break</b><br><b>11:30-1:00</b> | Teacher lunch / Planning                  | Teacher lunch / Planning                  |
| <b>1:00-2:30</b>   | Period 2                                  | Period 4                                  | Period 6                                  | <b>1:00-2:30</b>   | Student-contact/help or IEP participation | Student-contact/help or IEP participation |
| <b>2:30-3:30</b>   | Elective PD or Job-alike convenings       | Elective PD or Job-alike convenings       | Hold for possible staff meetings          | <b>2:30-3:30</b>   | Elective PD or Job-alike convenings       | Elective PD or Job-alike convenings       |



# Sample daily schedule– family view

## High school

| Time               | M   | T   | W   | Time               | Th  | F   |
|--------------------|---|---|---|--------------------|---|---|
| <b>8:00-9:00</b>   | Breakfast & independent reading                       | Breakfast & independent reading                       | Breakfast & independent reading                       | <b>8:00-9:00</b>   | Breakfast & independent reading                       | Breakfast & independent reading                       |
| <b>9:00-10:00</b>  | Independent work / connect with teachers as necessary | Independent work / connect with teachers as necessary | Independent work / connect with teachers as necessary | <b>9:05-9:50</b>   | <i>5 min. transition</i>                              |   |
|                    |   |   |   |                    | Period 1 (45 min.)                                    | Period 4 (45 min.)                                    |
|                    |   |   |   | <b>9:55-10:40</b>  | <i>5 min. transition</i>                              |   |
| Period 2 (45 min.) | Period 5 (45 min.)                                    |   |   |                    |   |   |
| <b>10:00-11:30</b> | Period 1  | Period 3  | Period 5  | <b>10:45-11:30</b> | <i>5 min. transition</i>                              |   |
|                    |   |   |   |                    | Period 3 (45 min.)                                    | Period 6 (45 min.)                                    |
| <b>11:30-1:00</b>  | Lunch and Physical Activity                           | Lunch and Physical Activity                           | Lunch and Physical Activity                           | <b>11:30-1:00</b>  | Lunch and Physical Activity                           | Lunch and Physical Activity                           |
| <b>1:00-2:30</b>   | Period 2  | Period 4  | Period 6  | <b>1:00-2:30</b>   | Independent work / connect with teachers as necessary | Independent work / connect with teachers as necessary |
| <b>2:30-3:30</b>   | Independent work / connect with teachers as necessary | Independent work / connect with teachers as necessary | Independent work / connect with teachers as necessary | <b>2:30-3:30</b>   | Independent work / connect with teachers as necessary | Independent work / connect with teachers as necessary |



# Collecting Student Engagement Information

- Must establish a district- or school-based system of collecting information regarding student engagement daily or weekly to determine if students are responding to district- or school-initiated communication and participating in continuous learning.

| GB Assignments |            |   |         |             |
|----------------|------------|---|---------|-------------|
| Closure        | 4/29-05/05 |   | Closure | 05/06-05/12 |
| x/0            |            |   | 5/12    | x/0         |
| N              | N          | Y | Y       | Y           |
| N              | N          | N | N       | N           |
| Y              | Y          | Y | Y       | Y           |

Student Engagement

Type

Percentage

Rubric

Composite

Recording

0

Feedbacks

| #  | Letter | Numeric | Lower | Description  | Export                   |
|----|--------|---------|-------|--|--------------------------|
| 1. | N      | 0       | E     | No Student did not engage in learning this past week | <input type="checkbox"/> |
| 2. | NS     | 0       | E     | Not Scheduled with me in the past week.              | <input type="checkbox"/> |
| 3. | Y      | 0       | E     | Yes Student engaged in learning this past week       | <input type="checkbox"/> |
| +  |        |         |       |  | <input type="checkbox"/> |

There are 3 codes that can be used to monitor student learning engagement using the gradebook scale above:

- Y- Yes the student engaged in learning opportunities during the week
- N- No the student did not engage in learning opportunities during the week
- NS- Not scheduled to see specific student in the last week

The “not scheduled” option has been added to the scale for specialists with gradebooks who may not see students on daily or even weekly basis.

Teachers have the option to add additional comments in Quick Grades for greater specificity.

| Grade | 0 | Comments                  | Date Observed |
|-------|---|---------------------------|---------------|
| N     | N | Left message at home      |               |
| N     | N | Sent email                |               |
| Y     | Y | Attended Zoom small group |               |
|       |   |                           |               |



# Academic Grading

**Engagement** is defined as participation. This may include (but is not limited to):

- Exchange of academic work; responsive to teacher assignments and feedback
- Evidence of independent work (logs)
- Connecting with teachers via email, phone, Zoom
- Logging on to Canvas, Google Classroom
- Participating in Zoom class meetings

**Progress** is defined as work that demonstrates meeting, or growth towards, core/essential learning standards. Each teacher should identify the core/essential learning (“priority standards”) on which students should focus and that can be reasonably learned through distance learning tools, while recognizing the individual circumstances of students and multiple ways of demonstrating progress to standards.



# Academic Grading

## High school credit-bearing courses

**A, B, C, Incomplete** grading criteria for coursework this second semester of the 2019-20 school year.

- i. A or 4.0 on the 4.0 grading scale: This is for students who had an A on March 17, or who had a lower grade **and** has shown both progress to core learning standards and has shown engagement during distance learning.
- ii. B or 3.0 on the 4.0 grading scale: This is for students who had a B on March 17, or who had a lower grade and has shown either progress to core learning standards **or** has shown engagement during distance learning.
- iii. C or 2.0 on the 4.0 grading scale: This is for students who had a C on March 17 and is also the foundational target for teachers to work with students who had lower than a C, to engage them in learning.
- iv. I (Incomplete) is the *rare* option for circumstances that might warrant it. Students assigned an “incomplete” for a course will be given opportunities to reengage in the essential learning standards according to a district process and timeline to be developed soon.





# Academic Grading

## K-8 non-credit bearing courses

- Students in grades K–8 will continue to be challenged to demonstrate engagement and progress to core learning standards
- Narratives describing academic strengths and growth opportunities are especially important and encouraged, including information on diagnostic growth over time
- Grades cannot go down from March 17 (aligned with OSPI rules)



# **Emergency Waiver of School Days & Instructional Hours**

## **Minimum Basic Education Compliance**



# Requirements

- Days:
  - 180 days of instruction
- Hours: Weighted Average by Student
  - Kindergarten: 1000 hours
  - Grades 1-12:
    - 1000 hours grades 1-8
    - 1080 hours grades 9-12
  - OR
    - 1027 hours grades 1-12



# September 2019-20

- Days:
  - 180 days of instruction
- Hours: Weighted Average by Student
  - Kindergarten: 1018.7 hours
  - Grades 1-12: 1032.6 Hours
- Cushion: 3 two-hour late starts district-wide



# Events Impacting MBEC

| Event           | Date    | Makeup Day | Day Impact | Hour Impact |
|-----------------|---------|------------|------------|-------------|
| EHS Flooding    | 9/10/19 |            | No         | Yes         |
| Snow Day        | 1/13/19 | 6/16/20    | No         | No          |
| Snow Day        | 1/14/20 | 6/17/20    | No         | No          |
| Snow Day        | 1/15/20 | 6/18/20    | No         | No          |
| Late Start Snow | 1/16/20 |            | No         | Yes         |
| JHS COVID       | 3/2/20  |            | No         | Yes         |
| WOE COVID       | 3/9/20  |            | No         | Yes         |
| WOE COVID       | 3/10/20 |            | No         | Yes         |
| Closure         | 3/16/20 | 6/19/20    | No         | No          |
| Closure         | 3/17/20 |            | Yes        | Yes         |
| Closure         | 3/18/20 |            | Yes        | Yes         |
| Closure         | 3/19/20 |            | Yes        | Yes         |
| Closure         | 3/20/20 |            | Yes        | Yes         |
| Closure         | 3/23/20 |            | Yes        | Yes         |
| Closure         | 5/22/20 |            | Yes        | Yes         |



# Recovering Hours for MBEC

| Event                          | Date      | Day Impact | Hour Impact |
|--------------------------------|-----------|------------|-------------|
| LIF Days                       | 3/20-6/19 | No         | Yes         |
| Convert Half to Full day       | 6/5/20    | No         | Yes         |
| Recover HS Testing Late Starts | 6/20      | No         | Yes         |



# Waiver

- Days:
  - 6 days of instruction
- Hours:
  - 18 hours of instruction





**Purpose**

The purpose of this document is to provide parents/guardians of PreK-12 students an overview of new school-day structures to better support our students and families during school closure.

These frameworks are designed to meet the following goals:

1. Improve predictability in a time of uncertainty, so as to enhance students’ social-emotional well-being and learning;
2. Offer support for routines at home and strengthen support systems between home and school

**Learning Zones & Periods**

Please notice in each schedule that follows below (for pre-K, elementary, middle, and high school), specific windows of time are dedicated for students to enter into learning. *There are many opportunities and ways for students to be engaged in learning within these windows of time.* Several examples are bulleted above each schedule. This is a recommended schedule; *please note that you can determine the schedule that works best for your family.*

**When will this take effect?**

Please anticipate following these structures beginning Monday, April 20.

\*\*\*\*\*

**Elementary School**

*In what range of ways can I expect the teacher to engage my student in the “learning zone”?*

- Post daily or weekly schedule of lessons
- Communicate with the classroom through Zoom, via phone or through email
- Assign independent work; tutorials
- Provide feedback on daily work
- Hold “office hours” (open-ended; student specific needs; student/parent consultation)
- Differentiate outreach (teacher to student); individual or group assistance
- Provide flexible options for families who need a different schedule

*What should my student be doing in the learning zone?*

- Visit classroom website to access scheduled lessons
- Communicate with teacher(s) and submit completed assignments

*How should my student engage in learning outside of the learning zone?*

- Learning, as a continuous process, should happen throughout the day and can be student/family initiated in addition to teacher assigned
- Engage in 20 minutes of i-Ready reading and math each day
- Exercise; students need physical activity and mental breaks each day

*What is the commitment to completing independent work?*

- Washington state’s Office of the Superintendent of Public Instruction (OSPI) recommends the student commitment for each day should not exceed 45 minutes for K–1, 60 minutes for 2–3, and 90 minutes



for grades 4–5. This is not a maximum number of minutes a student should be engaged in learning per day. Required independent work assigned by your teacher (not counting instruction) should be able to be completed within these guidelines.

- If you or your child are concerned over the workload assigned, please connect with your teacher. The common approach in these uncommon times is to keep the social-emotional needs of our students and families in the forefront; to monitor and adjust the “just right” approaches for new learning with students’ and families’ unique situations in mind.

**Sample daily schedule – Elementary students**

| <b>Time</b>  | <b>M</b>   | <b>T</b>   | <b>W</b>   | <b>Th</b>  | <b>F</b>   |
|--------------|--|--|--|--|--|
| <b>8:00</b>  | Breakfast  | Breakfast  | Breakfast  | Breakfast  | Breakfast  |
| <b>9:00</b>  | <i>Learning Zone</i>   | <i>Learning Zone</i>   | <i>Learning Zone</i>   | <i>Learning Zone</i>   | <i>Learning Zone</i>   |
| <b>11:30</b> | Lunch and Physical Activity  | Lunch and Physical Activity  | Lunch and Physical Activity  | Lunch and Physical Activity  | Lunch and Physical Activity  |
| <b>1:00</b>  | Elementary specialists or time to explore something students have always wanted to learn about | Elementary specialists or time to explore something students have always wanted to learn about | Elementary specialists or time to explore something students have always wanted to learn about | Elementary specialists or time to explore something students have always wanted to learn about | Elementary specialists or time to explore something students have always wanted to learn about |
| <b>2:00</b>  | Independent reading and i-Ready 20 minutes   | Independent reading and i-Ready 20 minutes   | Independent reading and i-Ready 20 minutes   | Independent reading and i-Ready 20 minutes   | Independent reading and i-Ready 20 minutes   |
| <b>3:00</b>  | Math practice and i-Ready 20 minutes   | Math practice and i-Ready 20 minutes   | Math practice and i-Ready 20 minutes   | Math practice and i-Ready 20 minutes   | Math practice and i-Ready 20 minutes   |

\*\*\*\*\*

**Middle School**

*In what range of ways can I expect teachers to engage my student in the learning “periods”?*

- Post daily or weekly schedule of lessons
- Communicate with the classroom through Zoom, via phone or through email
- Assign independent work; tutorials
- Provide feedback on daily work
- Hold “Office hours” (open-ended; student specific needs; student/parent consultation)
- Differentiate outreach (teacher to student); individual or group assistance
- Provide flexible options for families who need a different schedule

*What should my student be doing in the learning periods?*

- Visit classroom website to access scheduled lessons
- Communicate with teacher(s) and submit completed assignments

*How should my student engage in learning outside of the periods?*

- Learning, as a continuous process, should happen throughout the day and can be student/family initiated in addition to teacher assigned
- Engage in 20 minutes of i-Ready reading and math each day (if your school is participating in i-Ready)
- Exercise; students need physical activity and mental breaks each day

*What is the commitment to completing independent work?*

- Washington state’s Office of the Superintendent of Public Instruction (OSPI) recommends the student commitment for each day in grades 6-8 should not exceed 2.5 hours. This is not a maximum number of minutes a student should be engaged in learning per day. Required independent work (not counting instruction) should be able to be completed within these guidelines.
- If you or your child are concerned over the workload assigned, please connect with your teachers. The common approach in these uncommon times is to keep the social-emotional needs of our students and families in the forefront; to monitor and adjust the “just right” approaches for new learning with students’ and families’ unique situations in mind.

**Sample daily schedule – Middle school students**

| <b>Time</b>        | <b>M</b>  | <b>T</b>  | <b>W</b>  | <b>Th</b>   | <b>F</b>  |
|--------------------|---|---|---|---|---|
| <b>8:00-10:00</b>  | Breakfast & independent reading                       | Breakfast & independent reading                       | Breakfast & independent reading                       | Breakfast & independent reading                       | Breakfast & independent reading                       |
| <b>10:00-10:45</b> | Independent work / connect with teachers as necessary | Independent work / connect with teachers as necessary | Independent work / connect with teachers as necessary | Independent work / connect with teachers as necessary | Independent work / connect with teachers as necessary |
| <b>10:45-11:30</b> | Period 1  | Period 4  | Period 1  | Period 4  |   |
| <b>11:30-1:00</b>  | Lunch and Physical Activity                           | Lunch and Physical Activity                           | Lunch and Physical Activity                           | Lunch and Physical Activity                           | Lunch and Physical Activity                           |
| <b>1:05-1:50</b>   | Period 2  | Period 5  | Period 2  | Period 5  | Electives   |
| <b>1:55-2:40</b>   | Period 3  | Period 6  | Period 3  | Period 6  | Independent work / connect with teachers as necessary |
| <b>2:45-3:30</b>   | Independent work / connect with teachers as necessary | Period 7  | Independent work / connect with teachers as necessary | Period 7  |   |

\*\*\*\*\*

## **High School**

*In what range of ways can I expect teachers to engage my student in the learning “periods”?*

- Post daily or weekly schedule of lessons
- Communicate with the classroom through Zoom, via phone or through email
- Assign independent work; tutorials
- Provide feedback on daily work
- Hold “Office hours” (open-ended; student specific needs; student/parent consultation)
- Differentiate outreach (teacher to student); individual or group assistance
- Provide flexible options for families who need a different schedule

*What should my student be doing in the learning periods?*

- Visit classroom website to access scheduled lessons
- Communicate with teacher(s) and submit completed assignments

*How should my student engage in learning outside of the learning periods?*

- Learning, as a continuous process, should happen throughout the day and can be student/family initiated in addition to teacher assigned
- Exercise; students need physical activity and mental breaks each day

*What is the commitment to completing independent work?*

- Washington state’s Office of the Superintendent of Public Instruction (OSPI) recommends the student commitment for each day in grades 9-12 should not exceed 3 hours. This is not a maximum number of minutes a student should be engaged in learning per day. Required independent work (not counting instruction) should be able to be completed within these guidelines.
- If you or your child are concerned over the workload assigned, please connect with your teachers. The common approach in these uncommon times is to keep the social-emotional needs of our students and families in the forefront; to monitor and adjust the “just right” approaches for new learning with students’ and families’ unique situations in mind.

## Sample daily schedule – High school students

| Time               | M   | T   | W   | Time              | Th  | F   |
|--------------------|---|---|---|-------------------|---|---|
| <b>8:00-9:00</b>   | Breakfast & independent reading                       | Breakfast & independent reading                       | Breakfast & independent reading                       | <b>8:00-9:00</b>  | Breakfast & independent reading                       | Breakfast & independent reading                       |
| <b>9:00-10:00</b>  | Independent work / connect with teachers as necessary | Independent work / connect with teachers as necessary | Independent work / connect with teachers as necessary | <b>9:05-9:50</b>  | <i>5 min. transition</i>                              |   |
|                    |   |   |   |                   | Period 1 (45 min.)                                    | Period 4 (45 min.)                                    |
| <b>10:00-11:30</b> | Period 1  | Period 3  | Period 5  | <b>9:55-10:40</b> | <i>5 min. transition</i>                              |   |
|                    |   |   |   |                   | Period 2 (45 min.)                                    | Period 5 (45 min.)                                    |
|                    |   |   |   |                   | <i>5 min. transition</i>                              |   |
| <b>11:30-1:00</b>  | Lunch and Physical Activity                           | Lunch and Physical Activity                           | Lunch and Physical Activity                           | <b>11:30-1:00</b> | Lunch and Physical Activity                           | Lunch and Physical Activity                           |
|                    |   |   |   |                   |   |   |
| <b>1:00-2:30</b>   | Period 2  | Period 4  | Period 6  | <b>1:00-2:30</b>  | Independent work / connect with teachers as necessary | Independent work / connect with teachers as necessary |
| <b>2:30-3:30</b>   | Independent work / connect with teachers as necessary | Independent work / connect with teachers as necessary | Independent work / connect with teachers as necessary | <b>2:30-3:30</b>  | Independent work / connect with teachers as necessary | Independent work / connect with teachers as necessary |

\*\*\*\*\*

## ECEAP and Developmental Preschool – AM/PM sessions

*In what range of ways can I expect the teacher to engage my student in the “learning zone”?*

- Post daily or weekly schedule of lessons
- Communicate with the classroom through Zoom, via phone or through email
- Assign independent work; tutorials
- Provide feedback on daily work
- Hold “Office hours” (open-ended; student specific needs; student/parent consultation)
- Differentiate outreach (teacher to student); individual or group assistance
- Provide flexible options for families who need a different schedule

*What should my student and I be doing in the learning zone?*

- Visit classroom website to access scheduled lessons
- Communicate with teacher(s) and complete assignments or activities
- Aim to engage in one activity per area of focus (reading, math, science, social-emotional)
- Talk, talk, talk with your child! Conversations and questions encourage language development
- Limit screen time and keep activities hands-on, active, and engaging
- Remember you are your child’s first teacher and your interactions and play encourage brain development

*How should my student engage in learning outside of the learning zone?*

- Learning, as a continuous process, should happen throughout the day and can be student/family initiated in addition to teacher assigned
- Exercise; students need physical activity and mental breaks each day

*What is the commitment to completing independent work?*

- The Office of the Superintendent of Public Instruction (OSPI) recommends the student commitment for each day should not exceed 30 minutes for PreK students. This is not a maximum number of minutes a student should be engaged in learning per day. Required independent work assigned by your teacher (not counting instruction, such as Zoom class meetings) should be able to be completed within these guidelines.
- If you or your child are concerned over the workload assigned, please connect with your teacher. The common approach in these uncommon times is to keep the social-emotional needs of our students and families in the forefront; to monitor and adjust the “just right” approaches for new learning with students’ and families’ unique situations in mind.

**Sample daily schedule – PreK students**

| <b>Time</b>                                 | <b>M</b>   | <b>T</b>   | <b>W</b>   | <b>Th</b>  | <b>F</b>   |
|---|--|--|--|--|--|
| <b>8:00-9:00</b>                            | Breakfast  | Breakfast  | Breakfast  | Breakfast  | Breakfast  |
| <b>9:00-11:30</b><br><b>“Learning Zone”</b> | Teachers engage students in learning: e.g., circle time, student learning activities | Teachers engage students in learning: e.g., circle time, student learning activities | Teachers engage students in learning: e.g., circle time, student learning activities | Teachers engage students in learning: e.g., circle time, student learning activities | Student independent work at home                                 |
| <b>11:30-1:00</b>                           | Lunch and Physical Activity  | Lunch and Physical Activity  | Lunch and Physical Activity  | Lunch and Physical Activity  | Lunch and Physical Activity                                      |
| <b>1:00-2:00</b>                            | Independent work / connect with teachers as necessary                                | Independent work / connect with teachers as necessary                                | Independent work / connect with teachers as necessary                                | Independent work / connect with teachers as necessary                                | Open choice at home; arts/crafts                                 |
| <b>2:00-3:30</b>                            | Time to explore something they have always wanted to learn about                     | Time to explore something they have always wanted to learn about                     | Time to explore something they have always wanted to learn about                     | Time to explore something they have always wanted to learn about                     | Time to explore something they have always wanted to learn about |

## K-12 Sampling of Student Learning and Engagement - Week of April 20, 2020

### Elementary Sampling

Opinion writing

<https://drive.google.com/file/d/1iSOoomfRSOj9mJZeHGOtywQcAXRtesLA/view?usp=sharing>

<https://drive.google.com/open?id=1G7T7rltKXvrB1psdprxFVwSJbLePgMz5>

Interdisciplinary weekly schedule

[https://epscloud-my.sharepoint.com/:b:/g/personal/10469\\_apps\\_everettsd\\_org/Ea2o1WzRCV9NtfOuAzLd5QYBfEvo6pohcKCvtswubvouUQ?e=wBALmz](https://epscloud-my.sharepoint.com/:b:/g/personal/10469_apps_everettsd_org/Ea2o1WzRCV9NtfOuAzLd5QYBfEvo6pohcKCvtswubvouUQ?e=wBALmz)

Sample “learning zone” schedule

| Learning Zone Schedule: April 20th - April 24th  |  |  |                                   |   |
|--|--|--|-----------------------------------|---|
| Monday   | Tuesday                                  | Wednesday  | Thursday                          | Friday                                  |
| 9:30 Zoom and goals!<br>Reading<br>Writing<br>Math   | 9:30 Zoom!<br>Reading<br>Science<br>Math | Learning Zone 9:00-11:30<br>Reading<br>Writing<br>Math | Reading<br>Social Studies<br>Math | Noon Zoom<br>Reading<br>Writing<br>Math |
| Zoom Library   | PE                                       | 1:00-2:00 Specialist<br>Zoom PE                        | Art                               | Music                                   |
| 2:00-3:30<br>iReady Math, iReady Reading, Read to Self, AR Test, Typing, and Math Practice |  |  |                                   |   |

Student work

<https://www.everettsd.org/Page/33227>


2<sup>nd</sup> grade science with Solid, Liquid, Gas Matter Dance demonstrations: [Matter Dance.mp4](#)

Science video:

[https://drive.google.com/file/d/15MdJs7dBhPkzpC\\_PbhL1byhY\\_lfc8tut/view?ts=5e9e2761](https://drive.google.com/file/d/15MdJs7dBhPkzpC_PbhL1byhY_lfc8tut/view?ts=5e9e2761)

Math video: working through productive struggle

<https://drive.google.com/open?id=1D5qXqcAAH6NHhalYM9oltbNcA1zGKrBS>

|   |   |   |
|---|---|---|
| <p><b>Flip Grid</b></p> <p>Explain what mass is.</p> <p>Then, compare two objects using grams and/or kilograms. Make sure to complete the math lesson first.</p>                      | <p><b>Language Arts</b></p>   | <p><b>SR/AR</b></p> <p>Read a book for at least 20 min. per day. Take an AR test.</p> <p>Join the EPIC! monthly challenge. Click on the link and complete as many days as you can for the month of April.</p> |
| <p><b>Math</b></p> <p>What is Mass?</p> <p>Go through the slides &amp; listen to the videos. Then, complete the 15-3 practice page and take the Kahoot Challenge (1 time please).</p> | <p><b>Week of 4/27-5/1 Weekly Work Gameboard</b></p> <p><b>Rules:</b></p> <ol style="list-style-type: none"> <li>1. Have fun!</li> <li>2. Complete as many of the squares as you can, in any order you choose.</li> <li>3. Use the "fill" tool to color in each box as you complete it!</li> <li>4. Take breaks!! Don't try to finish everything quickly. Pace yourself!</li> </ol> | <p><b>Writing</b></p>   |
| <p><b>Science</b></p> <p><a href="#">The Science of Stretchy Cheese.</a></p> <p>Watch the video and try the experiment with your parents.</p>   | <p>Just highlight the square and click on the paint bucket to fill. If you don't see the paint bucket, click on the three dots on the top right of the screen  ←like this</p>  | <p><b>Grammar</b></p> <p><a href="#">Adjectives</a></p> <p>Click to watch the short video. Then, do the activities in google classroom. You can rewatch the video as many times as you need.</p>              |

PE pre-recorded Zoom workout (This is a workout!): <https://flipgrid.com/6e07e1e7>

Social Club:





**Tangram Challenge** ☆ 📄

File Edit View Insert Format Slide Arrange Tools Add-ons Help [Last edit was yesterday at 12:23 PM](#) Present

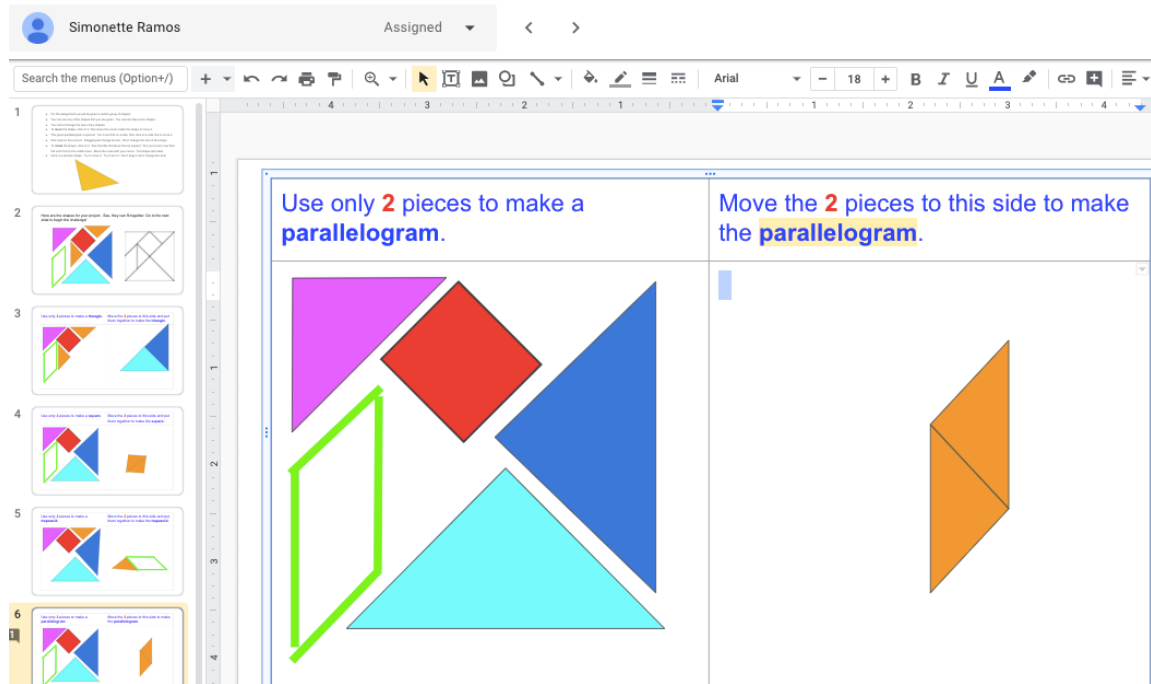
Background Layout Theme Transition

1. [Thumbnail: Introduction to tangram shapes]
2. [Thumbnail: Basic shapes and their properties]
3. [Thumbnail: Moving shapes]
4. [Thumbnail: Rotating shapes]
5. [Thumbnail: Practice shape]
6. [Thumbnail: Practice shape]
7. [Thumbnail: Practice shape]

- For the assignment you will be given a certain group of shapes.
- You can use any of the shapes that you are given. You cannot make more shapes.
- You cannot change the size of any shapes.
- To **move** the shape, click on it, then leave the cursor inside the shape to move it.
- The green parallelogram is special. You must click on a side, then click on a side line to move it.
- Don't pull on the corners. Dragging will change its size. Don't change the size of the shape.
- To **rotate** the shape, click on it. See the little dot above the top square? Put your cursor over that dot until it turns into a little cross. Move the cross with your cursor. The shape will rotate.
- Here is a practice shape. Try to move it. Try to turn it. Don't drag it, don't change the size!

Click to add speaker notes





<https://docs.google.com/presentation/d/1UTq7DKNoNenFjYOppPktI3enmIQohCAJr9Yg6pFNUY8/edit?usp=sharing>

<https://flipgrid.com/2a2ea087> - Musical performance - music/all grades

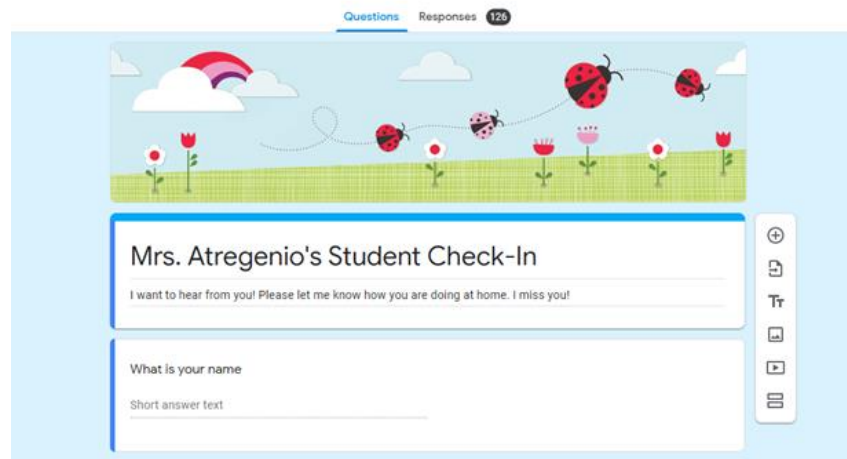
Start of Poetry Month:

[https://docs.google.com/presentation/d/1z4ndDpSvQ\\_sHwHWIdRF6UZ8qBzT29aK-W7sHw4fL\\_w/edit?usp=sharing](https://docs.google.com/presentation/d/1z4ndDpSvQ_sHwHWIdRF6UZ8qBzT29aK-W7sHw4fL_w/edit?usp=sharing)

5th grade Loom: How to set-up google classroom

<https://www.loom.com/share/e01e0306bfb54153b62d3cbbfc9652a1>

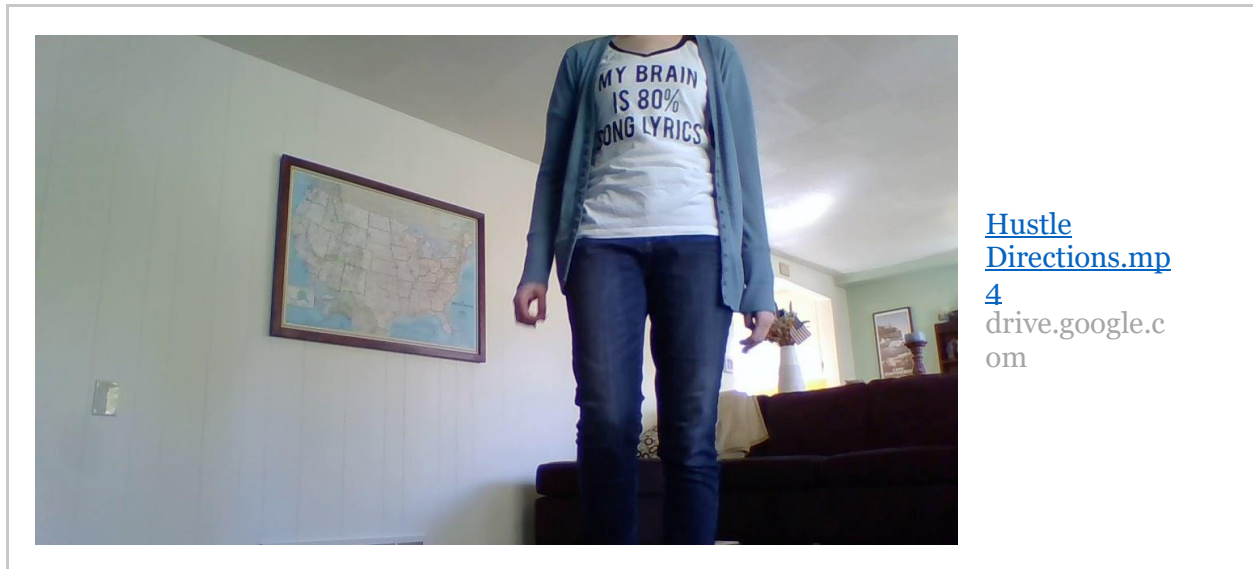
Counselor check in: Note 126 responses:



Virtual awards:



Website: <https://www.everettsd.org/mce-jhafner>: Music & Movement Videos



[Hustle  
Directions.mp  
4  
drive.google.c  
om](https://drive.google.com/file/d/1HustleDirections.mp4)

### Secondary sampling

Forces and Motion: You and some friends are at the park . You find some rope and decide you'd like to play a game of tug-of-war. Unfortunately, there are 5 people so you can't have an equal amount of people on each side. One of your friends suggests that the two biggest people should be on one side, while the three smaller people should be on the other side. Do you think this is a fair way to split up teams? Why or why not?

Question: What causes objects to move or stay still?  
 Open up PhET simulation "Forces and Motion." [Forces and Motion: Basics](#)

**Visual Patterns**

Draw the next two patterns.  
 Complete the table.  
 Describe how the pattern is changing.  
 Label the x and y axis and determine scale.  
 Graph the pattern.  
 Proportional or Not?  
 Linear or Non-linear?  
 If linear, y-intercept is (0, ...)  
 If linear, slope is ...  
 If linear, write an equation.  
 $y = 2x + 1$   
 $y = 2x - 1$

Handwritten notes on the graph:  
 $y = 2x + 1$   
 $y = 2x - 1$   
 X = pattern  
 Y = cubes

**Jessica Sowa**  
 Apr 19

Hello Students:  
 Now that we know that distance learning will continue through the end of the school year, we are going to continue with the 8th grade content we left off on a few weeks ago. The activities for this week will introduce the laws of motion. Please work through the activities at your own pace, watch the video summarizing the science concepts, and then complete and turn-in the reflection activity assigned in Google classroom. Here is a checklist to help you:

**Activity #1: Reviewing Forces**

Go to BrainPOP using this link. Remember to use Gateway1 for the username and password  
 Forces Video - <https://www.brainpop.com/science/energy/forces/>  
 Test your knowledge about forces by taking this "quiz". Again, use Gateway1 for the username and password.  
 Forces Quiz - <https://www.brainpop.com/science/energy/forces/quiz/>  
 Go to Explore Learning and login with the username and password when you created your account. If you forgot what they are, email me and I will send them to you. These simulations replace a lab we would have done in class. Use the worksheet "Fan Cart Physics" to help guide you through the simulation. You do not have to "turn-in" this worksheet.  
 Fan Cart Physics Gizmo - <https://www.explorelarning.com/index.cfm?method=cResource.dspView&ResourceID=403>

**Activity #2: Newton's 1st Law of Motion**

Go to Explore Learning and login with the username and password when you created your account. If you forgot what they are, email me and I will send them to you. These simulations replace a lab we would have done in class. Use the worksheet "Force and Fan Carts" to help guide you through the simulation. You do not have to "turn-in" this worksheet.  
 Force and Fan Carts Gizmo: <https://www.explorelarning.com/index.cfm?method=cResource.dspView&ResourceID=614>  
 Watch this video to gain more understanding of Newton's 1st Law. Answer the questions as you go. It is not graded, but they help you focus on the content.  
 1st Law of Motion Video and Questions - <https://edpuzzle.com/media/5e8cb0ae6d7c123edb5fb17a>

**Summary and Reflection (check-in) Assignment**

Watch the video "1st Law of Motion Reviewing Our Learning" that summarizes the concepts taught in each activity and take notes in your notebook.  
 Do the Reflection Assignment "Reflection - Newton's 1st Law of Motion" by typing your answers into the assignment and then click turn-in" to send it to me. You DO have to turn in this assignment.

**Force and Fan Carts - Ine...**  
 Word

**Fan Cart Physics - Newto...**  
 Word

**1st Law of Motion Review...**  
 Video



- Account
- Dashboard
- EPS Portal
- Courses
- Calendar
- Inbox
- Commons
- Help

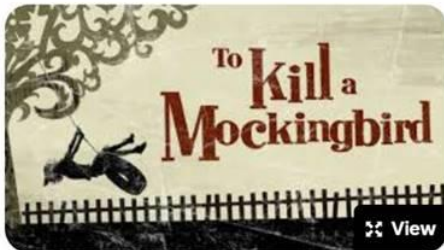
- Semester 2 MS
- Home
  - Announcements
  - Springboard
  - Assignments
  - Flipgrid
  - Modules
  - Google Drive
  - Syllabus
  - Wazzle Gradebook
  - Britannica School
  - Badges

## Multimedia Share Out

Due Tuesday by 2pm Points None

Hello, we will be sharing out multimedia projects via Flipgrid on Tuesday. Please have your project attached by Tuesday at 9pm to the TKAM flipgrid. Instruction are in the flipgrid and below. If you have trouble please reach out via email or remind.

- 1. Follow all instructions for the project on Canvas
- 2. Go to the Flipgrid Title either English 1 TKAM inside the "Enrichment Opportunities" grid
- To attach your finished project, click on "Record a Response" and follow any of these steps:
  - Plan a. Hover your mouse over the box with the arrow to upload your downloaded project- your project must be saved as a file on your computer to do this.
  - Plan b. Hover your mouse over the three dots to reveal video options
  - Plan c. Record a short intro and follow the prompts. Before submitting, attach the link
- 3. Your video will be approved by Mrs. Walsh on Apr. 27/28 and viewed by your peers.
- Tip: Allow enough time to download attach this project to Flipgrid!



To attach your finished project, click on "Record a Response" and follow any of these steps:

**Plan A Video Projects Only-** Hover your mouse over the box with the arrow (two over from record button) to upload your downloaded project- your project must be saved as a video file on your computer to do this.

**Plan B Video and Google Slide-** Hover your mouse over the three dots to the left of the record button reveal video options. Here you...

[Show more](#)



## US History Weekly Schedule

April 20-24, 2020

### Learning Targets

Define and identify the rights in the Fourth Amendment.

### Success Criteria

Correctly define the Fourth Amendment in my own words.  
 Correctly answer 5 out of 9 provided scenarios.  
 Match 6 out of 8 vocabulary terms with the correct definition.

### Links/Resources

[Amendment 4 Video: "Your Fourth Amendment Right to Privacy"](#)

[Video Lesson from Ms. Ulke](#)

[PowerPoint Lesson for Review](#)

*Optional Extension Activities*

[Search and Seizure: Crash Course Video](#)

[U.S. Supreme Court 360° Virtual Tour](#)

### Assignment Turn-in Directions

Take the Amendment 4 Quiz in Canvas.

Go to Canvas, Quizzes, "Amendment 4 Quiz"

| Time | 20 Monday<br>April | 21 Tuesday<br>April | 22 Wednesday<br>April | 23 Thursday<br>April | 24 Friday<br>April |
|------|--------------------|---------------------|-----------------------|----------------------|--------------------|
| *    | Amendment 4-Step 1 |                     | Amendment 4-Step 3    |                      |                    |
|      | Amendment 4-Step 2 |                     | Office hours 3-3:30p  |                      |                    |

\* See Daily Schedule for your class time. The Daily Schedule can be found on the Evergreen Website and on my Webpage.

### Assignment Directions

#### Monday

[Step 1: Click here to watch the video "Your Fourth Amendment Right to Privacy"](#)

[Step 2: View the PowerPoint video lesson from Ms. Ulke](#)

#### Wednesday

[Step 3: Review PowerPoint Lesson](#)

[Rewatch the video "Your Fourth Amendment Right to Privacy"](#)

Go to Canvas, Quizzes, and take the "Amendment 4 Quiz"

**Cascade webinar attached separately- Narrated by Mr. Takayoshi**

#### List of Activities for Week 4 (4/20-4/24)

Alright everyone, I have been trying to learn more technology and how to integrate it into the week's activities. Please let me know if something isn't working. We are all in this together!



Watch [this video](#) to see how we are going to track work being done.

**Riddle time! First person to email me their guess AND is correct will be mailed a prize. :) My husband says it is difficult so let's see who is up to the challenge. [Here is the riddle!](#)**

**Activity #1-** If you haven't listened to the first 5 podcasts, catch up now!

[Episode 1](#)

[Episode 2](#)

[Episode 3](#)

[Episode 4](#)

[Episode 5](#)

**Activity #2-** Listen to [6 Minute Podcast Episode 6](#) and answer this [question](#).

**Activity #3-** Watch this [short video](#) from Jason Reynolds about this week's writing prompt. Type your response in [No Red Ink here](#).



# Flip It Fitness

Flip a coin and complete the activity. Keep repeating for 30 minutes



| FLIP NUMBER | HEADS                 | TAILS                         |
|-------------|-----------------------|-------------------------------|
| Flip 1      | 10 Tricep Dips        | 20 High Plank Shoulder Taps   |
| Flip 2      | 5 Push-ups            | 10 Bicycle Crunches           |
| Flip 3      | 5 Curl-ups            | 5 Sit-ups                     |
| Flip 4      | 10 Second Plank Hold  | 10 Second Push-up Hold        |
| Flip 5      | 10 Second Squat Jumps | 10 Plank Up and Downs         |
| Flip 6      | 10 Pushups            | 15 Crunches                   |
| Flip 7      | 5 Squats              | 6 Lunges                      |
| Flip 8      | 10 Push-ups           | 5 V-ups                       |
| Flip 9      | 10 Second Squat Hold  | 10 Second Lunge Hold each leg |
| Flip 10     | 5 Burpees             | 10 Deep Breaths!!             |

## K-12 Sampling of Student Learning and Engagement – Week of April 27

### Elementary sampling

Student Gravity and Air Resistance Project

Adobe Spark: <https://spark.adobe.com/video/e7XHigJ8cfpFU>

Static Electricity Online Lesson

Learning Objectives:

- Students will be able to determine the variables that affect how positive and negative objects interact.
- Students will be able to predict how positive and negative objects will interact.

1. Look at the photos below.



**Why** do balloons stick to things (like hair) after being rubbed on your head? And would two balloons repel from each other after being rubbed on your head?

**Use words and/or pictures to describe your ideas** about what might be going on.

2. Let's look at the **Balloons and Static Electricity simulation**:

<https://tinyurl.com/m2z4coq>

Math lesson: <https://www.loom.com/share/93bc769c24ae4c6eaf6d77070675b3ed>

2nd grade writer's workshop.mp4

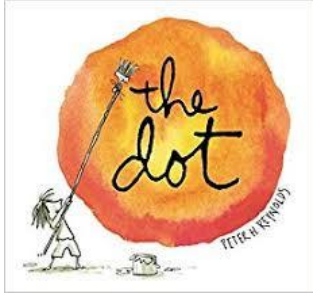
**Self-paced SEL Lessons**

<https://share.nearpod.com/vsph/TgDBicbqMu>

**Tumble**

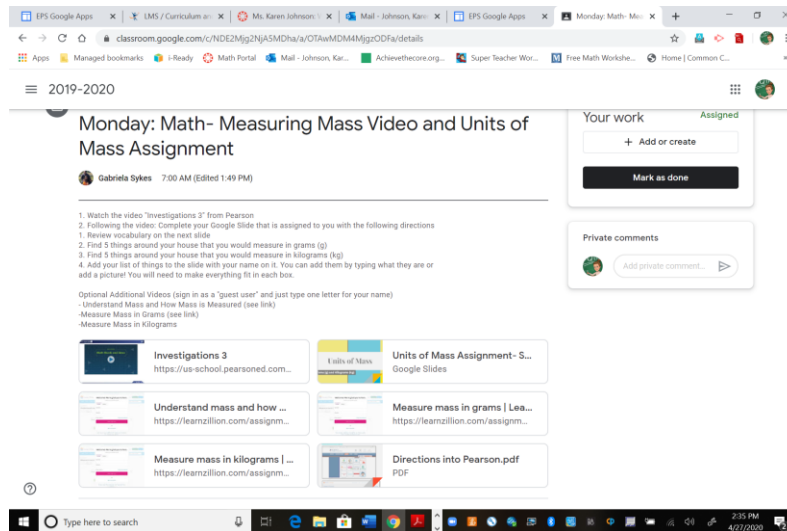
**books:** <https://www.tumblebooklibrary.com/Default.aspx?ReturnUrl=%2fTumbleSearch.aspx>





Questions to think about:

- Both of our character in, *Ish* and, *The Dot*, face a challenging of feeling discouraged with their art. How did Ramon and Vashti overcome their difficulties?
- Did Ramon and Vashti overcome their feels of discouragement in similar or different ways? Explain.
- How are Ramon and Vashti the same? How are these characters different?
- Has there ever been a time that you have felt discouraged like Ramon and Vashti felt when they thought they were not good artists? How did you overcome this?
- Is their anyone in your own life that reminds you of a character in the story? Explain why or why not?



- Life Skills: Ten Frame Math Circus Counting [https://docs.google.com/presentation/d/1fd1WsB5BvwCqXv3iice1c5qn5M3\\_aBGK-6dob2AcUba/edit#slide=id.g3d8a2a560f\\_o\\_o](https://docs.google.com/presentation/d/1fd1WsB5BvwCqXv3iice1c5qn5M3_aBGK-6dob2AcUba/edit#slide=id.g3d8a2a560f_o_o)
- Life Skills: Play Dough Recipe with the use of student communication PODS (Gail Tamura – paraeducator) [https://drive.google.com/file/d/1enNF3dGAZFzFiQdjH\\_CDSEcCE2pr4JoV/view](https://drive.google.com/file/d/1enNF3dGAZFzFiQdjH_CDSEcCE2pr4JoV/view)
- Life Skills: Seed Math [https://drive.google.com/file/d/1pacKkauljIL\\_okJ-PHViczVwDzVg7EDv/view](https://drive.google.com/file/d/1pacKkauljIL_okJ-PHViczVwDzVg7EDv/view)

<https://flipgrid.com/2a2ea087> - Musical performance - music/all grades

## Secondary sampling

6<sup>th</sup> Grade: [https://docs.google.com/document/d/1H1yGbiNM8xJjSJgxr42yujSj\\_g9u5XkUpCBBDSiOlZM/edit?usp=sharing](https://docs.google.com/document/d/1H1yGbiNM8xJjSJgxr42yujSj_g9u5XkUpCBBDSiOlZM/edit?usp=sharing)

7<sup>th</sup> Grade: <https://docs.google.com/document/d/1abYDuU83Zev52k3IIw7X4NJKiv6nSDOn-fK-CrXFL-8/edit?usp=sharing>

Alg II Trig [P2 Wambold - CHS] > Pages > Using the Unit Circle

Semester 2 HS

View All Pages

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## Using the Unit Circle

**Learning Targets:** How do the coordinate points on the unit circle relate to sine, cosine, and tangent?

First, watch the video below, then follow the rest of the instructions.

<https://youtu.be/ozdfLAXBT8Y>



Now watch the [EdPuzzle](#) video "Using the Unit Circle" and use it to complete your notes and assignment in OneNote.

Remember, you may go at your own pace and pause/rewind as you need to.

If you need more support or practice, check out these Khan Academy options:

[Unit Circle](#)

## Math of epidemics

Syllabus

Modules

Discussions

MyLab and Mastering

Grades

Chat

Google Drive

Office 365

Badges

Wazzle Gradebook

Pearson Easy Bridge

Wazzle Gradebook

Assignments

Quizzes

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People

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Settings

Week of 4/ 20: Math of Epidemics


Mr. Parr

Apr 19 at 5:26am

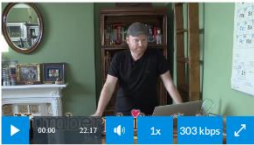
In these two videos you'll learn how organizations like the WHO and CDC do mathematical modelling to predict the growth of an epidemic.

The first video introduces the Susceptible - Infected - Recovered or SIR model and explains how we can use math to predict the behavior of an epidemic, whether it will subside or become a pandemic.

Video #1



Video #2 - Suggestion: start the video at 13:10.



**Prompt:**

- 1) After viewing video #1, explain why some epidemics subside and others become pandemic.
- 2) After viewing video #2, explain mathematically what it means to "flatten the curve."

Video: [https://www.youtube.com/watch?time\\_continue=76&v=nBJwo6pQ3h8&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=76&v=nBJwo6pQ3h8&feature=emb_logo)

**USING LINEAR PROGRAMMING**

Example 4: A baker earns 15¢ profit per glazed doughnut  $g$ , and 40¢ profit per jelly doughnut  $j$ . If a customer wants to buy no more than a dozen doughnuts and wants to try at least one of each kind, what is the maximum profit the baker can earn?

Labeling using vocabulary

$$C = 6x - 4y$$

CONSTRAINTS *a limitation*  
 - *constraint*  $C$   
 OBJECTIVE FUNCTION

FEASIBLE REGION

VERTICES

E  
A  
S  
I  
B  
L  
E  
R  
E  
G  
I  
O  
N

LMS / Overview | Gradebook Grid | EPS Google App | Classwork for E | Promote Acad | Dashboard | Beautiful Questions

padlet.com/hlittle6/8po83zh71fc3jyqw

hlittle6 + 20 - 11d

### Beautiful Questions

Select a text we have read this year (play/novel) and write your name, the title, the author, and your beautiful question. Find an image to add that helps convey the question.

| Title                | Author                   | Name             | Question  | Image |
|----------------------|--------------------------|------------------|---|-------|
| The Yellow Wallpaper | Charlotte Perkins Gilman | Abigail Clark    | How different would The Yellow Wallpaper be if it were to be from the point of view of the man, John, and not the woman he controlled? Would we possibly be able to justify his reasoning for doing so if we got the other side of the story? |       |
| Hamlet               | W. Shakespeare           | Audrey Lin       | How does the failure to act on your own thoughts lead to missed opportunities or eventual madness from suppression of those thoughts?   |       |
| Heart of Darkness    | Joseph Conrad            | Esther Park      | Is there some type of meaning that we can take from a novel that is deemed morally incorrect? Or can we ethically ignore the blatant racism and choose to gain from an objective perspective?   |       |
| Trifles              | Susan Glaspell           | Yuna Kim         | To what extent does social expectations and gender disparities contribute to one's actions in revealing the truth?  |       |
| Heart of Darkness    | Joseph Conrad            | Prahas Pispipati | Will the masterpieces of the modern day eventually fall to the same level of criticism as we have for certain relics of the past?   |       |

**Teacher Comments**

You guys! I LOVE all of these! You demonstrate your ability to think about the text as a whole when you consider the

2:23 PM 4/28/2020



### Step One: Define Civil Disobedience

Step Two: Pick **two** of the following quotes and **explain** how those quotes **relate** to the idea of **Civil Disobedience**. Make sure that in your explanation you include: who said the quote, and introduce the quote with a transition.

**For example** - According to Martin Luther King Jr., "I became convinced..."

1. "If the machine of government is of such a nature that it requires you to be the agent of injustice to another, then, I say, break the law" Henry David Thoreau

2. "Never do anything against conscience even if the state demands it." Albert Einstein

3. "You're not supposed to be so blind with patriotism that you can't face reality. Wrong is wrong, no matter who says it." Malcolm X.

4. "We should never forget that everything Adolf Hitler did in Germany was 'legal' and everything the Hungarian freedom fighters did in Hungary was 'illegal'" Martin Luther King Jr.

5. "If you are neutral in situations of injustice, you have chosen the side of the oppressor. If an elephant has its foot on the tail of a mouse and you say that you are neutral, the mouse will not appreciate your neutrality." Bishop Desmond Tutu.

6. "I became convinced that noncooperation with evil is as much a moral obligation as is cooperation with good." Martin Luther King Jr.

7. "Protest beyond the law is not a departure from democracy; it is absolutely essential to it." Howard Zinn

Step Three: Reply to at least one other classmate's post. Remember digital literacy norms, and to be kind in your responses. It is okay to disagree, just respond in a way that demonstrates civil discourse.

## Video Response Form/ELA

### 11th Hour Second Viewing

Please use this form to answer the questions about the film.

How are graphs and data used to support the claim?

Your answer \_\_\_\_\_

How are experts used in the film? Does their opinion help support the claim?

Your answer \_\_\_\_\_

What else would help support the claim that humans are having an impact on climate change?

Your answer \_\_\_\_\_

How has the current pandemic helped with one of the key contributors of climate change?

Your answer \_\_\_\_\_

**Submit**

Questions Typed out:

How are graphs and data used to support the claim?

How are experts used in the film? Does their opinion help support the claim?

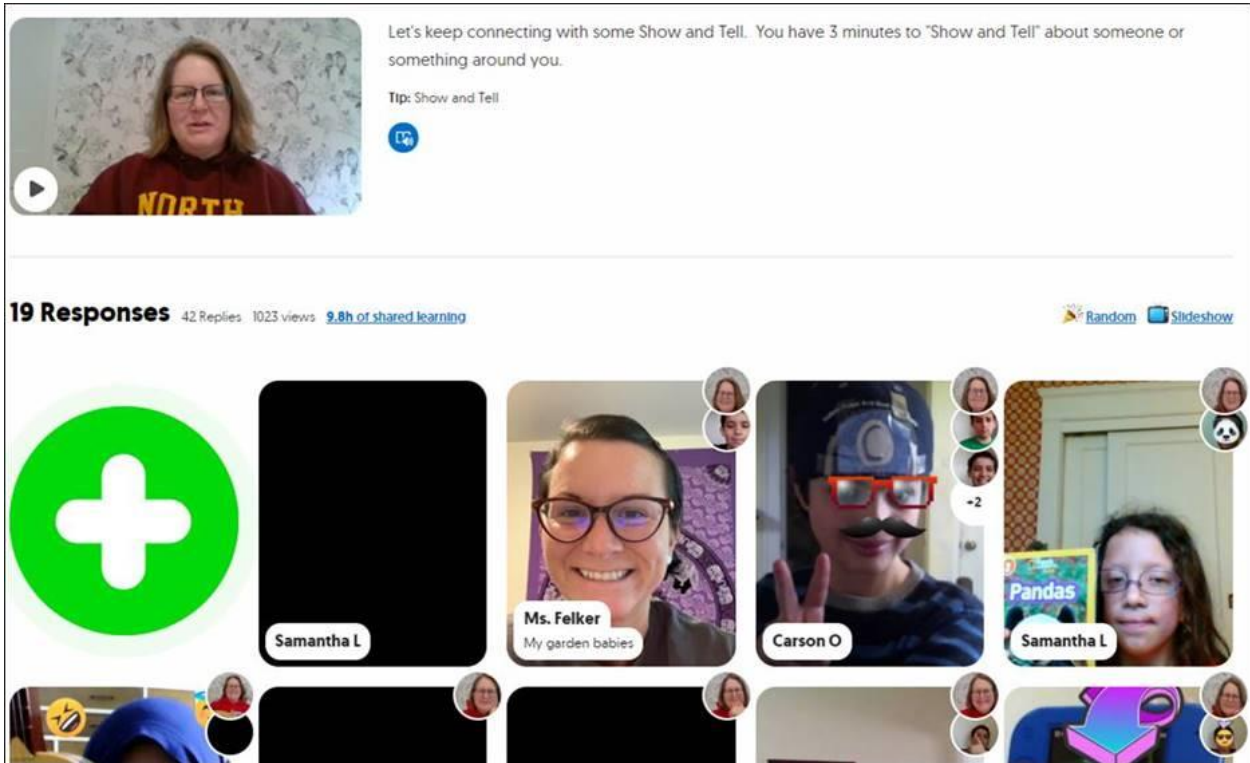
## Social emotional check-ins

Let's keep connecting with some Show and Tell. You have 3 minutes to "Show and Tell" about someone or something around you.

Tip: Show and Tell

19 Responses 42 Replies 1023 views 9.8h of shared learning

Random Slideshow



Ms. Felker  
My garden babies

Carson O

Samantha L  
Pandas

## first time (xyzia)

Print

Final Balance  
**\$157**

Correct  
**35**

Incorrect  
**1**

Accuracy  
**97%**

Questions

*great job. keep it up!*

## EL YouTube Channel, English Language Arts

Monica Sullivan  
25 subscribers

SUBSCRIBE

HOME VIDEOS PLAYLISTS CHANNELS DISCUSSION ABOUT

Remove channel approval for apps.everettsd.org REMOVE

Uploads ▶ PLAY ALL

Math Book pickup 11 views • 2 days ago

Planting seedlings 10 views • 6 days ago

New Week new schedule 15 views • 1 week ago

Both my cats say hello 17 views • 1 week ago

Hat day Spirit Week 15 views • 2 weeks ago

## PE Department

PE Workout: April 27<sup>th</sup> – May 1<sup>st</sup>

Do North Star Warm Up

Muscular Strength and Endurance:

25 Jumping Jacks (feet apart and touch hands at top)

1 -20 push ups

25 Windmills (feet apart arms horizontal touch opposite hand to opposite foot, repeat other arm, repeat 24 more times)

25 Jumping Jacks

30 -45 sit ups

10-25 Knee hops (feet together jump and bring knees chest high, small bounce in between)

25 Jumping Jacks (make sure you clap at top)

25 – 50 toe hops (six inches off the ground)

20 Diamond push ups (make a diamond with thumbs and index fingers)

Cardio: Find a set of stairs, starting with right foot do 10 minutes of walking up and down stairs. No stairs Run /Walk

Kindness act: Text or call a grandparent and say, "hello."

Let your teacher know When you complete daily workouts.

Thanks

3. Test your ideas about attraction and repulsion using the **Electric Field Hockey** simulation in the **Practice mode**. Go to the following link:  
<https://phet.colorado.edu/en/simulation/electric-hockey>

Now, develop strategies for the following challenges.

**You *should* be able to use your stylus to draw on the pictures below, and then upload the document. If you can't, draw it on a separate piece of paper, take a pic, and upload the pics with the finished document.**

Make a GOAL where puck takes the **SHORTEST amount of time** to get to the goal

**Draw your strategy** for placing positives or negatives in the picture below.

What **rules** are you using to determine **which direction** the puck moves?

---

---

---

What **rules** are you using to determine **how fast** the puck moves?

---

---

---

---

Make a GOAL where puck takes the **LONGEST amount of time** to get to the goal

**Draw your strategy** for placing positive or negative pucks in the picture below

What **rules** are you using to determine **which direction** the puck moves?

---

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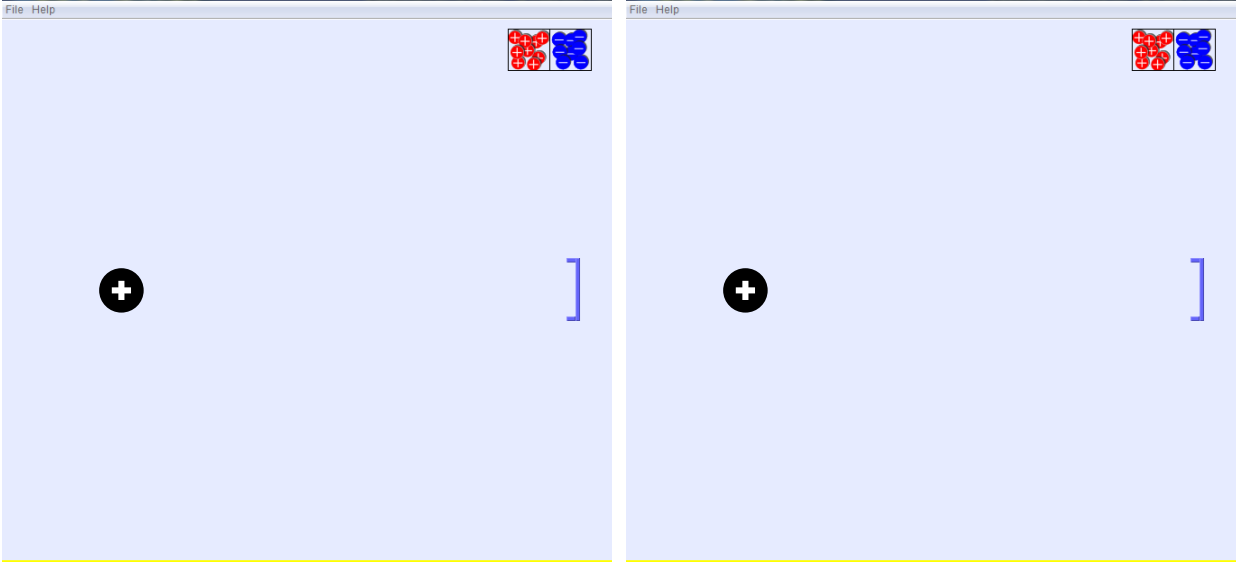
What **rules** are you using to determine **how fast** the puck moves?

---

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---



4. **Draw** where you might put pucks to get a goal with the **fewest pucks**.

**Explain why this works:**

---

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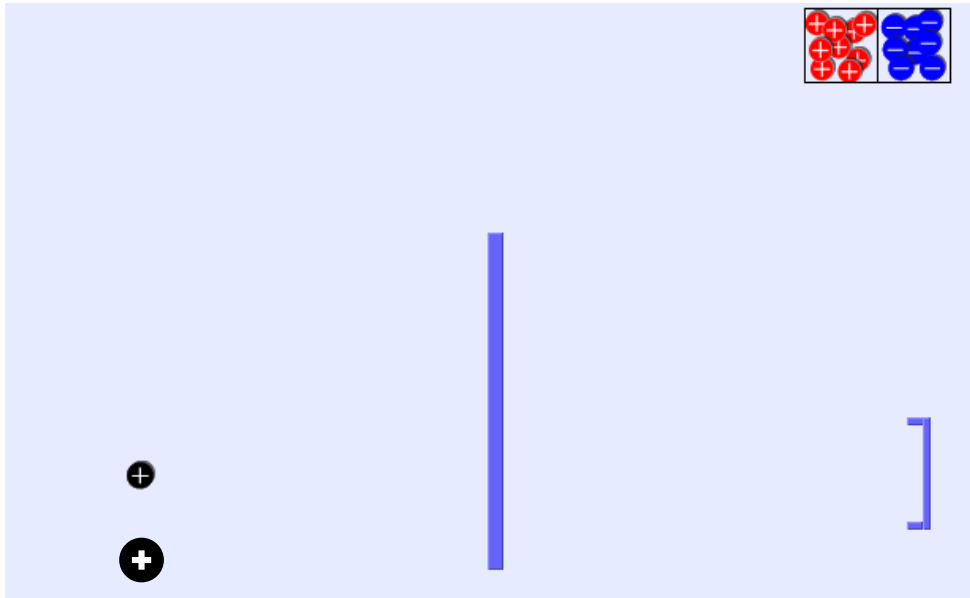
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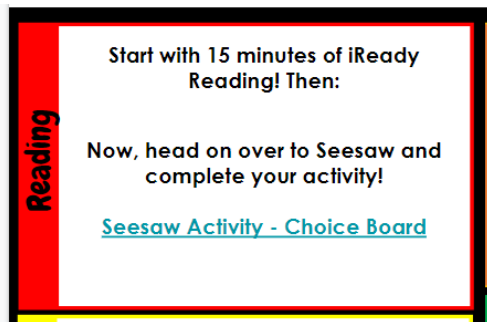
## K-12 Sampling of Student Learning and Engagement – Week of May 4

### Elementary sampling

Math: Click the picture for a link to the week's Math lessons



ELA: First grade reading and writing activities.



Link to the Seesaw activity: [Central Message on seesaw](#)



Link to the Seesaw activity: [Animal Research](#)

Science: click the slide to see this week's science unit

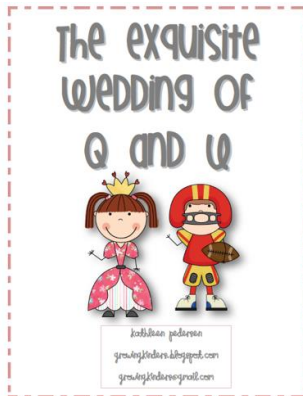


Singing and traveling with [Mrs. Williams](#)

Paraeducators coordinating **online Zoom Recess** meet ups for each grade level. The first recess had 30 students and several adults. Here is a sample invite for teachers to post to their classrooms.

*Heather and I are hosting an online recess for each grade. We will meet on Monday May 11th from 12:30 to 1:00. If you could share the invite with your classes, we would love to have them join us! We will be playing a game and giving the kids another opportunity to socialize.*


Reading



Weekly Lesson Plans

<https://www.everettsd.org/site/handlers/filedownload.ashx?moduleinstanceid=144206&dataid=163117&FileName=Team%20C-1%20Weekly%20Plan%2005-04-20.pdf>

**MONDAY'S Suggested Learning Plan**



**REMINDERS/UPDATES:**

- Student Zoom Meeting:** Today at 10:00 a.m.
- iReady:** Complete 20 minutes of iReady Reading.
- Parent Zoom Meeting:** Today at 1:30 p.m.
- Specialists:** Library with Ms. Binkley and Ms. Fruland

*Anything blue/underlined is a web link to the activity to help you find it faster.*

**Math:** Go to the [Volume: From Netting to Layers Lesson](#) in the Google Classroom:

- Watch Mrs. Hamner's Instructional Video
- Watch the Assignment How To Video
- Complete the Netting & Layers Google Slides Practice & TURN IN

**ELA:** Go to the [Woods Runner Intro Lesson](#) in the Google Classroom:

- Watch Mrs. Storms's Woods Runner Intro Lesson
- Complete the Blurb & Author's Note Google Slide Assignment & TURN IN

**Social Studies:** Go to the [Tea Act & Boston Tea Party Lesson](#) in the Google Classroom:

- Watch Mrs. Storms's Tea Act/Boston Tea Party Video Lesson
- Watch the Assignment How To Video
- Complete the Perspectives on the Boston Tea Party Google Form Assignment & TURN IN

**Space Colony:** [Attend 10:00 a.m. Zoom Meeting to discuss Memo from Earth.](#) Go to the [MICRO Twitter Space](#) in the Google Classroom:

- If you haven't, tweet a response to a fellow classmate's tweet to the Alarming Tweet Memo.

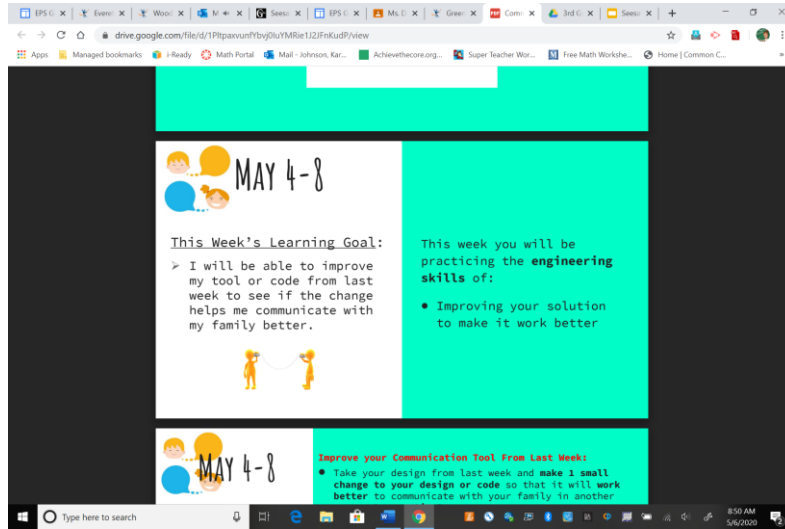
**Art:** Go to [3D Op Art Cube Day 1 Lesson](#) in the Google Classroom:

- Watch the first steps video lesson.
- Choose 6 designs and complete the rough draft/practice in pencil.

**Independent Reading:** Go to the [Independent Reading topic](#) in the Team C-1 Google Classroom:

- Student Choice Chapter Book--Pick a book and start reading. [Summary](#) & AR Test.
- You can use the class [Read Aloud](#): Escape from Mr. Lemoncello's Library for this.





# STEM Specialist Lesson



Helping families navigate assignments: Kindergarten example of helping families understand the different types of resources.

## FAMILY GUIDE FOR NAVIGATING LINKS:

Each picture/logo has a link attached. The color border around each one symbolizes the type of resource. i.e. If the border is yellow, the resource is a video.

|   |  |  |  |
|---|--|--|--|
| <p><b>Video</b></p>  | <p><b>Text</b></p>  | <p><b>Web Resource</b></p>  | <p><b>PDF - Printables</b></p>  |
|---|--|--|--|

Math: Third-grade geometry – after watching prerecorded instructional videos and looking at anchor charts, students complete this seven-side assignment.

|  |  |  |   |
|--|--|--|---|
| <p><b>QUADRILATERAL OR NOT?</b><br/>Sort the figures. Are they quadrilaterals or not?<br/>[Grid with shapes: square, rectangle, trapezoid, parallelogram, circle, triangle, pentagon, hexagon, diamond]</p>  | <p><b>NEED TO KNOW</b><br/>Drag the definitions to the correct vocabulary word.<br/>[Definitions: parallel lines, right angle, angles]</p>   | <p><b>MATCH IT</b><br/>Questions need one shape polygon that has four sides and four angles. Drag the picture of the quadrilateral to the correct name &amp; description.<br/>[Definitions: square, rectangle, parallelogram, trapezoid, rhombus]</p>  | <p><b>WHAT IS IT?</b><br/>Drag the name of the quadrilateral on top of the shape.<br/>[Shapes: trapezoid, parallelogram, rhombus, square]</p> |
| <p><b>THE RHOMBUS</b><br/>Answer the following questions about this quadrilateral:<br/>Type of polygon: <input type="text"/><br/>Sides: <input type="text"/><br/>Angles: <input type="text"/><br/>Number of parallel sides: <input type="text"/><br/>Do all sides have to be the same length? <input type="text"/></p> | <p><b>THE TRAPEZOID</b><br/>Answer the following questions about this quadrilateral:<br/>Type of polygon: <input type="text"/><br/>Sides: <input type="text"/><br/>Angles: <input type="text"/><br/>Number of parallel sides: <input type="text"/><br/>Do all sides have to be the same length? <input type="text"/></p> | <p><b>QUADRILATERAL TREE</b><br/>Drag the green boxes to complete the quadrilateral tree.<br/>[Flowchart: a four-sided polygon branches into quadrilaterals with one pair of parallel sides, two pairs of parallel sides, and one right angle. Sub-branches include square, rectangle, rhombus, parallelogram, trapezoid, and kite.]</p> |   |

ELA: Fifth-graders can see the learning target and success criteria along with the assignment/text on story structure.

1

TUESDAY

May 5

## OVERVIEW & DIRECTIONS

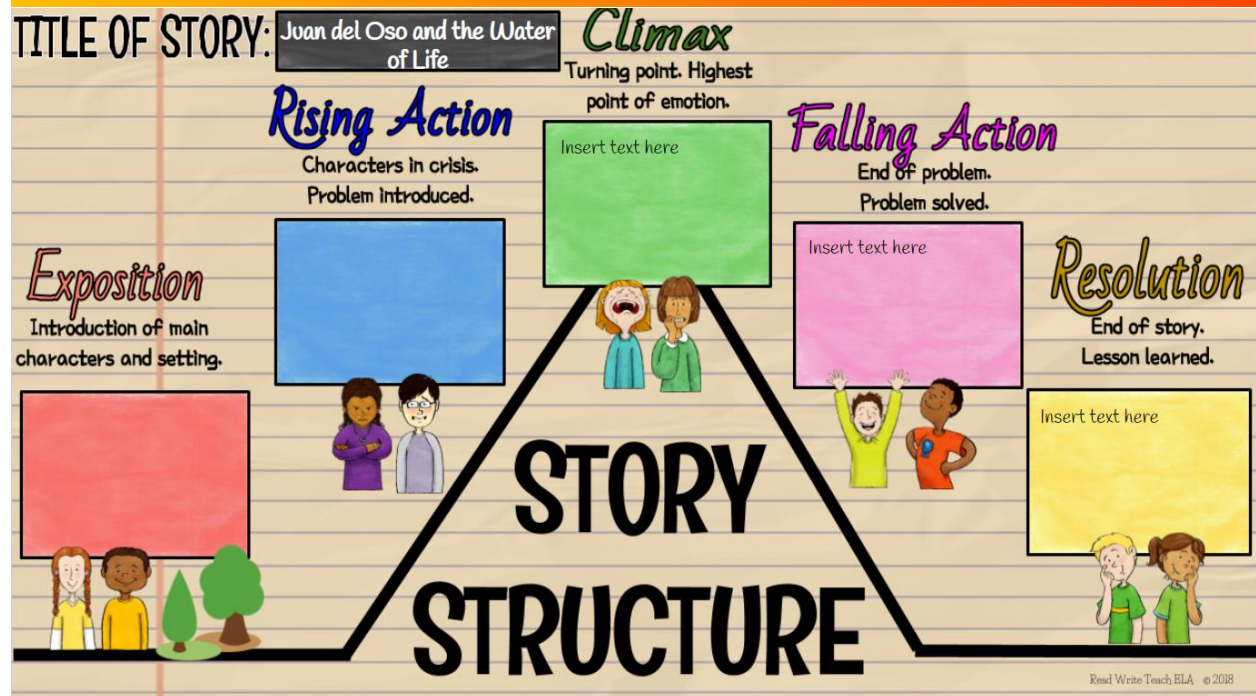
- Fill in the Story Structure (Mt. Plot) for Juan del Oso and the Water of Life on Slide 5

I can analyze the story structure of a folktale

Success Criteria

I will be successful when...

- I can use text evidence to support my thinking



Science: Fourth-graders watch multiple videos created by their teacher (she actually runs the stream table experiment!) and then analyze the experiment.

5

6

7

8

Kindergarten class: weekly activity <https://flipgrid.com/c9796d50>

**FAB FRIDAY**

**LITERACY**  
 R-READING-WRITING-PHONICS  
**FUN FRIDAY**- listen to [Zack the Lazy Zebra](#) and then write 2-3 silly sentences using the letter "z" as many times as you can!  
**Sight Word Practice:**  
 • Build the sight words "want" and "some" using things you have around the house *ex. playdough, legos, noodle, coins, goldfish etc.*  
**Read for 20 minutes**  
 Share a favorite book from this week on Fun Friday Flipgrid or read your silly "z" sentences.  
**Phonics**  
 • Train Ending Sounds on Google Slides

**STEAM**  
 science-tech-engineering-art-math  
**MATH-**  
**Daily math riddle warm up:** I am less than 31+. I am more than 26+. I am the fingers on 6 hands! What am I?  
**Number Sense** Start with [May Calendar song](#) Look at a May 2020 calendar. How many days are in May? What holiday is on May 5th? What day of the week is Mother's Day? What is the date of Memorial Day? Write your answers down and post them!  
**SCIENCE, ENGINEERING, ART & TECH**  
**Today is May Day!** Try this [May Day Basket](#), or any variation with materials you have on hand.  
**SPECIALIST:** [Library](#) and 1:00 Zoom with Mrs. Mohr

Math Coach prepares a math activity for 2<sup>nd</sup> grade on flipgrid each week. <https://flipgrid.com/4af326b4> Password is Mathfor2

**Second Grade week of April 27-May 1**  
 Apr 24, 2020

Welcome to the Second Grade weekly math challenge! This week's challenge is to do a counting collection. You can check out an example and follow the steps below to show off your counting skills :).

1. Find a set of something in your house (it could be anything school appropriate: markers, beads, marbles, toys, etc.)
2. Organize & count your objects.
3. Make a flip grid showing how you organized and counted.
4. Check out some student's Counting Collection Flip Grids and give them a compliment on their counting 😊

All the Second Grade teachers, myself, and our principal Mrs. Shefeland are excited to see your work!



PE: First- through third-graders watched a short video breaking down the component parts of catching, Then completed the challenge. (two versions, differentiated by grade band)

**PE SKILLS**

**BEANBAG TOSS**

**WELL DONE!**

|   |   |
|---|---|
| <p><b>1</b></p> <p>2 HAND TOSS<br/>2 HAND CATCH</p> <p>20 Times</p> | <p><b>2</b></p> <p>2 HAND TOSS<br/>1 HAND CATCH</p> <p>20 Times</p>                 |
| <p><b>3</b></p> <p>1 HAND TOSS<br/>1 HAND CATCH</p> <p>20 Times</p> | <p><b>4</b></p> <p>RAINBOW TOSS<br/>CROSS BODY<br/>1 HAND CATCH</p> <p>20 Times</p> |
| <p><b>5</b></p> <p>TOSS TOUCH GROUND<br/>CATCH</p> <p>12 Times</p>  | <p><b>6</b></p> <p>TOSS TURN AROUND<br/>CATCH</p> <p>12 Times</p>                   |

**T O S S A N D C A T C H**

**SUPER CHALLENGES**

© 2019 DAB

**AT HOME CATCH QUEST**

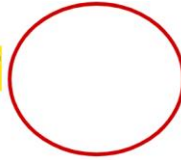
Try every challenge 20 times each, mistakes count too! You can use a ball, rolled up sock, stuffed animal, or anything you have around the house!

|  |   |   |
|--|---|---|
| <p><b>#1</b></p> <p>Catch the object with 2 hands</p>                              | <p><b>#2</b></p> <p>Catch the object with right hand</p>                          | <p><b>#3</b></p> <p>Catch the object with left hand</p>                         |
| <p><b>#4</b></p> <p>Toss back and forth between both hands</p>                     | <p><b>#5</b></p> <p>Toss in a circle pattern</p>                                  | <p><b>#6</b></p> <p>Clap your hands<br/>Toss, clap &amp; catch with 2 hands</p> |
| <p><b>#7</b></p> <p>Clap your hands<br/>Toss, clap &amp; catch with right hand</p> | <p><b>#8</b></p> <p>Clap your hands<br/>Toss, clap &amp; catch with left hand</p> | <p><b>#9</b></p> <p>Toss and catch behind your back</p>                         |

By: Mike Giacola @PhysEdDepot

## Social emotional learning

Weekly Check-in: How are you feeling this week?



Drag the circle over the Bitmoji that best represents you:



## Persuasive Essay Writing Assignment

The screenshot shows a Google Classroom interface for a persuasive writing assignment. The browser address bar shows the URL: [classroom.google.com/c/NDMxMTU2NTAzNTNa/a/OTU1MzQ1MTU3MzVa/submissions/by-status/and-sort-first-name/all](https://classroom.google.com/c/NDMxMTU2NTAzNTNa/a/OTU1MzQ1MTU3MzVa/submissions/by-status/and-sort-first-name/all). The page title is "P5 Allstars Eldridge". The assignment is titled "What I think About Pirates" a Persuasive Writing Response from Reach Anthology pg. 408. The assignment is worth 100 points and has 3 turned in and 26 assigned. The submission list shows the following students and their submission status:

| Student            | Status                  |
|--------------------|-------------------------|
| Abhinav Uppalapati | Turned in               |
| Jeromih Swanson    | Turned in               |
| Mitchell Farrar    | Turned in               |
| Anglina Fawzy      | No attachments Assigned |
| Arthur Yakovenko   | No attachments          |
| Asia Adams         | No attachments          |
| Aydonn Hall        | No attachments          |
| Bogdan Gersahenko  | No attachments          |

# 5<sup>th</sup> grade ELA

or Chains Day 6-10 ☆ □ Present

Slide Arrange Tools Add-ons Help All changes saved in Drive

Background Layout Theme Transition

## ancestors

'ancestor' means a person from whom one is descended.

Suffix 's' makes the word plural.

**Context:**

"When Poppa was stolen from Guines, he said the ancestors howled and raged and sent a thunderstorm to turn the ship back around, but it was too late." (p.25)

"They kept moving us over water, stealing us away from our ghosts, our ancestors...That's where Momma was now...while her girls were pulled out of sight under white sails that cracked in the wind." (p.25)

Background Layout Theme Transition

## ANCESTORS

| What it is... (synonyms) | What it is not... (antonyms) |
|--------------------------|------------------------------|
|                          |                              |

I will remember this word by connecting it to: (word, phrase, picture)

## ancestors

| synonyms   | antonyms   |
|--|--|
| <ul style="list-style-type: none"><li>grandfather</li><li>greatgrand parents</li></ul> | <ul style="list-style-type: none"><li>children</li><li>heir</li><li>desendants</li></ul> |

ancestors

Me  
10 years old

Parents  
Mom & Dad  
(30 years old)

Grand Parents  
My dad's mom and dad  
(60 years old)

Great Grandparents  
My dad's grand parents  
(85 years old)



For this investigation you will work with the question “What other variables (aside from heat) cause ice to change state?”

- Choose ONE variable to compare against a control:
  - One **crushed** ice cube and one **whole** ice cube
  - One cube in **water** and one **not in water**
  - One cube in **wind** and one in **calm**;
  - OTHER - YOU CHOOSE!!!



Follow the directions in the speaker notes (at the bottom of each slide) to record each part of your investigation). Click ‘View’, then ‘Show Speaker Notes’ if you can’t see them below.

**Distributive Property**- lets you multiply a sum by multiplying each addend separately and then add the products

$$6(x + 3) = 6x + 24$$

$$2x(5x - 7) = 10x^2 - 14x$$

$$-3(x^2 + 4x - 2) = -3x^2 - 12x + 6$$

### WEEKLY PLAN

(Due on Friday at 11:59 pm)

\*Should take 45-50 minutes in 2 days or about 20 minutes in 5 days

| Day   | Assignment   | Extra Resources - not graded, but helpful for learning!   |
|-------|--|---|
| Day 1 | <ol style="list-style-type: none"> <li>1. Watch the Intro video on how to set up an algebraic equation from a story problem.<br/><a href="#">Describing a real-world situation with an equation</a></li> <li>2. Watch the video and do the practice problems embedded. You may use a calculator.<br/><a href="https://edpuzzle.com/assignments/5eaa5465bde9d43f15a1e204/watch">https://edpuzzle.com/assignments/5eaa5465bde9d43f15a1e204/watch</a></li> <li>3. Practice your skills with this Desmos Activity:<br/><a href="#">Word Problems into Equations</a></li> </ol> <p>Or try this activity instead if you need more practice with one-step equations:<br/><a href="#">Solving One-Step Equations</a></p> | <p>Remember percent problems from unit 4? They come up in the Edpuzzle as we set up algebraic equations from story problems.</p> <p><i>Fractions, Decimals, &amp; Percents</i></p> <p>Watch this if you want a review on what Algebra really is: <a href="#">What is Algebra?</a></p> |
| Day 2 | <ol style="list-style-type: none"> <li>1. Practice matching algebraic equations with story problems in this GimKit <a href="#">Writing Two-Step Equations</a></li> <li>2. Do the exit ticket (just for me to see if you are “getting it.” It is not formally graded.<br/><a href="#">Exit Ticket Word Problems and Equations</a></li> <li>3. Prodigy 15 minutes</li> </ol>   | <p>Extra Practice on Quizziz: <a href="#">Solving Equation Word Problems</a></p>  |

## Middle School sampling

7<sup>th</sup> grade Science students asked for feedback on what they would like to learn about with astronomy, and having them answer comprehension questions from a video:



The screenshot shows a Google Classroom interface. At the top, it says "Hi Krista," followed by "Kristin Jones posted a new announcement in Science period 4 Mrs. Jones." The announcement text reads: "I just wanted to say Hi to all of you today! I love that so many of you are participating in our online class!! Please reach out to me ANYTIME to say hello, tell me what you've been up to, or to let me know if there is anything specific you would like to learn about in Astronomy!!" Below the text is a link for an email: "My email: [kjones2@everettsd.org](mailto:kjones2@everettsd.org)" with an "OPEN" button. At the bottom, there is a link to unsubscribe: "If you don't want to receive emails from Classroom, you can [unsubscribe](#)."

### HOW ONE WOMAN PUT A MAN ON THE MOON:

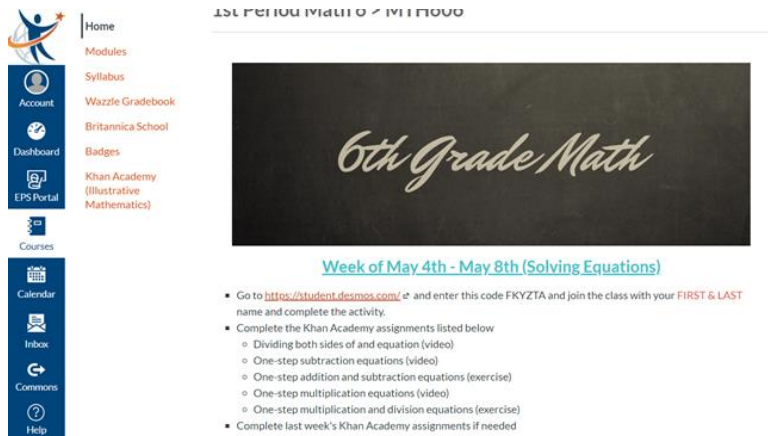
Please watch the following video, and answer the questions below:

[https://www.youtube.com/watch?v=kYCZPXSVvOQ&feature=emb\\_title](https://www.youtube.com/watch?v=kYCZPXSVvOQ&feature=emb_title)

### Questions After Viewing the Video:

1. Margaret's asynchronous software allowed the Apollo Guidance Computer to be adaptable enough to help land a man on the Moon. What are some of the situations the computer may have needed to adapt to on a trip to the Moon?

## 6th grade math



The screenshot shows a course page for "6th Grade Math". On the left is a navigation sidebar with icons for Home, Account, Dashboard, EPS Portal, Courses, Calendar, Inbox, Comments, and Help. The main content area has a header "1st PERIOD MATHS / MATHS" and a large image with the text "6th Grade Math". Below the image is a link: "Week of May 4th - May 8th (Solving Equations)". A list of tasks follows:

- Go to <https://student.desmos.com/> and enter this code FKYZTA and join the class with your FIRST & LAST name and complete the activity.
- Complete the Khan Academy assignments listed below
  - Dividing both sides of an equation (video)
  - One-step subtraction equations (video)
  - One-step addition and subtraction equations (exercise)
  - One-step multiplication equations (video)
  - One-step multiplication and division equations (exercise)
- Complete last week's Khan Academy assignments if needed



Look on the picture on the left.

What do you notice?

What do you wonder?

I notice...

I wonder...

Share with Class

Math: Using Canvas to organize each week's assignments clearly and logically.

Semester 2 MS

View Progress + Module

Home

Announcements

Modules

Grades

Khan Academy  
(Illustrative  
Mathematics)

Assignments

Collaborations

Conferences

Discussions

Files

Outcomes

Pages

People

Quizzes

Syllabus

Settings

|  |   |   |   |
|--|---|---|---|
| Week of May 4th - May 8th  | ✓ | + | ⋮ |
| Day 1  | ✓ |   | ⋮ |
| Directions 5/05/2020   | ✓ |   | ⋮ |
| 7.3 Comparing Positive and Negative Numbers - Blank Workbook Pages.pdf | ✓ |   | ⋮ |
| Lesson 7.3 - Mr. Morgan Math Help Video                                | ✓ |   | ⋮ |
| 7.3 Workbook Key.pdf   | ✓ |   | ⋮ |
| 7.3 Cool Down<br>1 pts   | ✓ |   | ⋮ |
| Day 2  | ✓ |   | ⋮ |
| Directions 5/07/2020   | ✓ |   | ⋮ |
| 7.4 Ordering Rational Numbers - Blank Workbook Pages.pdf               | ✓ |   | ⋮ |
| Lesson 7.4 - Mr. Morgan Math Help Video                                | ✓ |   | ⋮ |
| 7.4 Workbook Key.pdf   | ✓ |   | ⋮ |
| 7.4 Cool Down<br>1 pts   | ✓ |   | ⋮ |
| End of Week Check In   | ✓ |   | ⋮ |
| 7.3 & 7.4 End of Week Check In<br>4 pts                                | ✓ |   | ⋮ |

Choir Teacher: developing weekly videos for her students and families:  
<https://www.youtube.com/watch?v=QJoYsT3wJLc>



# High school sampling

<https://drive.google.com/file/d/1kQVs-FsPfxVfG4XnQU538AW5Zg2CC8Jf/view?usp=sharing>



<https://everetthighschool.padlet.org/mburghdoff/nsqx5hzy48wx>

**COVID19 Response**  
What are your thoughts on or local response to the corona virus - Is it too much? Not enough? How are you and your family adapting to the changes? Anything else to share?

- Erin McCormick**  
I personally think that the precautions were taken are enough, people might not be taking them as serious as they need to be and that might be apart of the problem. I think that the changes and precautions are appropriate and don't really know what else can be done. My family and I are adapting pretty well, were all bored but we have our own outlets for boredom, things could most definitely be better but they could also be worse.
- Aniyah Sterling**  
Thoughts on coronavirus. I think that there is a mix between the good and the bad. On one hand people are taking this outbreak as a joke and don't see a reason for all the precautions being taken. But at the same time the people taking the pandemic as a joke just don't know how to deal with something that has caused this big of a response worldwide. But on the other hand if something has the ability to trigger a global response we should have a more serious outlook on it. The people being impacted are closer than we think. Thoughts on coronavirus. I think that there is a mix between the good and the bad. On one hand people are taking this outbreak as a joke and don't see a reason for all the precautions being taken. But at the same time the people taking the pandemic as a joke just don't know how to deal with something that has caused this big of a response worldwide. But on the other hand if something has the ability to trigger a global response we should have a more serious outlook on it. The people being impacted are closer than we think.
- Riley's thoughts on Covid-19**  
I think that the measures we have put in place are effective and that we won't likely have to increase severity of the measure and that in the future the only thing that will be remembered is that people bought too much toilet paper, my families life hasn't changed much except for the no school thing since we don't go out much anyway.
- Kayla Chaussee**  
In the beginning I think everyone messed up by not taking it seriously. I admit that I believed that I shouldn't care cause it doesn't affect me, until I realize that we can be carriers for this disease. I couldn't even give my nana and papa a hug yesterday. And even now some people are hanging out at parties and what not, not realizing what harm they can be doing. It took way too long for people to realize that the virus isn't really about being sick but other people who could die if they did get it. It's a lot worse than the flu and a lot more infectious. I feel bad for seniors. I really hope they stay.
- Thoughts on Covid-19**  
I believe society is making the right choice by social distancing and putting everyone in quarantine. This is very serious and has affected a lot of people and has resulted in many deaths. If we do not practice social distancing and take precautions like washing our hands and trying not to touch our face, it could lead to more, so call friends and family instead of meeting them. But that also doesn't mean that we should panic or use this as an opportunity to be rude to fellow humans who are experiencing everything the same as we are. When someone smiles at you, smile back, maybe take a walk, enjoy the sunshine (while social distancing of course), and help your community by assisting people who are more prone to the virus.
- My reaction and thoughts about Washington's COVID-19 response**  
My first reaction to the virus was nothing much, just like an "okay, just another thing in the world- time to
- My thoughts on Covid-19**  
to start off, the virus is much worse than the flu and can spread much faster as well. It really sucks how mostly all schools got shut down for a couple weeks leaving us bored at home. Some kids even realized that school isn't that bad when you start to realize how boring staying home all day can be. School gives us a chance to work together and not just that but to be with your friends. If this whole corona virus wasn't here the "break" wouldn't be so bad after all because we would be able to go outside and hang out with our friends. Overall the virus has gotten much serious since it was first announced, as long as we do our part of the job and stay safe as well as following the rules we should be fine.
- My reaction & family response**  
I have to admit that at first I thought that we were overreacting to the virus. It seemed somewhat uncomfortable to close all the schools and then everything else down. Partly I was
- thoughts on covid-19**  
At first I thought everyone was over reacting, especially since other kids were making jokes and complaining that its "just the flu." I also made lots of jokes about it, and I still do, but now I know its more serious. I feel really bad about the seniors and don't get to complete their final year of highschool, and the athletes that don't get to finish the season. But I think that what were doing is still important. I still think people are over reacting buy stock buying everything from the stores, but I get why they're doing it.
- Thoughts on the Corona Virus**  
I'm not really sure what I think about Corona. I think that it's good everyone is being cautious because better safe than sorry, but I also am really missing my friends and family. Easter is a big holiday for my family. We all go over to my grandma's house and have a brunch and look for either eggs of count how many bunnies she has in her house (trust me there's a lot) and it's one of the only times I get to see a lot of my family which is really important to me. I think that realization, on top of realizing I can't hang out with friends in real life is really sad. I'm excited to see my grandma again and not worry about this anymore. Especially since my dad is a paramedic MSO and I don't want him sick.
- Marisa Burghdoff**  
We are all thankful for people like your dad and others that provide essential services. Easter is important for us too - I hope you are able to find a way to still celebrate together creatively or as this passes.

## Canvas discussion:



Annabelle  
Apr 1, 2020



### 2. CRISPR used to control mosquitoes in the fight against malaria

- Write a short summary paragraph. Be sure to discuss the following:
  - purpose of the project
  - success of the project (if known)
  - the challenges
  - ethical issues - this is when a situation requires a person or group to determine options that are right (ethical) or wrong (unethical)

The purpose of this project is to push a species of malaria-carrying mosquito to extinction. When the researchers found a way that could work they found a result of the mosquitoes stopped producing offspring in eight to twelve generations. Other types of gene drivers also have been passed to offspring at high rates. Unfortunately in those experiments DNA changes, or mutations, destroy the cutting site for CRISPR/Cas9 popped up which allow the mosquitoes that carry the mutation to resist the drive. Mosquitoes can sometimes bring malaria to a big populated place and has killed more than 400,000 people so researchers have found a way to stop them from coming or kill mosquitoes.

- Do you feel that CRISPR should be used for this purpose? Explain why or why not?

Well, it is stopping the spread of malaria from mosquitoes that are killing more than 400,000 people so it is beneficial but if they can find an even better way instead of using CRISPR than I feel that is the better option. If that is the only way to stop mosquitoes than sure it can be used for this purpose I am just wondering if there is another way, a better way.



Burghdoff, Marisa  
2:51pm



You bring up a good point about weighing the pros and cons of different solutions. For example, we eradicated malaria in the US by using DDT, but it had significant environmental consequences and is now banned here. However, other countries facing malaria still use it.

↩ Reply



Mia  
Apr 2, 2020



- Write a short summary paragraph. Be sure to discuss the following:
  - purpose of the project
  - success of the project (if known)
  - the challenges
  - ethical issues - this is when a situation requires a person or group to determine options that are right (ethical) or wrong (unethical)

This involves resetting T cells to fight cancer. the project is still in its early testing stages, so they don't really know its success rate. they will keep testing it over more patients to see, however. CRISPR is relatively new technology, so they're still figuring out how it works. I didn't see anything about ethics, though.

- Do you feel that CRISPR should be used for this purpose? Explain why or why not?

yes, i think that crispr is a very helpful tool, as long as people consent to it.

[Video of Speech](#)

Reading Questions for [Malala's Speech](#)

1. Why would she use the word humbled in the third paragraph? Think about what humbled means. What images come to mind when you hear that word?
2. Why would she point out that she, "still fights with her younger brothers"(6).
3. Use context clues to help define champion in paragraph 7.
4. In paragraph 8, Malala uses an allusion (reference to a person, thing, piece of literature, or another time period) and a metaphor Pashton Joan of Arc when discussing her name. Why is this important to include in her speech? Click on the video's below to find out more about Joan of Arc and Malalai Maiwand to help you answer this question.



5. How does the use of the word voiceless in paragraph nine effect the overall meaning of the piece? Provide evidence to support your claim.
6. How does the use of repetition in paragraph 17 "We had a thirst for education, we had a thirst for education, ... we would sit... contribute to the central message? Use text based evidence to support your claim.
7. Why does she refer to other activists Martin Luther King, Nelson Mandela, Mother Teresa, and Aung San Suu Kyi in her speech. What does her reference to these activists demonstrate about her as a human being? Include evidence and reasoning to support your answer.
8. In paragraph 59 Malala uses the technique of including rhetorical questions. Why would she choose to do this? How do you think this effects her audience?
9. After listening and reading the entire speech, what do you think is the most convincing part of her speech? Why is this the most convincing part?
10. Do you think Malala uses more ethos, logos, or pathos?

## Student response

- 1.) When she uses the word humbled it reminds me of somebody that does things for others without expecting anything in return.
- 2.) Because when she still fights with her brothers that could be shown as that she still communicates with them
- 3.) She uses the word champion to show that the person is on top of the children's rights group
- 4.) It is important to use the metaphor in her speech to have something to relate too in a sense to other people.
- 5.) "It is for those voiceless children who want change." when she says this she means that children who people will not listen too will have a voice and a choice.
- 6.) The quote "we thirst for education" she wants children to be able to go too school and learn for themselves
- 7.) She quotes that "I hope the steps that Kailash Satyarthi and I have taken so far and will take on this journey will also bring change – lasting change." she brings them up because of the great things they did toward children's education which she is fighting for.
- 8.) She chooses to use a rhetorical question to make sure her readers are still hooked and want to learn more about what she is fighting for.
- 9.) When she talked about her being in the swat and being able to do that when as a child she was denied schooling for being a girl.
- 10.) I think malala uses more pathos in her speech

## OneNote for Physics and Engineering Your World.

Day 21 - First Day of Ozaria! - OneNote Tower, Marshall S. TM

File Home Insert Draw History Review View Learning Tools

Engineer Your World Syllabus Unit 1\_ 3D Design Unit 8\_Programming Oz...

Search (Ctrl+E)

Day 21 - First Day of Ozaria!  
Sunday, April 26, 2020 3:26 PM

Hey kids,

**GOALS FOR TODAY**

- If you're almost done with the TinkerCad song, finish that and share it song with me via email.
- If you're done with the TinkerCad song (or if you're extremely behind and overwhelmed) move on to the Ozaria below. We'll work on this for about 5 weeks.


**ANNOUNCEMENT**

Today or tomorrow, there will be an announcement about grades from our district. I assume that the Ozaria game will be graded, but the TinkerCad song won't be. I'll update y'all about that Thursday.

I know y'all are at different stages - some are still completing TinkerCad and some are moving on to Ozaria. Don't stress - just work 90 minutes on this assignment regardless of what you're working on.

**OZARIA GAME**

I am excited for this unit! Ozaria is made by the CodeCombat people, but it's more like a real video game. There are cut scenes in it and everything. Essentially, y'all are creating video games with it using the python programming language. At the end of the day, Ozaria isn't the next Fortnite, and I don't want to oversell it. But I literally played with it for 2 hours today and I think y'all will like it! We'll be in this program for probably 5 weeks.



**TASK 1:** Take this attendance survey: <https://forms.gle/57riUK7d8T9hvx2f6>. Please don't skip this. It takes 15 seconds.

**TASK 2:** Go here: [https://www.ozaria.com/students?\\_cc=SmallNoseMoon](https://www.ozaria.com/students?_cc=SmallNoseMoon) and click NEXT. It'll ask you to make an account. You can either create a new account or use the one you made for CodeCombat.

When it asks you for a class code, use: **SmallNoseMoon**. Customize your hero. Begin the prologue.

Work until you've finished the following. This should take about an hour:

- The 4 practice rounds
- You've begun working on Hungry Hungry Avatars
- You watch the "Darkness is Coming" cutscene

PGN

+ Add Page

Untitled page

Day 21 - First Day of Ozaria!

Day 22 - Finishing Prologue

Day 23 - Begin Chapter 1



# Introduction to Law discussion boards on Canvas.

everetts.instructure.com/courses/3429788/discussion\_topics/17063

Apps Managed bookmarks Staff Students Apps T-8 Resources My Meetings - Zoom Classcraft Building Blocks for L... AESD Distance Lear... AESD Distance Lear... PD Tech eSchoolPlu...

Introduction to Law [P2 Vincent - JHS] > Discussions > Covid-19 Pandemic and American Prisons

Semester 2 HS

Account Home

Dashboard Announcements

EPS Portal Discussions

Courses Pages

Calendar Office 365

Inbox 20 Syllabus

Commons Zoom

Help Chat

Collaborations

Conferences

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Grades

Outcomes

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Quizzes

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Published Edit

## Covid-19 Pandemic and American Prisons

Mr. Joel Vincent

1 Section

Apr 29 at 7:32am

Long term incarceration is part of the American Criminal Justice System. Prisons across the country are holding inmates who have been convicted of crimes and sentenced. Prisons in America tend to be very crowded. As we have all learned social distancing is a key ingredient in preventing infection and stopping the spread of the virus.

With the current pandemic unfolding we are starting to see Covid-19 infections in the prison population across the United States. In some states, some low level, non-violent prisoners are being released early to ease overcrowding in the hope that it will lead to less Covid-19 infections. In some states, inmates are using the courts and suing the state and asking for release because of the situation.

### Question:

Should we be releasing prisoners early because of the pandemic? Why/Why not? Are there any potential dangers in doing so? How do we balance prisoner safety and public safety?

<https://www.kansas.com/news/politics-government/article242317396.html>

<https://www.npr.org/2020/04/28/846678912/a-ticking-time-bomb-advocates-warn-covid-19-is-spreading-rapidly-behind-bars>

### Instructions:

1. Read the prompt carefully
2. Open the links provided and read the articles
3. Post your response to the discussion board. Post should be detailed, give examples, and be clear as to your stand on this issue (can include links to further information)
4. Students must also comment/question a minimum of 2 times to other student's posts. ("I agree" is not sufficient)

**Discussion Board closes for this question 5/5/2020 at 11:59 p.m.**

Search entries or author Unread

Wednesday

We should be releasing the "low-risk, non-violent prisoners" who close to the end of their sentence. This way, there's more room for social distancing and possibly new inmates. Also, it doesn't make sense to keep the low-risk, compliant prisoners incarcerated. I'm not really sure if this is true or not, it is merely speculation - if some prisoners get released early, they might commit more crimes and end up being back in jail again. When the prisoners are released, they could be requested to self-isolate for a certain period of time before integrating back into society.

Reply

Wednesday

I agree that low-risk, non-violent prisoners should be released for the time being. However, I'm not sure I agree with your speculation about how "if some prisoners get released early, they might commit more crimes and end up being back in jail again". I think that the prisoners who are released wouldn't want to return to prison again, for fear of contracting the virus. That's the reason that they're filing lawsuits in the first place -- to leave prison.

Reply

Thursday

The likelihood of a former prisoner committing a crime and being jailed again is actually pretty high. According to an article by [www.prisonlegalnews.org](http://www.prisonlegalnews.org), "A U.S. Sentencing Commission report on recidivism among federal prisoners, released on January 24, 2019, showed that nearly 64% of prisoners who had been convicted of violent offenses were arrested within eight years compared with about 40% of those convicted of nonviolent offenses."

Reply

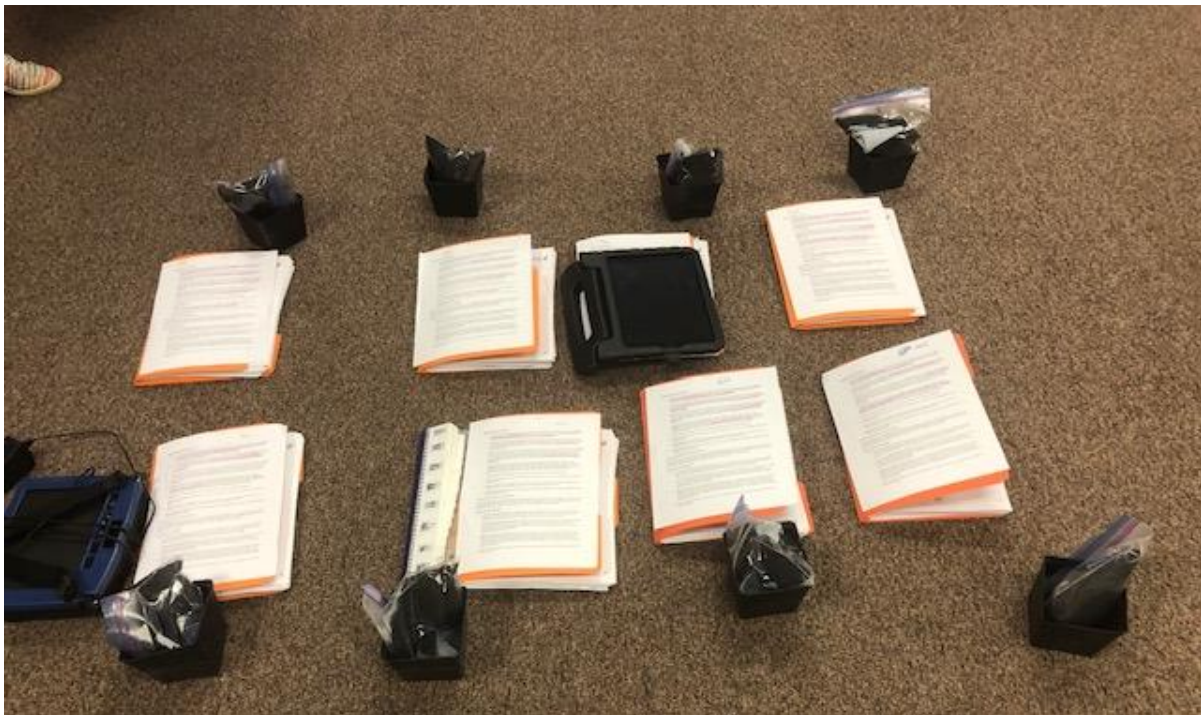
Thursday

I completely agree with your statements however I do not agree with when you said, "It doesn't make sense to keep the low-risk, compliant prisoners incarcerated." A prisoner may be compliant or seem low risk but you truly never know. Also, the prisoner still committed an illegal act in order to end up in prison so the term "low-risk" is merely an assumption.

# Life Skills: Adaptive engagement activities

The screenshot shows a Blackboard LMS interface. The browser address bar indicates the URL: [everettsd.instructure.com/courses/3429941/pages/student-engagement-activities-week-7](https://everettsd.instructure.com/courses/3429941/pages/student-engagement-activities-week-7). The page title is "Student Engagement Activities Week 7". A left-hand navigation menu includes links for Account, Dashboard, EPS Portal, Courses, Calendar, Inbox, Outcomes, People, Quizzes, and Settings. The main content area lists several activities with links to PDF documents:

- [News2YOU-irwin\\_family\\_helos\\_animals\\_regular\(1\).pdf](#)
- [irwin\\_family\\_helos\\_animals\\_worksheets.pdf](#)
- Click on the FLIP GRID (topic reading) and watch and listen as I read the News2YOU
- Show me how you engaged in News 2 you on the FLIP GRID topic- reading. It may include a video of you watching, a video of you answering the questions , it could be a video of you holding your completed work, a video telling me you sent me completed pages .
- [book\\_reviews.pdf](#) Read a book or have a book read to you. Complete the review and make a video on Flipgrid in reading topic (just title book review when posting)
- [movie\\_review-1.pdf](#) Watch a movie. CComplete the mvie review and/or make a video on flipgrid
- Watch these video's for songs on months of year and days of the week [Days of the week](#)
- Participate in the FLIP GRID on calendar topic- [months of the year.docx](#) , [DaysoftheWeekCalendarCards.pdf](#) . Use these if you want or need visuals, or use your own technology to answer the questions I pose
- Respond to the fill in the blank Journal prompt on FLIPGRID- You could show me you participated by nclude a video of you watching, a video of you answering the questions , it could be a video of you holding your completed work, a video telling me you sent me completed pages
- [complements.pdf](#)
- [opinions.pdf](#)
- [Starfall-reading](#) - Engage in 30 minutes this week on Starfall reading activities





# Special Education Continuous Learning Plan

**PURPOSE:** This form is to support individualized student planning for the delivery of special education and related services through continuous learning instruction during school facility closures due to the Novel Coronavirus (COVID-19). The Continuous Learning Plan is not intended to replace a student's IEP, but rather to document individual decisions for special education services during school facility closure.

Student Name: \_\_\_\_\_ Student SSID: \_\_\_\_\_  
 Parent/Guardian: \_\_\_\_\_ Phone/email: \_\_\_\_\_  
 Date of Birth: \_\_\_\_\_ School: \_\_\_\_\_  
 Evaluation Date: \_\_\_\_\_ Case Manager: \_\_\_\_\_  
 Meeting Date: \_\_\_\_\_ IEP Date: \_\_\_\_\_  
 Plan Start Date: \_\_\_\_\_ Meeting Method:  email  phone  video  other  
 Interpreter needed?  Yes  No Language/modality: English Interpreter provided?  Yes  No

| Continuous Learning Plan Services Matrix (Refer to Section 7: Areas of Need in the IEP) |   |           |          |          |                          |
|---|---|-----------|----------|----------|--------------------------|
| Service Area  | Parent agrees to services                                     | Frequency | Modality | Duration | Staff Delivering Service |
| N/A   | <input checked="" type="radio"/> Yes <input type="radio"/> No | N/A       |          |          | N/A                      |
| N/A   | <input checked="" type="radio"/> Yes <input type="radio"/> No | N/A       |          |          | N/A                      |
| N/A   | <input checked="" type="radio"/> Yes <input type="radio"/> No | N/A       |          |          | N/A                      |
| N/A   | <input checked="" type="radio"/> Yes <input type="radio"/> No | N/A       |          |          | N/A                      |
| N/A   | <input checked="" type="radio"/> Yes <input type="radio"/> No | N/A       |          |          | SLP                      |
| N/A   | <input type="radio"/> Yes <input checked="" type="radio"/> No | N/A       |          |          | N/A                      |
| N/A   | <input type="radio"/> Yes <input type="radio"/> No            | N/A       |          |          | N/A                      |
| N/A   | <input type="radio"/> Yes <input type="radio"/> No            | N/A       |          |          | N/A                      |
| N/A   | <input type="radio"/> Yes <input type="radio"/> No            | N/A       |          |          | N/A                      |
| N/A   | <input type="radio"/> Yes <input type="radio"/> No            | N/A       |          |          | N/A                      |

| Continuous learning priorities: Describe the learning priorities for the duration of the school facility closure, including when and how progress toward those priorities will be measured. (Refer to areas of eligibility & IEP goals) |           |                      |
|---|-----------|----------------------|
| Service Area:   | Priority: | When & How Measured? |
| N/A   |           |                      |
| N/A   |           |                      |
| N/A   |           |                      |
| N/A   |           |                      |
| N/A   |           |                      |
| N/A   |           |                      |
| N/A   |           |                      |
| N/A   |           |                      |
| N/A   |           |                      |
| N/A   |           |                      |

# Special Education Continuous Learning Plan

| Accommodations/modifications for continuous learning: Describe the supports needed by the student in the continuous learning setting, and how and when they will be provided. (Appendix E) |                                   |
|--|-----------------------------------|
| Accommodation/modification needed:   | How and when will it be provided? |
|  |                                   |
|  |                                   |
|  |                                   |
|  |                                   |
|  |                                   |
|  |                                   |
|  |                                   |
|  |                                   |
|  |                                   |
|  |                                   |

| Parent input on continuous learning priorities for the student during the school facility closure: |
|--|
|  |

| Supports needed for family during continuous learning instruction: |
|--|
|  |

| Family technology needs: |   |
|--------------------------|---|
| Tool/Modality            | Access  |
| <b>Laptop</b>            | <input type="radio"/> Family Provided <input checked="" type="radio"/> District Provided <input type="radio"/> Not Needed |
| <b>Wifi</b>              | <input checked="" type="radio"/> Family Provided <input type="radio"/> District Provided <input type="radio"/> Not Needed |
| <b>Other:</b>            |   |

## Participants

| Enter the names and roles of IEP team members participating in the Continuous Learning Plan development: |       |
|--|-------|
| _____  | _____ |
| _____  | _____ |
| _____  | _____ |

# Special Education Continuous Learning Plan

**Addendum: Complete the following section for students age 16 or older:**

| <b>Secondary transition and graduation planning:</b> Describe the transition services to be implemented as part of the continuous learning plan in supporting student progress towards postsecondary goals. |                           |
|---|---------------------------|
| <b>Transition Services</b>  | <b>Person Responsible</b> |
|   |                           |
|   |                           |
|   |                           |
|   |                           |
|   |                           |
|   |                           |
|   |                           |
|   |                           |



PO Box 2098, Everett, WA 98213  
www.everettsd.org

March 26,2020

To Whom it May Concern,

Students are still being identified as homeless during the school closures, and now more than ever, a lack to access of basic needs is emerging. Systems that were in place and already overburdened, are now operating with limited hours, limited staff, and are even more difficult to navigate. We endeavor to provide support at a level of excellence, but as a school district, we are not equipped to handle the needs that are coming to light. We need help developing a system to streamline support that can actually create a longer term shelter solution for our homeless families.

The following is taken from [School House Connection](#):

For children and youth experiencing homelessness, school may be the only source of food, education, health and mental health services, caring adults, and a safe place to be during the day. When schools and early learning programs close, the health, safety, and well-being of homeless children and youth are jeopardized. Moreover, children and youth experiencing homelessness are extremely mobile, and stay in situations that make it impossible for them to self-isolate, or to recover should they fall ill. They often lack access to wifi or technology necessary for online learning, or a stable place in which to learn.

- According to [federal education data](#), approximately 12% of homeless children and youth were staying in shelters when they were first identified as homeless by schools. Shelters are often crowded, with little privacy, and limited ability for families or youth to self-isolate.
- More than 80% of homeless children and youth were staying with other people temporarily, or in motels, when they were first identified as homeless by schools, because shelters are not available or have restrictions on family composition or on unaccompanied minors, or because parents and youth are afraid of shelter conditions and/or child welfare involvement.
- Most families and youth experiencing homelessness in these situations will neither be able to self-quarantine, nor will they have a stable place to recover should they fall ill.
- Children and youth experiencing homelessness are already at high risk of trafficking, predation, and harm; these risks increase when they have no safe, stable place to go during the school day.
- In [many states](#), unaccompanied minors experiencing homelessness cannot consent to their own routine medical care.
- Regardless of whether they are staying in shelters, motels, with other people, or in unsheltered situations, many families and youth experiencing homelessness will not have access to wifi or technology necessary for online learning, or a stable place in which to learn.

The information above is consistent with data in the Everett Public Schools KIT program, which currently supports over 920 identified students as of March 26<sup>th</sup>, 2020.

Here are just a few scenarios that we are currently aware of as we start to see the needs trickle in from our KIT families. I expect that we will have many more emerge as we have better systems in place for communication and as the impact snowballs along the way.

1. Single Dad with 2 children who are in 2<sup>nd</sup> and 4<sup>th</sup> grade. This family lost their rental a month ago when the landlord told them they had to leave because the house had gone into foreclosure.

Dad was already living on a reduced income after an injury at work and his car is in need of expensive repair so they do not currently have transportation.

It is very difficult to find a shelter that is able to accommodate a father with children, most shelters who allow children, do not allow adult males. There are two in the Everett area that allow the entire family (including adult males) which are currently at capacity. The typical wait in Snohomish County for emergency shelter is 6-8 weeks. This family needs shelter, food delivery and car repair. In order for dad to return to full time employment, there is a need for childcare.

This is a family that does have income and could pay rent. They will have a hard time finding a landlord that is willing to rent to them due to a past eviction on their record and because they do not make three times the amount of most rent. Additionally, they would have trouble coming up with the move in expenses which are typically around \$3,000 in our area. This family was put up in a temporary motel through Washington Kids in Transition. They are considering leaving the state due to the COVID-19 situation and are exploring options to get to extended family where they may be able to stay longer-term.

2. Single Mom with 2 children in 4<sup>th</sup> grade and 7<sup>th</sup> grade. This family lost their housing due to a past abusive situation. They were living in their car at the end of January and then found a temporary room in a shared house. Roommates there became unsafe and they had to flee that situation in the middle of the night two weeks ago. They have been in a temporary motel paid for by Washington Kids in Transition since then. Mom is employed but is unable to secure an apartment at this time. This family is in need of a longer term shelter solution as funds are running low. They would be able to pay rent if they could get into an affordable apartment and assistance with move in expenses. During this time of COVID-19, recommendations are to stay sheltered and lessen the amount of movement. This is proving to be near impossible for some of our homeless families.
3. Family of Six: Mom & Dad with a 4, 5, and 7 year old plus a child who is not yet school age. The family lost housing due to financial hardship due to an injury-related loss of employment last summer, and moved in with another family in a very crowded apartment. Due to COVID-19 and being confined to close quarters, the family they were living with no longer had the ability to continue hosting extras. The family was forced to leave and have nowhere to go. They are trying to get into a family shelter but they are at capacity and are being told to keep calling. This family needs help with just about everything. They are currently staying in a temporary motel paid for by Washington Kids in Transition but funds are running low and they have other needs that we are not able to keep up with at this time.

4. Family of Five, Mom ,Dad, and 13, 10, and a baby. Were homeless for over a year and finally moved to their own apartment a few months ago. Mom sent a message to the school support staff asking for any help with formula, diapers, etc. States that they are really stressed out about how to afford rent this month. Rent is \$1860 a month and they will only have approximately \$350.00.
5. Single mom with two children 14 and 16 who are staying in a temporary shelter out of district. Lost their apartment due to a difficult family split, just before winter break and had nowhere to go. Family in the area is unwilling to host them because they live in an apartment where they are not allowed to have guests for an extended period. They stayed in a temporary motel through Washington Kids in Transition for two weeks until they were able to get a room at the shelter out of the area. Once in the shelter, funds were requested through granted wishes to get their belongings out of storage. Transitioning from the shelter is proving to be difficult as shelter staff have been laid off, are sick themselves, or are on staggered shifts due to staff shortages. The shelter provides a place to stay but they are not helping with other resources like food, hygiene items, or transportation. It is very difficult to navigate resources in an area that the family is not familiar with.
6. Single mom with one child age 8, moved to an affordable apartment out of the school district service area last month after experiencing homelessness and other challenges. Since the school closures, was taking the bus to the child's school (over an hour one way) to access meals for the child until they found out where the district they are living in has meals. Mom has reported that they have no access to laundry, the new apartment they moved to has a bedbug infestation, and the apartment staff is not working regularly due to the COVID-19 orders.

We in the Everett Public Schools KIT Program, are hoping to learn more about how your agency may be able to partner to help meet some of the complex needs our families are facing during the COVID-19 pandemic and perhaps beyond. I look forward to hearing how we can assist these families and others in the best way possible to streamline services and support.

Sincerely,



Amy Perusse  
KIT (Kids in Transition) Coordinator  
Everett Public Schools  
[aperusse@everettsd.org](mailto:aperusse@everettsd.org)  
425-385-4235



# Improving School Attendance for Kids in Transition (KIT)

2019-2020  
Session VI  
May 13th, 2020



**United Way CORE  
Collaboratives**

**Everett Public Schools**

**Continua Consulting Group**

**<https://tinyurl.com/>**



Continua  
Consulting  
Group LLC

# We are glad to see you!

Please in the chat function:

- say hello to the group
- let us know what you have done outside in the beautiful weather we recently enjoyed



**Chad Golden,  
Director of Categorical Programs**



**Monica Best-Wilson,  
Improving School Attendance CORE  
Collaborative Project Coordinator**



Continua Consulting Group LLC  
Educational Leadership & Psychological Consulting



**Courtney Daikos, M.Ed, P-3 Executive Leader**



**Dr. Lauren Ashbaugh, Ph.D., NCSP**

## **Goals of the project:**

- Build a collaborative, integrated approach for addressing family stability and student attendance across agencies who collectively serve students and families
- Increase school capacity and tier 2 strategies/systems for addressing absenteeism
- Increase attendance and school performance for targeted students

***SUSTAINABILITY***

First Section- education is changing, reflecting on the challenges, understand family challenges (courtney)

- What's been challenging for you?

- What are your strengths in this process

- What would have helped you?

Present MTSS family outreach example from Monroe (courtney)

- All staff play a role

- Shared responsibility regardless of anxiety?

Next Section What do we want to learn from families (like it's Sept, new "virtual" relationships)

- Some teaching of questions and how to ask

- Mental and Emotional preparation for YOU before the call (mask on) (anxiety) (Lauren)

- ADVOCATES can share how they ask questions like this: (Monica)

  - Examples 1-2 provided

- Brainstorming of the kinds of questions and how to ask them supportively- advocates can help lead in breakouts

  - What are their strengths?

  - What resources do they have?

  - What are their maslow needs? (recognize that we can't solve all)

  - What are their instructional needs

- How to word and set up those questions

- Provide an outline for those calls

  - How are they framed

  - What is the goals

- Importance of engaged listening (use locus of control schema): (Lauren)

  - To recognize what you can control or influence, and what's outside of control

  - Ways to acknowledge what you hear even when you can't fix it

  - Problem solving based on what's heard

Last Section- strengths of the team and setting up for interviews- how do we want to learn (courtney & monica)

- Relationship building or reliance on relationships of trust

- Assessing the needs

- COMPARE to JUMP START Sept Kinterviews and mock with this new start (like Sept)

- Practice for the new normal

- Importance of weekly check in- purpose



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# Today's agenda



12:30-12:45

Welcome, Norms, Agenda, Check in



12:45-12:55

The Changing Face of Education



12:55-1:10

Breakout 1 Evaluating Virtual Education



1:10-1:30

Building Trust, Asking Hard Questions



1:30-1:45.

Breakout 2: Asking Hard Questions - Practice



1:45-2:00

Next Steps and Exit Slips

# ISA CO-CONSTRUCTED NORMS



- Stay Solution Oriented
- Relationships First: Be Kind & Brave, Be Explicit with Language
- Assume Positive Intent
- Accept Non-Closure & Comfort with Discomfort
- We all have our own Lenses & Experiences





# (additional) Norms for this Virtual Meeting

- During “Information Downloads” participants will be muted
- During “Information Downloads” use chat for questions/comments
- During breakouts, take turns and mind air-time
- Be mindful of your tech use
- Accept non-closure



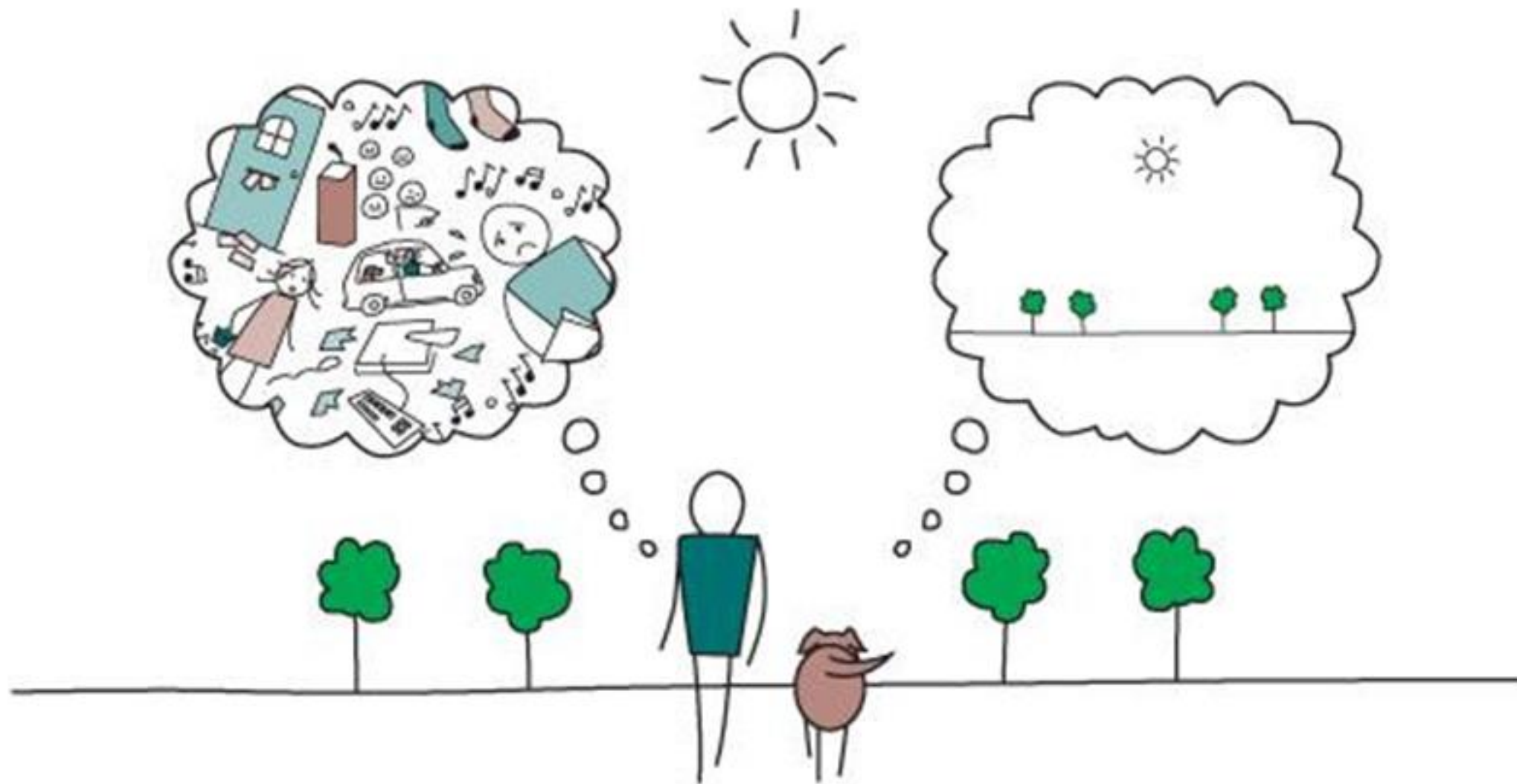
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# Today's Objectives

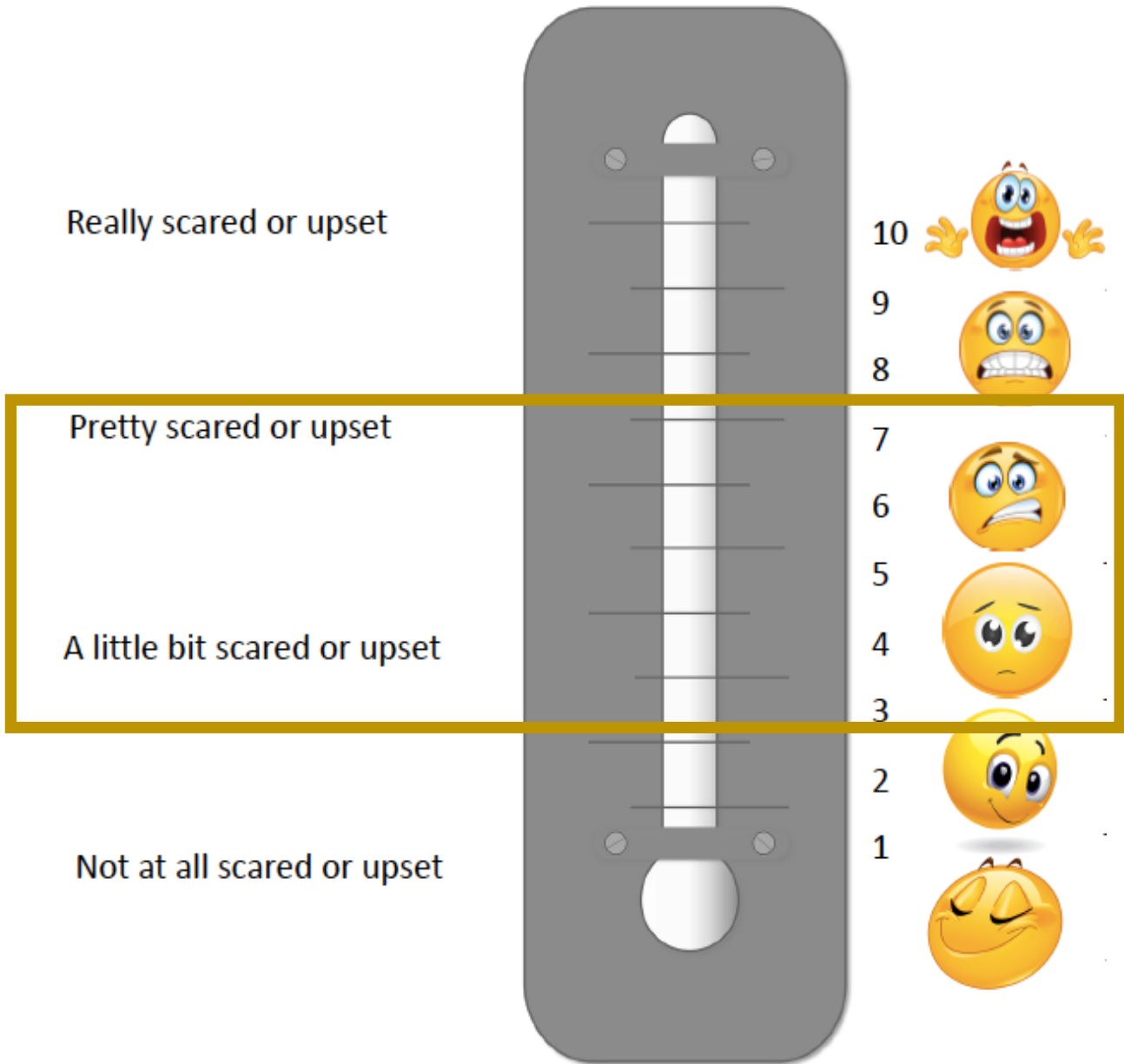
- Participants will reflect on challenges and opportunities in virtual education during pandemic.
- Participants will learn and apply strategies to assess family needs, capacity, and strengths.
- Participants will identify and develop a plan to collaboratively understand families the current needs of families in transition during the Covid 19 school closures.



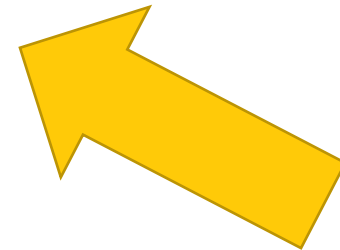
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Mind Full, or Mindful?



Feelings Thermometer



**Working Zone! Catch it here!**

# BREATHE

This video, designed to help pace breathing at a rate that helps calm the mind and body, was designed by headache specialists at Children's Mercy Hospital, together with Bazillion Pictures, Inc.





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Find humor where you can.



**Jessie**  
@mommajessiec



Homeschooling is tough. For example, today I had to tell my son he didn't make our baseball team.

♡ 7,262 11:16

💬 1,205 people



**Rhyming Mama**  
@sarabellab123



My daughter just asked me where we keep our crow bar and I'm pretty sure that's my cue to end the unsupervised play portion of our day.



**OutnumberedMother**  
@OutNumbMother



Homeschooling day 1: trying to get this kid transferred out of my class.

♡ 1,708

💬 298 pe



**Lurkin' Mom**  
@LurkAtHomeMom



Please say a prayer for my 8 year old son, he has to write 4 sentences.

♡ 1,720 3:34 PM - Apr 19, 2020

💬 231 people are talking about this



**Simon Holland** ✓  
@simoncholland



Accidently wrote "henceforth" in an answer on my third grader's social study quiz and the teacher is suspicious.

♡ 1,250 8:33 AM - Apr 29, 2020



**Lady Lawya**  
@Parkerlawyer



When my son failed a math test before March 1, 2020: "Did you not study? Are you not paying attention in class? Do you need a tutor?"

When my son fails a math test today: "Welp, buddy, we did our best."

♡ 2,915 12:09 PM - Apr 15, 2020



💬 435 people are talking about this



**Marriage And Martinis**  
@MarriageMartini



If you see my kid on zoom in the same clothes he's been wearing the past five days mind your business our homeschool has a uniform.

♡ 1,761 11:54 AM - Apr 23, 2020



💬 335 people are talking about this



# Embrace Gratitude

- Our healthcare workers
- Grocery, transit, public service workers
- Teachers! Educators!
- Friends and family
- Fresh fruit, tasty treats
- Gorgeous weather
- Spring blooms
- Pets
- Laughter
- Arts







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Really scared or upset

10



9



8



Pretty scared or upset

7



6



5



A little bit scared or upset

4



3



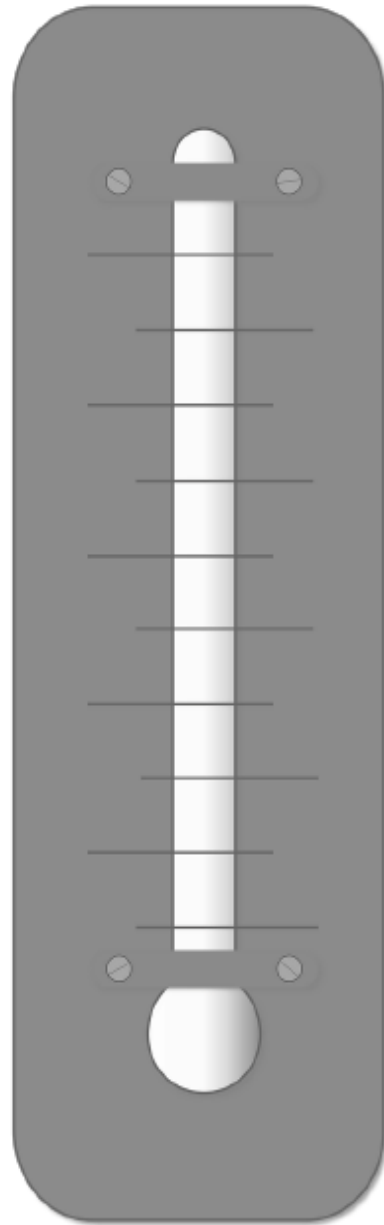
2



1



Not at all scared or upset



Feelings Thermometer

# The Changing Face of Education

1. Critical need for back-up online learning system (NH example)
2. Critical need for digital access/infrastructure
3. Differential impact of closure on children & families
4. Differential impact on educators & districts



# Breakout Number 1 (15 min)

Reflect on school  
closures/transition  
to virtual learning:

- What has been most challenging for you?
- What are your strengths? How did you leverage them in this crisis?
- What would have been helpful to you?
- How could it be better in the summer, fall?



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# Changes Face of Education: New Roles

1. Reevaluating purpose and effectiveness of virtual education
2. Teaching adults how to teach; transition to educational coach
3. Chasm in school-home-community relationships



Working  
towards a  
trauma-  
informed  
system



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Key principles of a trauma-informed approach:

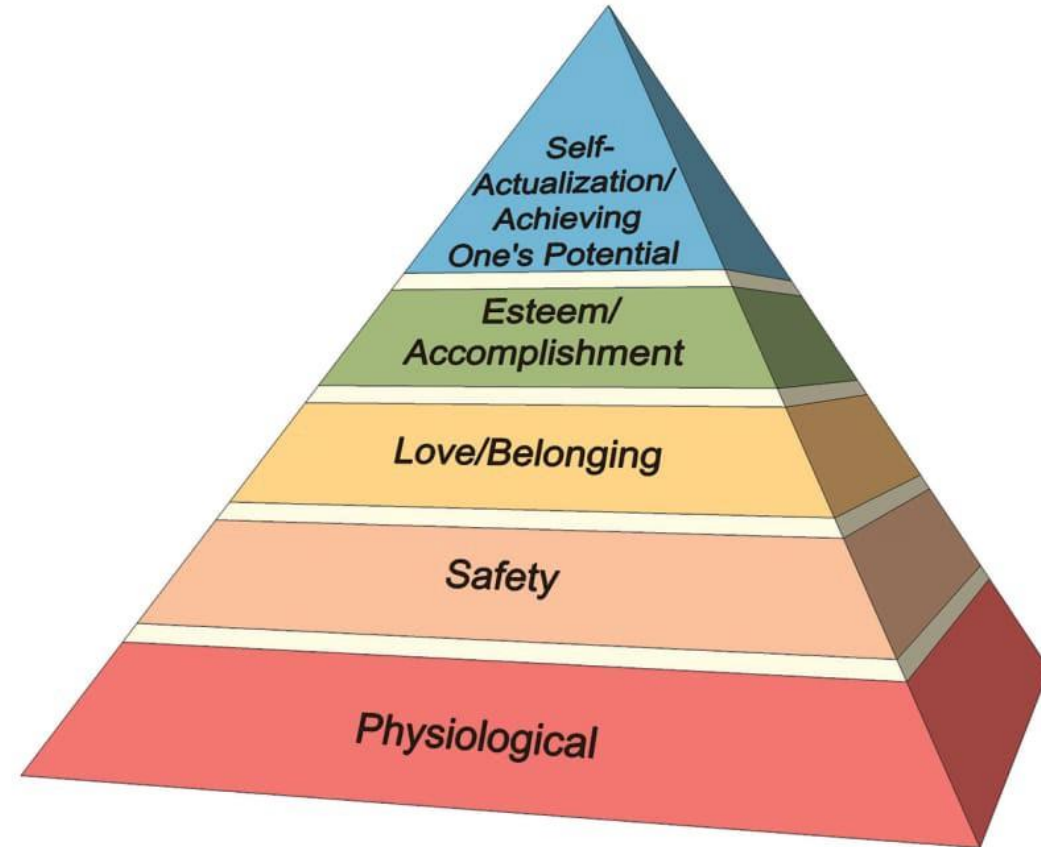
1. Safety (physical and emotional)
2. Trustworthiness and transparency
3. Peer support
4. Collaboration and mutuality
5. Empowerment, voice, and choice
6. Recognition of historical & ongoing systematic traumatization

Source: SAMHSA, 2018

Lauren Ashbaugh, Ph.D., NCSP




## Maslow's Hierarchy of Needs



Assessing  
Parent  
Resources

Homeschooling:

The Educational Coach

1. Who is the primary teacher now?
  2. What resources, support, or capacity do parents have to homeschool effectively?
  3. Could provided content and materials from schools *potentially be overwhelming/detrimental*?
  4. Can we teach how to teach? Do we work with adults first?
- 

# Homeschooling: Teacher as Educational Coach

UW Seattle Masters' in Education:



Classroom management (positive behavior management)



Differentiated instruction



Teaching and Learning in Literacy, Numeracy, Social Studies, Arts



PE and Health/Wellness; Issues of Abuse



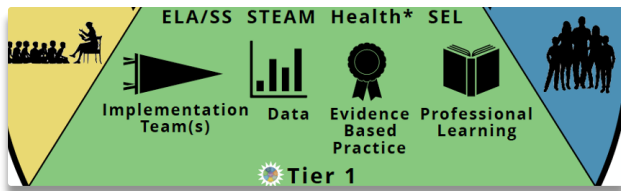
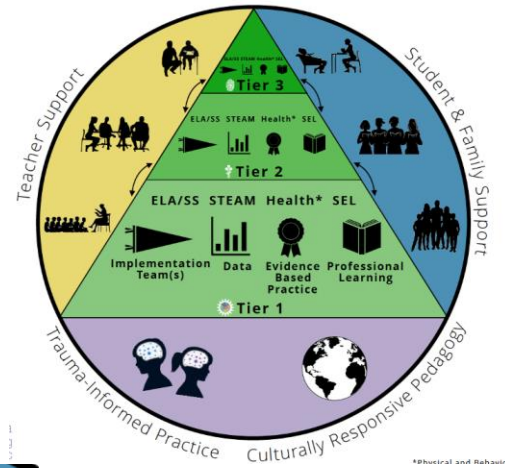
Mentoring & Fieldwork



# Monroe Model

- Multi-Tiered Systems of Support for Maslow Needs (J. Neigel)
- Faculty all assigned families, ask questions about basic needs
- Sorted into different tiered levels of need/support
- Reassessed weekly
- Ongoing model of support and evaluation
- Leverage relationships with Monroe Community Coalition

# Tiered Family Communication: Monroe Example



## All Families : Weekly Call

Teachers and Paraeducators call each family

Malsow needs questions asked(food, shelter, utilities, wifi, safety, mental health)

Call responses documented in google sheet

Callers have current list of community resources to provide if tier 1 need communicated



## Some Families: 2<sup>nd</sup> call

Counselors and Principals receive tier 2 families from teachers and paras

2nd call placed to meet Maslow or other need communicated during tier 1 call

Callers have current list of community resources to provide if tier 2 need communicated



## Few Families: 3<sup>rd</sup> call

Calls made by Behavior Technicians, Psychologists, SSAs, SPED teachers other mental health staff

Wrap around services and highly individualized needs met

Call made with a team to ensure tier 3 communication

Callers have current list of community resources to provide



# Each School Participates

- Google sheet per school is used to track weekly tier 1, tier 2 and tier 3 calls
- Google sheets are shared with district lead to see all school needs
- Resources google sheets also regularly updated and shared with all parties (any agency listed has been verified to be open and serving community during COVID 19)



# Reflect on the Model



What are the prerequisite relationships for that model to work?



What kinds of support are needed for families?



What kinds of support are needed for staff?

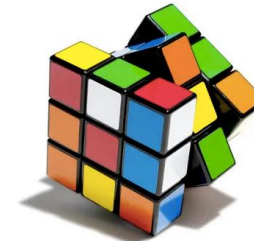


What would it be like to ask those questions?

Stand with



Oppose




Where do you put the problem?

Insert Brene Brown video?



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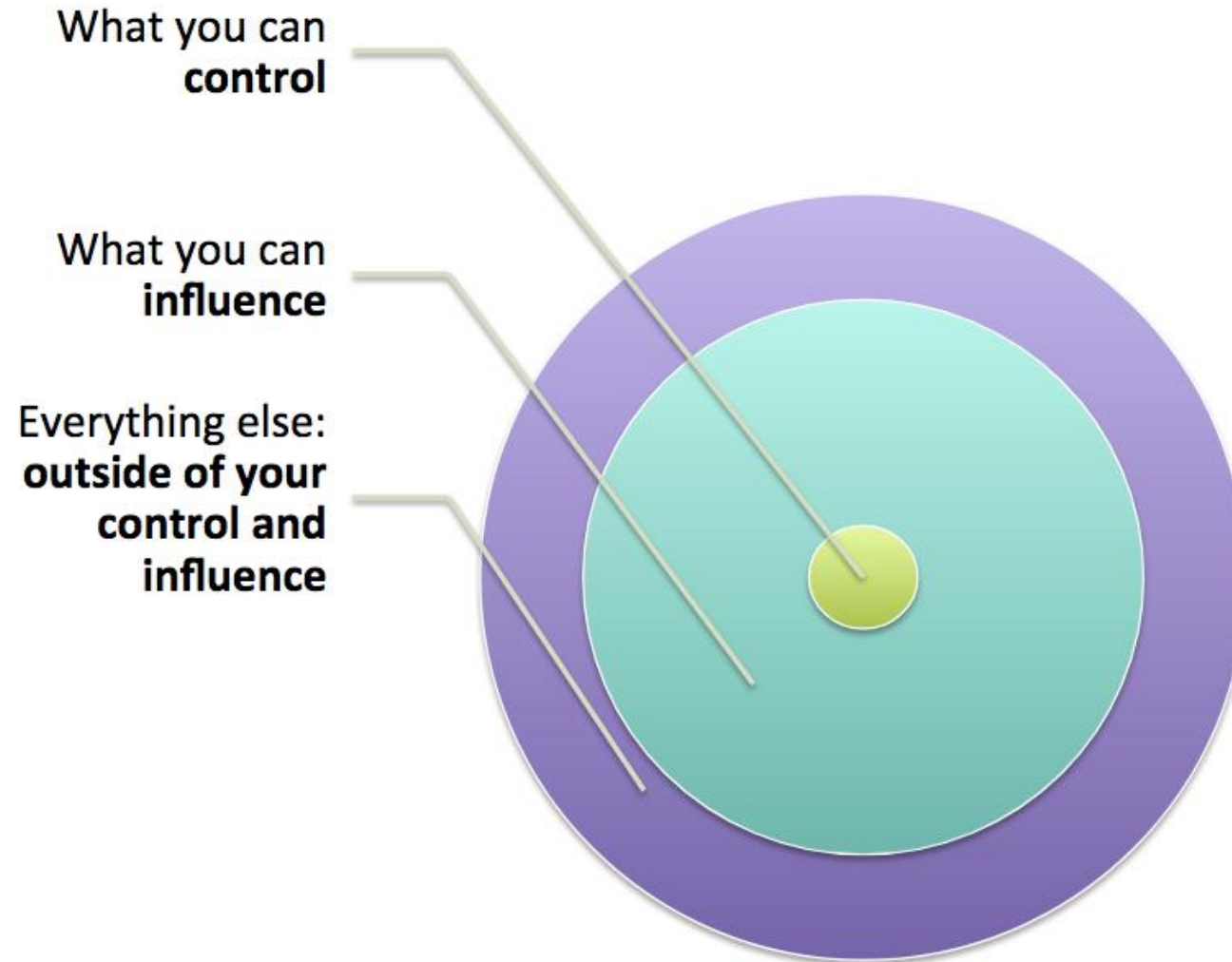


**Building Trust,  
Asking Hard Questions**

# Spheres of Influence & Control



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# Assessing Parent Support & Capacity



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# Pre-Breakout Brainstorm: 3 min

What are the goals of reaching out to families? Write all down that come to mind

Review list of potential question areas- which ones feel easiest to ask and which ones cause the most stress:

- Maslow needs:
  - safety and security, housing
  - food access
  - medical and behavioral health
- Instructional & Distance learning needs:
  - Unique student learning needs
  - Wifi access
  - Laptop access
  - Adults in the home
  - Other kids in the home
  - Daily/weekly schedule of home learning



# Breakout: Brainstorm questions

What are the goals of the call?

Strengths: relationships, resilience, hope

Resources available

Maslow needs:

- safety and security, housing
- food access
- medical and behavioral health

Instructional & Distance learning needs

# Breakout #1: Brainstorming Questions

- Discuss the areas of need/questions topics that are least stressful
- Which topics feel most stressful?



# Topics that are stressful to ask about



| Stressful potential topics or questions | Goals               | Fears                                   | Strategies in face of the fears   |
|---|---------------------|---|---|
|   | Build relationships | Parent get defensive<br><br>Learn about | Active listening<br>Paraphrasing<br>Validating<br>Take note of need and follow up |
|   |                     |   |   |
|   |                     |   |   |



# Breakout: Brainstorm questions

What are the goals of the call?

Strengths: relationships, resilience, hope

Resources available

Maslow needs:

- safety and security, housing
- food access
- medical and behavioral health

Instructional & Distance learning needs

# Closing Chat- Gratitude

- Use the chat feature to identify someone or something for which you are grateful

**Supporting Learning Engagement for  
Elementary English Learners During School Closure**

| Supports   | Description  | How this Supports English Learners   | How to Access   |
|--|--|--|---|
| <p style="text-align: center;"><b>Online Classroom Instruction</b></p>                   | <ul style="list-style-type: none"> <li>• Students go to classroom websites during “Learning Zones” to access scheduled lessons</li> <li>• Students build connections with teacher and peers</li> <li>• Students continue learning engagement with grade level content and curriculum</li> </ul>  | <ul style="list-style-type: none"> <li>• Teachers meet the needs of individual students by using a variety of strategies</li> <li>• Teachers can provide additional support to English Learners during teacher, on-line, office hours</li> <li>• School English Learner staff can collaborate with teachers to provide additional assistance, as needed</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom Teacher Websites</li> </ul>  |
| <p style="text-align: center;"><b>Imagine Language and Literacy</b></p>                  | <ul style="list-style-type: none"> <li>• Online, individualized, interactive learning program</li> <li>• Accelerates reading and language proficiency for students</li> <li>• Features engaging learning with games and videos</li> <li>• Provides instruction and practice in all four domains of literacy—reading, writing, listening, and speaking.</li> <li>• Access currently available to many, but not all, English Learners</li> </ul>   | <ul style="list-style-type: none"> <li>• Develops both oral and academic language</li> <li>• Teaches vocabulary, grammar, and language conventions</li> <li>• Teaches skills that are critical to reading comprehension and language proficiency</li> <li>• Provides first-language support in 15 languages, as needed</li> </ul>                                  | <ul style="list-style-type: none"> <li>• <a href="#">Click here</a> for your child to log in</li> <li>• <a href="#">Click here</a> for log in directions, if needed</li> <li>• <b><i>If your child is unable to log into the program, contact your child’s classroom teacher</i></b></li> </ul> |
| <p style="text-align: center;"><b>Everett Public Schools English Learner Website</b></p> | <ul style="list-style-type: none"> <li>• For additional resources and information, visit the <a href="#">Everett Public Schools English Learner Website</a>.</li> <li>• To access the Everett Public Schools English Learner Website from the district website:               <ul style="list-style-type: none"> <li>• Go to <a href="http://everettsd.org">everettsd.org</a>--→hover over <b>Departments and Programs</b>, click on <b>Programs</b>, click on <b>English Learner</b></li> </ul> </li> </ul> |  |   |



## Accessing Interpreters and Translations During the School Closure

Everett Public Schools has access to three interpretation service companies.

| Interpreter Service Company   | Services Provided  | Requesting Services   |
|---|--|---|
| Refugee and Immigrant Services Northwest (RISNW)  | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> An interpreter can be requested to call a family, leave a voicemail, schedule a meeting, etc.</li> <li><input checked="" type="checkbox"/> On-site interpreting</li> <li><input checked="" type="checkbox"/> Written translation</li> </ul> | <ul style="list-style-type: none"> <li>❖ All request forms for RISNW are accessed through <a href="#">DocuShare</a> and emailed to: risnwinterpretationandtranslationservices@everettcc.edu</li> <li>❖ Requests for written translation need to be submitted to Chelsea Perry, <a href="mailto:cperry3@everettsd.org">cperry3@everettsd.org</a> in Categorical Programs for approval, once approved the request will be submitted.</li> </ul>   |
| B&L Interpreting Services   | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> An interpreter can be requested to call a family, leave a voicemail, schedule a meeting, etc.</li> <li><input checked="" type="checkbox"/> On-site interpreting</li> </ul>  | <ul style="list-style-type: none"> <li>❖ Request form are accessed through <a href="#">DocuShare</a> and emailed to: request@blinterpreting.com</li> </ul>  |
| Language Link   | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Live phone interpretation through a 3-way call with an interpreter, family and school staff</li> </ul>  | <ul style="list-style-type: none"> <li>❖ Complete this form to document calls prior to contacting Language Link. Language Link <a href="#">form</a>.</li> <li>❖ This service is accessed by calling 1-877-650-8023 and providing the district account number.</li> <li>❖ Language Link requires administrator permission generally it is only to be used for emergencies, when an answer is needed immediately, or when there is not an interpreter available for the language needed through RISNW and B&amp;L.</li> <li>❖ During the school closure, this service can be used to communicate with families especially for students that are having difficulty engaging in on-line instruction.</li> </ul> |
| <ul style="list-style-type: none"> <li>❖ <b>For requests to RISNW and B&amp;L, there should be designated staff members that make these requests.</b> Those staff members are contacted by building staff with the necessary information to submit the requests. This is critical as it reduces miscommunication and provides streamlined billing.</li> <li>❖ During the closure, Zoom may be an option for an “on-site” interpreter session through RISNW. Please note: this would require an interpreter phone call request to ensure the family has access to and understanding of Zoom as a communication tool prior to scheduling the Zoom session with the interpreter.</li> <li>❖ During the school closure, building categorical budgets can be used to cover increased interpreter and translations requests.</li> </ul> |  |   |

For more detailed information about these and other services please review the document, [Setting a Standard for Language Translations and Interpreter Services](#).

April 3, 2020



## Continuous Learning Plan service Tracker by Student

|                     |  |
|---------------------|--|
| <b>Student</b>      |  |
| <b>Case Manager</b> |  |

| Service Area                      | Contingency Level<br>Mins/Week | (Optional) Current IEP<br>Min/Week |
|-----------------------------------|--------------------------------|------------------------------------|
| <input type="checkbox"/> Reading  |                                |                                    |
| <input type="checkbox"/> Writing  |                                |                                    |
| <input type="checkbox"/> Math     |                                |                                    |
| <input type="checkbox"/> Social   |                                |                                    |
| <input type="checkbox"/> Adaptive |                                |                                    |
| <input type="checkbox"/> Behavior |                                |                                    |
| <input type="checkbox"/> Speech   |                                |                                    |
| <input type="checkbox"/> OT       |                                |                                    |
| <input type="checkbox"/> PT       |                                |                                    |
| <input type="checkbox"/> Other    |                                |                                    |

| Date                          | Service Area    | Minutes of Service<br>Provided: | Notes |
|-------------------------------|-----------------|---------------------------------|-------|
| Click or tap to enter a date. | Choose an item. |                                 |       |
| Click or tap to enter a date. | Choose an item. |                                 |       |
| Click or tap to enter a date. | Choose an item. |                                 |       |
| Click or tap to enter a date. | Choose an item. |                                 |       |
| Click or tap to enter a date. | Choose an item. |                                 |       |
| Click or tap to enter a date. | Choose an item. |                                 |       |
| Click or tap to enter a date. | Choose an item. |                                 |       |
| Click or tap to enter a date. | Choose an item. |                                 |       |
| Click or tap to enter a date. | Choose an item. |                                 |       |
| Click or tap to enter a date. | Choose an item. |                                 |       |
| Click or tap to enter a date. | Choose an item. |                                 |       |
| Click or tap to enter a date. | Choose an item. |                                 |       |
| Click or tap to enter a date. | Choose an item. |                                 |       |
| Click or tap to enter a date. | Choose an item. |                                 |       |
| Click or tap to enter a date. | Choose an item. |                                 |       |

| Date                          | Service Area    | Minutes of Service Provided: | Notes |
|-------------------------------|-----------------|------------------------------|-------|
| Click or tap to enter a date. | Choose an item. |                              |       |
| Click or tap to enter a date. | Choose an item. |                              |       |
| Click or tap to enter a date. | Choose an item. |                              |       |
| Click or tap to enter a date. | Choose an item. |                              |       |
| Click or tap to enter a date. | Choose an item. |                              |       |
| Click or tap to enter a date. | Choose an item. |                              |       |
| Click or tap to enter a date. | Choose an item. |                              |       |
| Click or tap to enter a date. | Choose an item. |                              |       |
| Click or tap to enter a date. | Choose an item. |                              |       |
| Click or tap to enter a date. | Choose an item. |                              |       |
| Click or tap to enter a date. | Choose an item. |                              |       |
| Click or tap to enter a date. | Choose an item. |                              |       |
| Click or tap to enter a date. | Choose an item. |                              |       |
| Click or tap to enter a date. | Choose an item. |                              |       |
| Click or tap to enter a date. | Choose an item. |                              |       |
| Click or tap to enter a date. | Choose an item. |                              |       |
| Click or tap to enter a date. | Choose an item. |                              |       |
| Click or tap to enter a date. | Choose an item. |                              |       |
| Click or tap to enter a date. | Choose an item. |                              |       |
| Click or tap to enter a date. | Choose an item. |                              |       |
| Click or tap to enter a date. | Choose an item. |                              |       |

## Process for Chromebook and Hot Spot Checkout during Emergency Closure

Our goal will be to provide immediate relief for Non 1-1 families at Gateway, North, and all of the elementary schools by checking out devices for families with limited resources at home.

- There will be two primary support hubs; the main one at the CRC and an South End Support Annex at JHS.
- The focus of these sites will be twofold. First, and primary, will be to checkout Chromebooks and Hot Spots to families in need. Second, will be to provide onsite support for HS 1-1 Laptop issues requiring hands-on support.
- We will have close to 1,000 Chromebooks for checkout. If we run out of these; it will take more time to move more Carts to our locations to disassemble for checkout. We are hoping this number will hold us over and allow us to recover quickly once school is back in session.

### Process

- Check out at sites will be available from 9am to 3pm.
- Students will need to accompany parents to the checkout. The checkout staff can record the checkout to the student and make sure the student can turn on and login to the device before they leave
- Each site will have a specific phone number dedicated to answer parent questions about checkout.
- We will have a central email address for FAQ and Initial Tech Support questions
- The Help Desk will still be the phone for tech support

### Check Out -Main CRC Location

- We have @200 MS Chromebooks that are currently used at Eisenhower and Evergreen. These will be initial devices for students from North MS.
- We have @350 Chromebooks used for Elementary Schools. These will be initial devices for students from Central and North schools.
- We have close to 100 Hot Spots for families who need Internet Access.
- Parents can drive up to check out window.

### Check Out -JHS Location

- We have @100 MS Chromebooks that are currently used at Heatherwood. These will be initial devices for students from Gateway MS.
- We have @300 Chromebooks used for Elementary Schools. These will be initial devices for students from Central and South schools.
- We will have a limited number of Hot Spots available.
- Check out will be in main JHS office area.

# Online Courses

Acrobat Pro

Building a Website

Challenges in the Classroom

Collaborating with Google Drive

Communication Skills



Google Drive



Delving into Design

Multimedia

Office 2016

Office 365

Learners with Special Needs

Web - Searching, Social & Interactive



## Course Descriptions for Online Courses:

\* Hours only available for classified staff

| Course Title                                 | Clk Hrs       | Course Code | Description  |
|--|---------------|-------------|--|
| Adobe Acrobat Pro - Online Training          | 3             | OLTEC15107  | Adobe Acrobat Pro enables you to deliver professional PDF communications. Learn how to create and edit PDF files with rich media included, share information more securely, gather feedback more efficiently, and much more! Learn how to make the most of Adobe Acrobat Pro.                          |
| Being Savvy Online - online                  | 4             | OLTEC17192  | The Being Savvy Online Workshop consists of ideas on how to neutralize the dangers the Internet can sometimes pose.  |
| Building a Classroom Website - online        | 10            | OLTEC15132  | This course explores what makes a good website, then gives you the foundation you need to build a website using our content management system. By the end of the course your website should be online and providing useful information to students and families.                                       |
| Building a CMS Website - fast track - online | 3             | OLTEC15133  | This course teaches you the basics of building a website with our content management system. After learning the basics you will have time to get started on your website.  |
| Challenges in the Classroom - online         | 12            | OLTEC17118  | This course includes tutorials in Classroom Management Structures & Support, How Do I Motivate My Students?, How Do I Deal with Resistance to Change?, and Overcoming Test Anxiety.  |
| Classroom Management Strategies - online*    | 1             | OLTEC16190  | Learn a variety of behavior management philosophies and the best strategies for effectively improving behavior in the classroom with a positive approach.  |
| Coding in the Classroom                      | 5             | OLTEC17128  | In this online training course, you will learn how to introduce coding concepts in your classroom and some of the tools that will help you do this efficiently and effectively. Each component of code will be broken down and then shown how to utilize this in the Literacy and/or STEAM curriculum. |
| Collaborating with Google Drive online       | 8             | OLTEC15104  | It's time to learn how to access "the cloud." Create spreadsheets, documents, presentations and surveys for your classroom that can be accessed anywhere, anytime. Share finished products with parents and other classrooms.  |
| Communication Tune Up Training - online*     | 1 hr. 45 min. | OLTEC16162  | Two communication experts discuss the important topics such as emotional context, language, empathy, electronic communication, perception, and intercultural communication.  |

|   |      |            |  |
|---|------|------------|--|
| Creating Podcasts - online                        | 3    | OLTEC16115 | This course includes Podcasting Workshop - An Introduction to Audio Podcasting and Audacity 2.0.3 Training. You will learn how to use Audacity, an open source application, to create audio files and podcasts for your website.   |
| Delving into Design online                        | 10   | 15061206   | Want to make your print or web project effective and user friendly? Explore the four design principles: proximity, alignment, repetition and contrast, as well as, the design elements of images, color and typography. Hands on projects will reinforce the concepts as you learn them.   |
| Enhance your Communication Skills - online        | 6    | OLTEC16124 | Participants will learn simple steps that they can apply immediately to increase their listening power – and thereby increase their effectiveness at work. You will learn about best practices for communicating with your students' families and learn about some tools that can make that communication easier.  |
| Google Advanced Training                          | 10.5 | OLTEC16105 | By reading, watching videos, and doing activities, you'll learn cutting-edge strategies for integrating Google in your classroom with google's courses leading to Google Level 2 certification   |
| Google Apps for Education                         | 3    | OLTEC17127 | In this module, we will take a look at Google Apps for Education (G Suite) and how it can be integrated into, and enhance instruction and learning. We will look at the individual components and their key benefits, along with the items that tie it all together. Google™ has created an ecosystem that can have a powerful impact on education. This series will make sure you are prepared to implement it effectively.   |
| Google Classroom Plus                             | 3    | OLTEC17126 | In this 3 hour class you will take 3 different tutorials on Atomic Learning, submit the completion certificates and complete an assignment. Google Classroom Training - Google™ Classroom provides teachers with a low-barrier, blended learning environment that is familiar to students. Collaborative Writing in the Cloud - Students will learn tips on how to work together effectively. Chrome Extensions for the Classroom - This fast-paced, online course introduces users to Google™ Chrome Extensions and suggests a number of extensions that will increase productivity and/or help solve common problems in education. |
| Google Fundamentals Training                      | 12   | OLTEC16104 | By reading, watching videos, and doing activities, you'll learn how to integrate Google in your classroom using Google's course developed for Google Level 1 certification.  |
| How Do I Deal with Resistance to Change? - online | 5    | OLTEC17199 | This online learning module explores why we are resistant to change, why resistance to change is a natural human response, and how to best address resistance to improve the odds of success.  |



|  |     |            |  |
|--|-----|------------|--|
| How Do I Motivate My Students? - online            | 3   | OLTEC17191 | In this online learning module, you will learn tips, OLTEChniques and best practices to increase student motivation and participation in your classroom.   |
| Improving Communication Between Parents & Teachers | 4   | OLTEC17195 | In this online course, you will learn about best practices for communicating with your students' families and learn about some tools that can make that communication easier. The tools covered in this course include apps that allow you to text families from your computer, send professional looking newsletters, create classroom websites, set up classroom chatrooms, and share your calendars with families.                                    |
| Increase Your Listening Power - online*            | 1   | OLTEC15149 | <p>Many people believe they are effective listeners, but odds are they are missing some essential pieces of information and don't know the OLTEChniques that will improve their listening and understanding.</p> <p>Participants will learn simple steps that they can apply immediately to increase their listening power and thereby increase their effectiveness at work.</p>   |
| Learners with Special Needs - online               | 16  | OLTEC17119 | This course is meant for mainstream teachers. You will learn the basics of special education. You will learn about tools to support students with Specific Learning Disabilities, with Dysgraphia, a learning disability that affects the writing process, and how to best support students with dyslexia in the classroom and in the community.   |
| Moving Forward: Coding Grades 3-8                  | 5   | OLTEC17129 | In this module, you will expand your basic knowledge of coding to explore other tools that will allow students to stretch themselves and create programs that demonstrate their learning in the classroom. The explorations of different sites that teach beyond blockly coding will show the possibilities of using code to create real-life products. Using devices and other peripherals, like makeymakey, spheros, and littleBits are also explored. |
| Multimedia Wizardry - online                       | 5   | OLTEC16116 | This course explores how you can enhance your instruction by adding engaging and interactive elements using multimedia. You will explore a variety of resources and web tools including Office Mix, Microsoft Sway and Movie Maker.  |
| Office 2016 - online                               | 3-6 | OLTEC16147 | This course covers Office 2016 including Excel, Word, Outlook and PowerPoint, as well as, giving an overview of the new features. You will write a reflection and complete built in assessments. Take the first 3 modules for 3 clock hour and the additional modules for up to 6 clock hours.   |
| Outlook 2016 online                                | 45m | OLTEC16147 | Learn how to use Microsoft® Outlook® 2016. Learn how to create a rule or alert for email messages, schedule a meeting in your calendar, create or edit your email signature and more.  |

|  |     |            |  |
|--|-----|------------|--|
| Overcoming Test Anxiety - online             | 3   | OLTEC17198 | In this learning module, you will learn what test anxiety is, the causes of test anxiety, and some helpful exercises that you can do to help you to relax and to manage this anxiety.  |
| Searching the Web - online                   | 3.5 | OLTEC16117 | Successfully finding what you're looking for on the Web, quickly and easily. The tutorials in this workshop series will introduce you to the different types of search tools that can be used for searching the Internet, briefly describing the advantages and disadvantages of each. You will move on to advanced search site features.  |
| Special Ed Primer - online                   | 4   | OLTEC17170 | This online learning module focuses on the basics of special education, with an emphasis on explaining all the jargon and acronyms that make up the special education world.   |
| Successful Time Management Training - online | 3   | OLTEC17164 | In this online training series, learn the myths of time management, how best to prioritize your activities and how to combat procrastination and be more productive.   |
| Supporting Gifted and Talented Learners      | 5   | OLTEC17197 | In this online training series, you will learn about the latest research on how to best support gifted and talented learners in the classroom. This series is designed with teachers in mind, and begins with some background information on some characteristics and attributes that many gifted and talented learners share. We then dive into how to best support those students using various instructional techniques and technologies. |
| Tech for Students with Dysgraphia            | 4   | OLTEC17193 | In this online learning module, you will learn about how to support students with Dysgraphia, a learning disability that affects the writing process. This module focuses on research-based strategies to support students, and outlines multiple technologies that can be utilized in the classroom to support students.  |
| Tech for Students with Dyslexia              | 4   | OLTEC17194 | In this online learning module, you will learn about how to support students with Dyslexia, a learning disability that affects the reading process. This module focuses on research-based strategies to support students, and outlines multiple technologies that can be utilized in the classroom to support students.  |
| Tech for Students with Learning Disabilities | 4   | OLTEC17196 | In this online workshop, you will learn about several tools to support students with Specific Learning Disabilities. This course was designed for LD students with needs in reading and writing, and related disorders such as ADHD and Executive Functioning Deficits.  |
| The Gimp - Digital Image Magic - online      | 5   | OLTEC16102 | In this online training series, we are going to learn how to use GIMP in order to manipulate photos and create image compositions. This a comprehensive series that will teach you everything you need to know in order to become  |

|   |   |            |   |
|---|---|------------|---|
|   |   |            | proficient in GIMP. We will cover importing and exporting images, saving files, making and editing selections, painting, creating text, using layers and filters, as well as retouching photos and creating an image composition.   |
| The Social and Interactive Web - online | 5 | OLTEC15109 | The Social and Interactive Web describes our online behavior. Blogs, wikis, and other collaboration tools open doors for us to interact and be more social in the ways we use the Internet. Educators in all areas can benefit by infusing some or all of these OLTEchnologies in their learning environments. In this online training workshop, learn how these tools work in order to apply them in educational settings. |
| Evaluating Web Resources                | 4 | OLTEC17163 | The tutorials in this workshop series will guide the user through the important questions that teachers and students will face when using Web-based resources for classroom projects.   |



Register for courses at <http://pd.everettsd.org>

**Accessing your Online Course:**

- Online courses are delivered through Moodle.
- When you register you will receive a link to your course and an enrollment key.
- Login with your district network login and enter the enrollment key.
- Access each activity or resource in the order it is presented.
- For help contact LauriBeth Hull at [lhull@everettsd.org](mailto:lhull@everettsd.org).



EVERETT PUBLIC SCHOOLS -- 2019-2020 EEA WORK CALENDAR

| 2019             |     |     |      |                 |
|------------------|-----|-----|------|-----------------|
| MON              | TUE | WED | THUR | FRI             |
| <b>JULY</b>      |     |     |      |                 |
| 1                | 2   | 3   | 4    | 5               |
| 8                | 9   | 10  | 11   | 12              |
| 15               | 16  | 17  | 18   | 19              |
| 22               | 23  | 24  | 25   | 26              |
| 29               | 30  | 31  |      |                 |
| <b>AUGUST</b>    |     |     |      |                 |
|                  |     |     | 1    | 2               |
| 5                | 6   | 7   | 8    | 9               |
| 12               | 13  | 14  | 15   | 16              |
| 19               | 20  | 21  | 22   | 23              |
| 26               | 27  | 28  | 29   | 30              |
| <b>SEPTEMBER</b> |     |     |      |                 |
| 2                | 3   | 4*  | 5    | 6 <sup>E</sup>  |
| 9                | 10  | 11  | 12   | 13 <sup>A</sup> |
| 16               | 17  | 18  | 19   | 20 <sup>E</sup> |
| 23               | 24  | 25  | 26   | 27 <sup>A</sup> |
| 30               |     |     |      |                 |
| <b>OCTOBER</b>   |     |     |      |                 |
|                  | 1   | 2   | 3    | 4 <sup>E</sup>  |
| 7                | 8   | 9   | 10   | 11 <sup>A</sup> |
| 14               | 15  | 16  | 17   | 18              |
| 21               | 22  | 23  | 24   | 25 <sup>E</sup> |
| 28               | 29  | 30  | 31   |                 |
| <b>NOVEMBER</b>  |     |     |      |                 |
|                  |     |     |      | 1*              |
| 4*               | 5*  | 6*  | 7*   | 8*              |
| 11               | 12  | 13  | 14   | 15 <sup>A</sup> |
| 18               | 19  | 20  | 21   | 22 <sup>E</sup> |
| 25               | 26  | 27* | 28   | 29              |
| <b>DECEMBER</b>  |     |     |      |                 |
| 2                | 3   | 4   | 5    | 6 <sup>A</sup>  |
| 9                | 10  | 11  | 12   | 13 <sup>E</sup> |
| 16               | 17  | 18  | 19   | 20 <sup>A</sup> |
| 23               | 24  | 25  | 26   | 27              |
| 30               | 31  |     |      |                 |

| 2020            |     |     |      |                 |
|-----------------|-----|-----|------|-----------------|
| MON             | TUE | WED | THUR | FRI             |
| <b>JANUARY</b>  |     |     |      |                 |
|                 |     | 1   | 2    | 3               |
| 6               | 7   | 8   | 9    | 10 <sup>E</sup> |
| 13*             | 14* | 15* | 16   | 17 <sup>A</sup> |
| 20              | 21  | 22  | 23   | 24 <sup>E</sup> |
| 27              | 28  | 29  | 30   | 31 <sup>A</sup> |
| <b>FEBRUARY</b> |     |     |      |                 |
| 3               | 4   | 5   | 6    | 7 <sup>E</sup>  |
| 10              | 11  | 12  | 13   | 14 <sup>A</sup> |
| 17              | 18  | 19  | 20   | 21 <sup>E</sup> |
| 24              | 25  | 26  | 27   | 28 <sup>A</sup> |
| <b>MARCH</b>    |     |     |      |                 |
| 2               | 3   | 4   | 5    | 6 <sup>E</sup>  |
| 9               | 10  | 11  | 12   | 13 <sup>A</sup> |
| 16              | 17  | 18  | 19   | 20 <sup>E</sup> |
| 23              | 24  | 25  | 26   | 27*             |
| 30*             | 31* |     |      |                 |
| <b>APRIL</b>    |     |     |      |                 |
|                 | 1*  | 2*  | 3*   |                 |
| 6               | 7   | 8   | 9    | 10              |
| 13              | 14  | 15  | 16   | 17 <sup>A</sup> |
| 20              | 21  | 22  | 23   | 24 <sup>E</sup> |
| 27              | 28  | 29  | 30   |                 |
| <b>MAY</b>      |     |     |      |                 |
|                 |     |     |      | 1 <sup>A</sup>  |
| 4               | 5   | 6   | 7    | 8 <sup>E</sup>  |
| 11              | 12  | 13  | 14   | 15 <sup>A</sup> |
| 18              | 19  | 20  | 21   | 22*             |
| 25              | 26  | 27  | 28   | 29 <sup>A</sup> |
| <b>JUNE</b>     |     |     |      |                 |
| 1               | 2   | 3   | 4    | 5*              |
| 8               | 9   | 10  | 11   | 12 <sup>E</sup> |
| 15*             | 16* | 17* | 18*  | 19*             |
| 22              | 23  | 24  | 25   | 26              |
| 29              | 30  |     |      |                 |

- Aug 28 non-instructional workday (see 8.04.A.2)
- Aug 29 non-instructional workday (see 8.04.A.2)
- Sep 2 Labor Day
- Sep 3 non-instructional workday (see 8.04.A.1)
- Sep 4 first day of school**
- Oct 18 non-instructional workday (see 8.04.A.2)
- Nov 1 reduced student day Elem & MS (conference prep, 8.04.A.5)
- 18 Nov 4-8 reduced student day Elem & MS (parent conferences, 8.04.A.5)
- Nov 11 Veterans Day
- Nov 27 student/employee early release (see 8.04.A.3)
- Nov 28-29 Thanksgiving Break
- Dec 23- Jan 3 Winter Break (see 8.04.A.9)
- Jan 20 Martin Luther King Jr. Day
- 22 Jan 13-15 schools closed due to inclement weather
- Jan 27 non-instructional workday (see 8.04.A.1)
- Feb 17-18 Mid-winter Break
- Mar 16-Jun 19 school buildings closed due to COVID-19
- Mar 23-Apr 17 online learning due to COVID-19 (except Apr 6-10)
- Mar 27 reduced student day Elem (conference prep, 8.04.A.5)
- 17 Mar 30-Apr 3 reduced student day Elem (parent conferences, 8.04.A.5)
- Apr 6-10 Spring Break
- Apr 20-Jun 19 structured online learning due to COVID-19
- May 22 changed to non-workday for identified work groups due COVID-19
- May 25 Memorial Day
- 20 Jun 5 reduced student day (see 8.04.A.7) **temporarily suspended due to modified structure**
- Jun 15 changed to full day due to inclement weather make-up days
- Jun 16-18 inclement weather make-up days
- Jun 19 changed to last day of school due to COVID-19 - student/employee early release (see 8.04.A.3)

\* see note on right      schools closed      non-instructional workday (no students)  
A=Administrator-facilitated learning improvement Friday; E=Employee-facilitated learning improvement Friday (8.04.D)

**NOTE: Learning Improvement Fridays (LIF) temporarily suspended from March 20 - June 19 due to modified structure**  
Revised 5/5/2020



## Teaching & Learning Structures

### Elementary School Structure

| Time   | M   | T   | W   | Th   | F   |
|--|---|---|---|--|---|
| <b>8:00-9:00</b>   | Team/Dept.*   | Team/Dept.*   | Team/Dept.*   | Team/Dept.*  | ILT   |
| <b>9:00-11:30</b><br><br>“Learning Zone”                       | Reading, Writing and Math<br><br>i-Ready monitoring | Reading, Science and Math<br><br>i-Ready monitoring | Reading, Writing and Math<br><br>i-Ready monitoring | Reading, Social Studies and Math<br><br>i-Ready monitoring | Reading, Writing and Math<br><br>i-Ready monitoring |
| <b>Student lunch / physical break</b><br><br><b>11:30-1:00</b> | Teacher lunch / Planning                            | Teacher lunch / Planning                            | Teacher lunch / Planning                            | Teacher lunch / Planning                                   | Teacher lunch / Planning                            |
| <b>1:00-2:00</b><br><br>“Learning Zone”                        | Elementary specialists                              | Elementary specialists                              | Elementary specialists                              | Elementary specialists                                     | Elementary specialists                              |
| <b>2:00-2:30</b>   | Student-contact/help or IEP participation           | Student-contact/help or IEP participation           | Student-contact/help or IEP participation           | Student-contact/help or IEP participation                  | Student-contact/help or IEP participation           |
| <b>2:30-3:30</b>   | Elective PD or<br><br>Job-alike convenings          | Elective PD or<br><br>Job-alike convenings          | Hold for possible staff meeting                     | Elective PD or<br><br>Job-alike convenings                 | Elective PD or<br><br>Job-alike convenings          |

## Middle School Structure

| <b>Time</b>  | <b>M</b>                                  | <b>T</b>                                  | <b>W</b>                                  | <b>Th</b>                                 | <b>F</b>  |
|--|---|---|---|---|---|
| <b>8:00-9:00</b>                                     | Team/Dept*                                | Team/Dept*                                | Team/Dept*                                | Team/Dept*                                | ILT   |
| <b>9:00-10:00</b>                                    | Elective PD or job-alike convenings       | Elective PD or job-alike convenings       | Hold for possible staff meeting           | Elective PD or job-alike convenings       | Elective PD or job-alike convenings                                       |
| <b>10:00-10:45</b>                                   | Student-contact/help or IEP participation | Student-contact/help or IEP participation | Student-contact/help or IEP participation | Student-contact/help or IEP participation | Student-contact/help or IEP participation                                 |
| <b>10:45-11:30</b>                                   | Period 1                                  | Period 4                                  | Period 1                                  | Period 4                                  |   |
| <b>Student lunch / physical break<br/>11:30-1:00</b> | Teacher lunch / Planning                  | Teacher lunch / Planning                  | Teacher lunch / Planning                  | Teacher lunch / Planning                  | Teacher lunch / Planning  |
| <b>1:05-1:50</b>                                     | Period 2                                  | Period 5                                  | Period 2                                  | Period 5                                  | Elective—optional time if there are building- specific elective conflicts |
| <b>1:55-2:40</b>                                     | Period 3                                  | Period 6                                  | Period 3                                  | Period 6                                  |   |
| <b>2:45-3:30</b>                                     | Student-contact/help or IEP participation | Period 7                                  | Student-contact/help or IEP participation | Period 7                                  | Student-contact/help or IEP participation                                 |

## High School Structure

| Time   | M  | T  | W  | Time   | Th   | F  |
|--|--|--|--|--|--|--|
| <b>8:00-9:00</b>   | Team/Dept.*                                      | Team/Dept.*                                      | Team/Dept.*                                      | <b>8:00-9:00</b>   | Team/Dept.*                                      | ILT  |
| <b>9:00-10:00</b>  | Student-<br>contact/help or<br>IEP participation | Student-<br>contact/help or<br>IEP participation | Student-<br>contact/help or<br>IEP participation | <b>9:05-9:50</b>   | <i>5 min. transition</i>                         |  |
|  |  |  |  |  | Period 1<br>(45 min.)                            | Period 4<br>(45 min.)                            |
|  |  |  |  | <i>5 min. transition</i>                                   |  |  |
| <b>10:00-11:30</b>   | Period 1   | Period 3   | Period 5   | <b>9:55-10:40</b>  | Period 2<br>(45 min.)                            | Period 5<br>(45 min.)                            |
|  |  |  |  |  | <i>5 min. transition</i>                         |  |
|  |  |  |  | <b>10:45-11:30</b>   | Period 3<br>(45 min.)                            | Period 6<br>(45 min.)                            |
| <b>Student lunch / physical break</b><br><b>11:30-1:00</b> | Teacher lunch /<br>Planning                      | Teacher lunch /<br>Planning                      | Teacher lunch /<br>Planning                      | <b>Student lunch / physical break</b><br><b>11:30-1:00</b> | Teacher lunch /<br>Planning                      | Teacher lunch /<br>Planning                      |
| <b>1:00-2:30</b>   | Period 2   | Period 4   | Period 6   | <b>1:00-2:30</b>   | Student-<br>contact/help or<br>IEP participation | Student-<br>contact/help or<br>IEP participation |
| <b>2:30-3:30</b>   | Elective PD or<br>Job-alike<br>convenings        | Elective PD or<br>Job-alike<br>convenings        | Hold for possible<br>staff meetings              | <b>2:30-3:30</b>   | Elective PD or<br>Job-alike<br>convenings        | Elective PD or<br>Job-alike<br>convenings        |

## ECEAP and Developmental Preschool (AM/PM) structure

| <b>Time</b>  | <b>M</b>   | <b>T</b>   | <b>W</b>   | <b>Th</b>  | <b>F</b>  |
|--|--|--|--|--|---|
| <b>8:00-9:00</b>   | Staff Collaboration*   | Staff Collaboration*   | Staff Collaboration*   | Staff Collaboration*   | Staff Collaboration*  |
| <b>9:00-11:30</b><br><br><b>“Learning Zone”</b>                | Engage students in learning by embedding content and monitor engagement in instruction: e.g., circle time, student learning activities | Engage students in learning by embedding content and monitor engagement in instruction: e.g., circle time, student learning activities | Engage students in learning by embedding content and monitor engagement in instruction: e.g., circle time, student learning activities | Engage students in learning by embedding content and monitor engagement in instruction: e.g., circle time, student learning activities | Job-alike<br><br>Collaborative planning<br><br>Team engagement and planning<br><br>District and/or Program PD |
| <b>Student lunch / physical break</b><br><br><b>11:30-1:00</b> | Teacher lunch / Planning   | Teacher lunch / Planning   | Teacher lunch / Planning   | Teacher lunch / Planning   | Teacher lunch / Planning  |
| <b>1:00-2:00</b><br><br><b>“Learning Zone”</b>                 | Establishing calls with families to support learning and provide support for individual needs  | Establishing calls with families to support learning and provide support for individual needs  | Establishing calls with families to support learning and provide support for individual needs  | Establishing calls with families to support learning and provide support for individual needs  | Job-alike<br><br>Collaborative planning<br><br>Team engagement and planning                                   |
| <b>2:00-2:30</b>   | Hold and attend IEP meetings, complete other program requirements  | Hold and attend IEP meetings, complete other program requirements  | Hold and attend IEP meetings, complete other program requirements  | Hold and attend IEP meetings, complete other program requirements  |   |
| <b>2:30-3:30</b>   | Elective PD or<br><br>Job-alike convenings   | Elective PD or<br><br>Job-alike convenings   | Hold for possible staff meeting  | Elective PD or<br><br>Job-alike convenings   | District and/or Program PD  |





## Human Resources Announcement Building & Central Office Classified Employees March 24 through April 24, 2020

**To:** Classified employees including building, central office and support staff  
**From:** Debbie Kovacs, Executive Director, Human Resources  
**Regarding:** Workday parameters during COVID-19 related school closures

By now all of you should have received information about online professional development opportunities. As things are changing rapidly related to COVID-19 concerns, we are sending this communication to provide an update on work expectations from March 24 through April 24, 2020.

Please check your district email regularly for updates from the Human Resources Department.

### **Defining Essential Workers**

On March 23, 2020, Governor Inslee designated multiple sectors as qualifying as essential critical infrastructure workers to ensure continuity of functions critical to public health and safety as well as economic and national security. His designations included: Workers supporting public and private childcare establishments, licensed pre-K establishments, K-12 schools, colleges, and universities for purposes of distance learning, or the provision of school meals, or childcare for the children of essential workers across all sectors and for uniquely vulnerable children. In addition, OSPI has provided further clarification of the Governor's proclamation that district operations, including payroll, maintenance, IT services, and others, will continue and that neither the proclamation nor the list of essential functions would preclude the District from continuing construction projects at this time.

### **Where will I work?**

*March 24 – April 24, 2020*

- *Employees who ARE directed by their department or building supervisors to perform essential work to keep district operations going are expected to report to the worksite as directed by their supervisor (e.g., building office managers may be directed to enter the school to open and review mail). Employees who do report to a worksite must continue following physical distancing and hygiene guidelines. If you decline the essential assignment, you are expected to report leave in the absence reporting system.*
- *Employees who ARE NOT assigned essential work to keep district operations going are expected to work from home completing duties related to your work assignment, completing online professional development and/or other duties directed by your supervisor. While working remotely, you are expected to be available by phone and email during your regular work hours. Attached are additional ideas for remote work.*
- *Employees over age 60 and/or have a documented underlying health condition are not expected to work on site but are expected to work remotely. Please work directly with your supervisor on a remote work plan if this applies to you.*

### **Reporting Leave**

Please know that we care about your well-being. Your health and safety are a top priority for us.

- If you are unable to perform your regular duties listed above, are ill or have planned vacation, you must report appropriate leave in the absence management system.
- If you have exhausted all leave, you must request leave without pay by sending the [request form](#) to [HR Benefits](#).

If you have specific questions about your leave options, please contact Human Resources Benefits at [benefits@everettsd.org](mailto:benefits@everettsd.org).

### **Next Steps**

We will continue to provide updated communication via district email as new information develops. Please check your district email regularly to keep up to date on communications from the Human Resources Department. Thank you for your continued patience as we strive to keep you up to date with the ever-changing landscape.



## Human Resources Announcement Certificated Staff March 23, 2020

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**To: Certificated Staff**  
**From: Debbie Kovacs, Executive Director, Human Resources**  
**Regarding: Professional learning opportunities**

Good Morning Everett Public Schools' Certificated Staff,

During the period of school closures, professional learning can be an important component of your workday. To support your professional learning, CRC departments will provide ongoing opportunities for Zoom-based and self-paced professional learning.

By Friday of each week, the professional learning opportunities for the following week will be posted on this website: <https://www.everettsd.org/Page/33042>. In addition, the options will be loaded into Frontline for you to review as well as to sign-up.

If you have professional learning needs or ideas over the closure that you do not see in Frontline, please email Tina Roth ([mroth@everettsd.org](mailto:mroth@everettsd.org)) in the Curriculum department, who will direct your request to the appropriate content director/facilitator; or if you have technology-specific requests, please email [LMSstaff@everettsd.org](mailto:LMSstaff@everettsd.org). Also, please cc your principal on a request. CRC-based educators will do their best to prioritize and develop relevant and timely PD sessions throughout the closure.

During this time of uncertainty, we have been given an opportunity to increase our skills and knowledge base to support our amazing students. As always, we are here to support you.

Be healthy,

Human Resources Department

# Professional Development Update

## Certified Staff

EVERETT PUBLIC SCHOOLS

Week of April 27, 2020

Professional development offerings for certificated staff are posted weekly to [this link](#) on the staff website.

Input and suggestions for professional development can be submitted via [this link](#).

## Upcoming Professional Development

*Week of April 27, 2020*

### *Elementary*

|          |              |  |
|----------|--------------|--|
| April 27 | 2:30 – 3:30  | Grades K-1 ELA/SS Teacher Cross District Collaboration         |
|          | 2:30 – 3:30  | K-5 Music Specialists  |
| April 28 | 12:45 – 2:15 | K-5 Literacy Coaches, BEST, EL, & Early Learning Collaboration |
|          | 12:45 – 2:15 | P-5 Math Coaches Collaborative                                 |
|          | 2:30 – 3:30  | Grades 4-5 ELA/SS Teacher Cross District Collaboration         |
|          | 2:30 – 3:30  | K-5 Art Specialists  |
|          | 2:30 – 3:30  | K-1 STEM Teacher Cross District Collaboration                  |
| April 30 | 12:45 – 2:15 | K-5 Literacy Coaches, BEST, EL, & Early Learning Collaboration |
|          | 12:45 – 2:15 | P-5 Math Coaches Collaborative                                 |
|          | 2:30 – 3:30  | Grades 2-3 ELA/SS Teacher Cross District Collaboration         |
|          | 2:30 – 3:30  | K-5 Music Specialists  |
|          | 2:30 – 3:30  | 4-5 STEM Teacher Cross District Collaboration                  |
|          | 2:30 – 3:30  | PE Specialists PLC   |
|          | 2:30 – 3:30  | Kindergarten Leadership Team                                   |
| May 1    | 2:30 – 3:30  | 2-3 STEM Teacher Cross District Collaboration                  |
|          | 2:30 – 3:30  | Transitional Kindergarten Cohort                               |

### *Middle School*

|          |              |   |
|----------|--------------|---|
| April 27 | 9:00 – 10:00 | MS World Languages PLC                  |
| April 28 | 9:00 – 10:00 | MS English Collaboration PLC            |
|          | 9:00 – 10:00 | Secondary Math Leadership Collaboration |
|          | 9:00 – 10:00 | MS Science Cross District Collaboration |



|                 |                     |  |
|-----------------|---------------------|--|
| <b>April 30</b> | <b>9:00 – 10:00</b> | <b>MS Social Studies Collaboration PLC</b>     |
|                 | <b>9:00 – 10:00</b> | <b>MS Instrumental Music Collaboration PLC</b> |
|                 | <b>9:00 – 10:00</b> | <b>MS Math Cross District Collaboration</b>    |
|                 | <b>9:00 – 10:00</b> | <b>MS PE/Health PLC</b>                        |
|                 | <b>9:00 – 10:00</b> | <b>Autodesk for Education for CAD</b>          |
|                 | <b>9:00 – 10:00</b> | <b>MS Science Office Hours</b>                 |
| <b>May 1</b>    | <b>9:00 – 10:00</b> | <b>MS Visual Arts Collaboration PLC</b>        |
|                 | <b>9:00 – 10:00</b> | <b>MS Choral Music Collaboration PLC</b>       |
|                 | <b>9:00 – 10:00</b> | <b>3D Printing Tips and Tricks</b>             |

## *High School*

|                 |                     |   |
|-----------------|---------------------|---|
| <b>April 27</b> | <b>2:30 – 3:30</b>  | <b>High School Physical Education PLC</b>                         |
|                 | <b>2:30 – 3:30</b>  | <b>HS World Languages Collaboration PLC</b>                       |
|                 | <b>2:30 – 3:30</b>  | <b>CTE: Anatomy &amp; Physiology Cross District Collaboration</b> |
| <b>April 28</b> | <b>9:00 – 10:00</b> | <b>Secondary Math Leadership Collaboration</b>                    |
|                 | <b>2:30 – 3:30</b>  | <b>HS English Collaboration PLC</b>                               |
|                 | <b>2:30 – 3:30</b>  | <b>HS Choral Music Collaboration PLC</b>                          |
|                 | <b>2:30 – 3:30</b>  | <b>CTE: Family Health Cross District Collaboration</b>            |
|                 | <b>2:30 – 3:30</b>  | <b>Autodesk for Education for CAD</b>                             |
|                 | <b>2:30 – 3:30</b>  | <b>HS Science Cross District Collaboration</b>                    |
| <b>April 30</b> | <b>2:30 – 3:30</b>  | <b>HS Social Studies Collaboration PLC</b>                        |
|                 | <b>2:30 – 3:30</b>  | <b>HS Instrumental Music Collaboration PLC</b>                    |
|                 | <b>2:30 – 3:30</b>  | <b>HS Math Cross District Collaboration</b>                       |
|                 | <b>2:30 – 3:30</b>  | <b>CTE Sports Medicine Cross District Collaboration</b>           |
|                 | <b>2:30 – 3:30</b>  | <b>3D Printing Tips and Tricks</b>                                |
|                 | <b>2:30 – 3:30</b>  | <b>HS Science Office Hours</b>                                    |
| <b>May 1</b>    | <b>2:30 – 3:30</b>  | <b>HS Visual Arts Collaboration PLC</b>                           |
|                 | <b>2:30 – 3:30</b>  | <b>HS Theatre Collaboration PLC</b>                               |
|                 | <b>2:30 – 3:30</b>  | <b>CTE: Nutrition &amp; Wellness Cross District Collaboration</b> |
|                 | <b>2:30 – 3:30</b>  | <b>HS Intro to Education – Invite ONLY</b>                        |

## *MTSS/SEL*

|              |                     |   |
|--------------|---------------------|---|
| <b>May 1</b> | <b>9:00 – 10:00</b> | <b>SEL Considerations in time of Coronavirus Understanding Emotions</b> |
|              | <b>2:30 – 3:30</b>  | <b>SEL Considerations in time of Coronavirus Understanding Emotions</b> |

## *Technology*

(The technology-related professional development will be posted to the staff website by Friday, April 24)

The Priority Snapshot is purposed to guide teaching and learning through the completion of the 2019-20 school year. As recommended by OSPI, educators are now required to think about the enduring concepts of a content, without the expectation to cover an entire content or subject area as would be done when school is in session in school facilities.

The Priority Snapshot outlines the priority standards and enduring concepts of a content for the completion of the school year. The document aligns the priority standards to district adopted instructional materials, and/or materials and resources recommended by the OSPI\*. The intent of this information is to provide teachers with foundations for backwards planning for instruction.

| Overview                          |   |
|-----------------------------------|---|
| <b>Priority Standards</b>         | <p><b><u>Content Standards</u></b></p> <p>2.OA.A.- Represent and solve problems involving addition and subtraction.<br/>           2.OA.B. - Add and subtract within 20.<br/>           2.NBT.B - Use place value understanding, and properties of operations, to add and subtract.<br/>           2.MD.B - Relate addition and subtraction to length.</p> <p>2.OA.C. - Work with equal groups of objects to gain foundations for multiplication. *<br/>           2.MD. C. - Working with time and money. *<br/>           *Supporting clusters are those that are key to third grade success.</p> <p><b><u>Standards for Math Practice</u></b></p> <p>SMP 4 - Model with mathematics<br/>           SMP 6 – Attend to precision<br/>           SMP 7 – Make use of structure<br/>           SMP 8 – Look for repeated reasoning</p> |
| <b>Enduring Understandings</b>    | <ul style="list-style-type: none"> <li>Using place value to add and subtract</li> <li>Understanding equal groups as repeated addition</li> <li>Applying knowledge of addition and subtraction in measurement and time</li> </ul>  |
| <b>Unit Essential Question(s)</b> | <p>How can place value help you add?<br/>           How can we apply addition/subtraction?<br/>           How does an array relate to addition?</p>   |
| <b>Instructional Materials</b>    | <p>See Weekly Instructional Maps</p>  |
| <b>Topics/Units</b>               | <p>Topic 11: Three Digit Addition and Subtraction<br/>           Topic 15: Measuring Length<br/>           Topic 4: Working with Equal Groups<br/>           Topic 16: Time</p>   |

| Dates                 | Unit/Topic/Concepts   |              |                                     |
|-----------------------|---|--------------|-------------------------------------|
| <b>April 20-24</b>    | Adding/subtracting with three-digit numbers (Topic 11)  |              |                                     |
| <b>April 27-May 1</b> | Adding/subtracting with three-digit numbers (Topic 11) with Measurement (Topic 15)  |              |                                     |
| <b>May 4-8</b>        | Adding/subtracting with three-digit numbers (Topic 11) with Measurement (Topic 15)  |              |                                     |
| <b>May 11-15</b>      | Working with Equal Groups (Topic 4)   |              |                                     |
| <b>May 18-22</b>      | Working with Equal Groups (Topic 4)   |              |                                     |
| <b>May 26-29</b>      | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 5px;">Memorial Day</td> <td style="padding: 5px;">Working with Equal Groups (Topic 4)</td> </tr> </table> | Memorial Day | Working with Equal Groups (Topic 4) |
| Memorial Day          | Working with Equal Groups (Topic 4)   |              |                                     |

|                   |                 |
|-------------------|-----------------|
| <b>June 1-5</b>   | Time (Topic 16) |
| <b>June 8-12</b>  | Time (Topic 16) |
| <b>June 15-19</b> | Review          |

The Priority Snapshot is purposed to guide teaching and learning through the completion of the 2019-20 school year. As recommended by OSPI, educators are now required to think about the enduring concepts of a content, without the expectation to cover an entire content or subject area as would be done when school is in session in school facilities.

The Priority Snapshot outlines the priority standards and enduring concepts of a content for focus for the completion of the school year. The document aligns the priority standards to district adopted instructional materials, and/or materials and resources recommended by the OSPI\*. The intent of this information is to provide teachers with foundations for backwards planning for instruction.

| <b>Grade 8 - Overview</b>             |  |
|---------------------------------------|--|
| <b>Priority Standards</b>             | <p>MS-PS2-1<br/>Apply Newton’s Third Law to design a solution to a problem involving the motion of two colliding objects.</p> <p>MS-PS2-2<br/>Plan an investigation to provide evidence that the change in an object’s motion depends on the sum of the forces on the object and the mass of the object.</p> <p>MS-PS4-1<br/>Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.</p> <p>MS-PS4-2<br/>Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.</p> |
| <b>Enduring Concepts of a Content</b> | <p>SEPs</p> <ul style="list-style-type: none"> <li>• Develop and Use Models</li> <li>• Construct an Explanation or Design a Solution</li> <li>• Plan an investigation</li> <li>• Use Mathematical and Computational Thinking</li> </ul> <p>CCCs</p> <ul style="list-style-type: none"> <li>• Patterns</li> <li>• Structure and Function</li> </ul> <p>DCIs</p> <ul style="list-style-type: none"> <li>• Force and Motion</li> <li>• Newton’s 3<sup>rd</sup> law</li> <li>• Waves</li> <li>• Light – Electromagnetic Spectrum</li> </ul>  |
| <b>Unit Essential Question(s)</b>     | <p>How can Newton’s Law improve help us improve designs of objects that must collide?<br/>How does energy travel? What are light waves? Why do we see color?</p>   |
| <b>Instructional Materials*</b>       | <p>STC – Energy, Machines and Motion Kit<br/>STC – Light Kit<br/>Other Suggested Resources</p> <ul style="list-style-type: none"> <li>• <a href="#">PBS Learning Media – Newton’s Laws of Motion</a>: Videos, interactive lessons, interactive sites, support materials etc. Can be linked to Google Classroom</li> <li>• <a href="#">PBS Learning Media – Waves and Light</a>: Videos, interactive lessons, interactive sites, support materials etc. Can be linked to Google Classroom</li> </ul>  |

|                |   |
|----------------|---|
|                | <ul style="list-style-type: none"> <li>•</li> <li>• PHet Simulations – (if you log in/create an account you can access teacher resources. Many lessons already created. The ones with Stars are high quality inquiry based lessons.) <ul style="list-style-type: none"> <li>○ <a href="#">Force and Motions Basic</a> - Forces and Motion (Teacher Page) lesson by Sarah Bornstein</li> <li>○ <a href="#">Wave Intro</a>: Can study mechanical and light</li> <li>○ <a href="#">Waves on a String</a>- Wave basics</li> <li>○ <a href="#">Color Vision</a> -</li> </ul> </li> <li>• <a href="#">Smithsonian Science Ed Center – Bumper Ducks</a> – Force and Motion Game</li> </ul> |
| <b>Unit(s)</b> | Energy, Machines and Motion<br>Light  |

\*LT = Learning Target

\*SWBAT = Students will be able to

| <b>Dates</b>          | <b>Unit/Topic/Concepts</b>   |  |
|-----------------------|--|--|
| <b>April 20-24</b>    | Earth Week 2020 Activities   |  |
| <b>April 27-May 1</b> | LT: SWBAT analyze data to determine that an object change in motion is related to the forces acting on the object and the mass of the object |  |
| <b>May 4-8</b>        | LT: SWBAT use models to identify how 2 objects behave when they collide  |  |
| <b>May 11-15</b>      | LT: SWBAT Design a solution to solve a problem that occurs when two objects collide (ie. Football helmets, Cars etc..)                       |  |
| <b>May 18-22</b>      | LT: SWBAT Use models to identify the properties of a wave  |  |
| <b>May 26-29</b>      | Memorial Day   | LT: SWBAT analyze data to determine the relationship between the properties of a wave and the characteristics of sound |
| <b>June 1-5</b>       | LT: SWBAT analyze data to determine the relationship between the properties of a wave and the characteristics of light                       |  |
| <b>June 8-12</b>      | LT: SWBAT use a model to identify how our eyes and brain work to interpret light as it reaches our eyes.                                     |  |
| <b>June 15-19</b>     | LT: SWBAT Develop a model that demonstrates how waves behave when the are reflected absorbed or transmitted                                  |  |



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The Priority Snapshot outlines the priority standards and enduring concepts of a content for the completion of the school year. The document aligns the priority standards to district adopted instructional materials, and/or materials and resources recommended by the OSPI\*. The intent of this information is to provide teachers with foundations for backwards planning for instruction.

| <b>Overview</b>                       |   |
|---------------------------------------|---|
| <b>Priority Standards</b>             | <p><b>Define Trigonometric ratios and solve problems involving right triangles ( G.SRT.C)</b></p> <p><b>Explain volume formulas and use them to solve problems ( G.GMD.A)</b></p> <p><b>Visualize the relation between two-dimension and three-dimensional objects ( G.GMD.B)</b></p> <p><b>Translate between the geometric description and the equations for a conic section(G.GPE.A)</b></p> <p>1. Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.</p>  |
| <b>Enduring Concepts of a Content</b> | <p>Unit 8 – Right Triangle Trig<br/>All basics (see standards above)<br/>Sine and cosine of complementary angles<br/>Don't have to do special right triangles if no time</p> <p>Unit 9 – Measurement and dimension<br/>I can use volume formulas for cylinders, pyramids, spheres and cones to solve real-world problems<br/>I can approximate the volume of an irregularly shaped solid using defined geometric objects (tree trunk = cylinder)<br/>I can identify 2-D shapes formed by the cross section of a 3-D object<br/>I can identify 3-D objects created by rotating a 2-D object around an axis.</p> <p>Unit 10 – Circles<br/>Equation of a circle and transformation, completing the square<br/>I can use Pythagorean Theorem to derive the equation of a circle<br/>I can move between the representations of a circle: graph, equation or a description.</p> |
| <b>Unit Essential Question(s)</b>     | <p>How can you use the trigonometry relationships in right triangles to solve problems?</p> <p>How can I use volume formulas to solve real-world problems?</p> <p>What does the equation of a circle tell you about the circles properties?</p>   |
| <b>Instructional Materials*</b>       | Pearson Geometry; Supplementary: Desmos, Illustrative Mathematics   |
| <b>Unit(s)</b>                        | Unit 8- Right Triangle Trigonometry; Unit 9- Measurement and Dimensions; Unit 10- Circles   |

| Dates                 | Unit/Topic/Concepts   |   |
|-----------------------|---|---|
| <b>April 20-24</b>    | Right Triangle Trig – Vocab/Trig Ratios and Missing Sides                   |   |
| <b>April 27-May 1</b> | Right Triangle Trig – Missing Sides and Sine/Cosine of Complementary Angles |   |
| <b>May 4-8</b>        | Right Triangle Trig – Missing Angles and Angles of Elevation/Depression     |   |
| <b>May 11-15</b>      | Right Triangle Trig – Application and Review                                |   |
| <b>May 18-22</b>      | Measurement/Dimension - Use volume formulas                                 |   |
| <b>May 26-29</b>      | Memorial Day  | Measurement/Dimension - Cross Sections/2D Rotations |
| <b>June 1-5</b>       | Circles – Representations (Graphing, Equation, Description)                 |   |
| <b>June 8-12</b>      | Circles – Equation, Completing the square, transformations                  |   |
| <b>June 15-19</b>     | Review week – buffer time   |   |



**EVERETT PUBLIC SCHOOLS** **PRIORITY SNAPSHOT** | Spring 2020  
**Biology and The Environment**

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The Priority Snapshot outlines the priority standards and enduring concepts of a content for focus for the completion of the school year. The document aligns the priority standards to district adopted instructional materials, and/or materials and resources recommended by the OSPI\*. The intent of this information is to provide teachers with foundations for backwards planning for instruction.

| Overview           |   |   |
|--------------------|---|---|
| Schools            | Cascade HS, Jackson HS and Sequoia HS   | Everett High School   |
| Priority Standards | <p><b>HS-LS1-1:</b> Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.</p> <p><b>HS-LS1-3:</b> Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.</p> <p><b>HS-LS1-4:</b> Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.</p> <p><b>HS-LS2-6:</b> Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions but changing conditions may result in a new ecosystem.</p> <p><b>HS-ESS3-5:</b> science data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.</p> | <p><b>HS-LS3-1:</b> Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.</p> <p><b>HS-LS3-2:</b> Make and defend a claim based on evidence that inheritable genetic variations may result from (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.</p> <p><b>HS-LS3-3:</b> Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.</p> <p><b>HS-LS4-2:</b> Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.</p> <p><b>HS-LS4-3:</b> Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.</p> <p><b>HS-LS4-4:</b> Construct an explanation based on evidence for how natural selection leads to adaptation of populations.</p> |

|                                       |  |   |
|---------------------------------------|--|---|
| <b>Enduring Concepts of a Content</b> | <b>SEPs-</b> Plan and conduct an investigation, Use Models, Make a Claim, Construct explanations, Evaluating claims<br><b>CCCs-</b> Systems and Scale, Patterns, Cause and Effect<br><b>DCIs –</b> See above<br>Segment 5 – DNA to Proteins: DNA, genes, proteins<br>Segment 5 – Systems and Homeostasis: Cells to systems, feedback and homeostasis<br>Segment 6 Scope 2 – Climate and Ecosystems | <b>DCIs -</b><br>Segment 4 – Basic Mendelian Genetics – Punnett Squares – Probability<br>Segment 4 – Inheritance and Natural Selection<br>Segment 3 Natural Selection and Change over time  |
| <b>Unit Essential Question(s)</b>     | How do organisms/life forms respond to changes and will that be enough to support survival in a rapidly changing environment? <ul style="list-style-type: none"> <li>In a changing environment, how can an individual organism maintain homeostasis?</li> <li>So now what do we do?</li> </ul>   | How do organisms/life forms respond to changes and will that be enough to support survival in a rapidly changing environment? <ul style="list-style-type: none"> <li>What mechanism do species have that enable them to respond to a changing environment?</li> </ul> |
| <b>Instructional Materials*</b>       | STEMscopes   | STEMscopes<br>The Concord Consortium - Geniventure  |
| <b>Unit(s)</b>                        | Segments 5 and 6 (Scope 2)   | Segments 4 and 3  |

| <b>Dates</b>                               |  |                              |   |
|--|--|------------------------------|---|
| <b>April 20-24</b>                         | Earth Week!  |                              |   |
| <b>School</b>                              | <b>JHS</b>   | <b>CHS, and SHS</b>          | <b>EHS</b>  |
| <b>April 27-May 1</b>                      | HS-LS1-4 Mitosis/cell division/cell specialization                             | Genetic diseases             | Started the week of 17th See Module in the Commons for Geniventure for more details<br>Geniventure - Pre test, Traits and Gene expression |
| <b>May 4-8</b>                             | DNA's role-instructions to make proteins/                                      | DNA structure/function       | Geniventure - inheritance, Dominance/ recessive Traits, gene interactions   |
| <b>May 11-15</b>                           | Homeostasis/body systems   | DNA structure/function       | Geniventure - Gene to Proteins, Review Proteins, Meiosis, Punnett Squares,  |
| <b>May 18-22</b>                           | inheritance  | Cell Division                | Geniventure - CER Inheritance and relatedness   |
| <b>May 26-29</b><br>(Monday= Memorial Day) | Natural selection  | Homeostasis and body systems | Geniventure- Complex traits, linkage, CER and Post Test   |
| <b>June 1-5</b>                            | Climate change/adapting to climate change (Brielle's webquest on NASA website) | Homeostasis in Ecosystems    | Natural Selection   |

|                   |   |                |                        |
|-------------------|---|----------------|------------------------|
| <b>June 8-12</b>  | homeostasis/ecosystems                      | Climate Change | Change across Time     |
| <b>June 15-19</b> | Climate change/ how do we make a difference | Climate Change | Wrap up Semester Ideas |

Updated: 4/14/2020

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| <b>Overview</b>                       |  |
|---------------------------------------|--|
| <b>Priority Standards</b>             | W.11– 12.2, W.11–12.7, W.11– 12.8<br>RL.11–12.1<br>RI.11–12.1<br>SL.11–12.1, SL.11–12.2<br>L.11–12.6   |
| <b>Enduring Concepts of a Content</b> | <ul style="list-style-type: none"> <li>• Explore the concept of “journey”</li> <li>• Analyze a writer’s complex writing and stylistic choices</li> <li>• Research and synthesize information about a literary era</li> </ul> |
| <b>Unit Essential Question(s)</b>     | How do cultural movements such as the Harlem Renaissance reflect and create people’s attitudes and beliefs?  |
| <b>*Instructional Materials</b>       | SpringBoard Grade 11; Zinc*  |
| <b>Unit(s)</b>                        | Unit 5 Part 1  |

| <b>Dates</b>          | <b>Unit/Topic/Concepts</b>  |                                       |
|-----------------------|---|---------------------------------------|
| <b>April 20-24</b>    | Activity 5.1 Previewing the Unit  |                                       |
| <b>April 27-May 1</b> | Activity 5.2 Developing Research Questions                                    |                                       |
| <b>May 4-8</b>        | Activity 5.3 The Historical Context of the Harlem Renaissance                 |                                       |
| <b>May 11-15</b>      | Activity 5.4 Synthesizing Facts, Interpretations, and Media Formats           |                                       |
| <b>May 18-22</b>      | Activity 5.5 Documenting Your Sources   |                                       |
| <b>May 26-29</b>      | Memorial Day  | Activity 5.5 Documenting Your Sources |
| <b>June 1-5</b>       | Activity 5.6 Finalizing Research  |                                       |
| <b>June 8-12</b>      | Embedded Assessment 1: Presenting a Literary Movement: The Harlem Renaissance |                                       |
| <b>June 15-19</b>     | Embedded Assessment 1: Presenting a Literary Movement: The Harlem Renaissance |                                       |

\*Supplemental Zinc Articles: “Is Nothing Sacred?”; “Excerpt: Their Eyes Were Watching God”; “Letter to My Son”; “A Presumption of Guilt”; “George Washington’s Farewell Address”

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| <b>Overview</b>                       |  |
|---------------------------------------|--|
| <b>Priority Standards</b>             | <ul style="list-style-type: none"> <li>• SSS3.9-12.4 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.</li> <li>• SSS4.9-12.1 Evaluate multiple reasons or factors to develop a position paper or presentation.</li> <li>• C2.11-12.1 Analyze citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national and/or international level.</li> <li>• C4.11-12.4 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.</li> <li>• H1.11-12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</li> <li>• H2.11-12.3 Evaluate how individuals and movements have shaped contemporary world issues</li> </ul> |
| <b>Enduring Concepts of a Content</b> | <ul style="list-style-type: none"> <li>• Fear of Communism and Soviet expansion led to the Cold War and had a pervasive impact on all aspects of American society</li> <li>• The booming economy of the 1950's led to a burgeoning pop culture and mass consumerism</li> <li>• The Civil Rights Movement is still evolving and expanding today</li> <li>• The Vietnam War experience continues to shape U.S. foreign policy and impacts our cultural values today</li> </ul>   |
| <b>Unit Essential Question(s)</b>     | <ul style="list-style-type: none"> <li>• How did the Cold War shape and define the post war world economically, socially, and politically?</li> <li>• What was the "American Dream" in post-war America?</li> <li>• How and why did the Civil Rights movements emerge and change America?</li> <li>• How did the Cold War continue to influence foreign and domestic policies of the U.S.?</li> <li>• In what ways were the leaders and events of the 1960's polarizing forces of this turbulent decade?</li> <li>• How did the Vietnam Era shape U.S. foreign policy?</li> <li>• How did the Vietnam War impact our cultural values of the time and today?</li> </ul>   |
| <b>*Instructional Materials</b>       | Pearson- <i>United States History: Reconstruction to the Present</i>   |
| <b>Unit(s)</b>                        | Unit 7; Unit 8; Unit 9   |

| Dates                 | Unit/Topic/Concepts                                      |  |
|-----------------------|--|--|
| <b>April 20-24</b>    | Unit 7: The Cold War and Postwar America                 |  |
| <b>April 27-May 1</b> | Unit 7: The Cold War and Postwar America                 |  |
| <b>May 4-8</b>        | Unit 7: The Cold War and Postwar America                 |  |
| <b>May 11-15</b>      | Unit 8: Civil Rights and Reform Movements                |  |
| <b>May 18-22</b>      | Unit 8: Civil Rights and Reform Movements                |  |
| <b>May 26-29</b>      | Memorial Day   | DBQ Project: What Made Cesar Chavez an Effective Leader? |
| <b>June 1-5</b>       | DBQ Project: What Made Cesar Chavez an Effective Leader? |  |
| <b>June 8-12</b>      | Unit 9: Vietnam War Era                                  |  |
| <b>June 15-19</b>     | Unit 9: Vietnam War Era                                  |  |





April 29, 2020

## Monitoring Student Engagement

### Purpose

The purpose of this message is to explain how the district will be collecting student “attendance,” which during closures is a measure of student learning engagement.

### Background

It has become clear that in order to better allocate resources and support, especially for students with significant obstacles to engagement, we need a central way to understand which students are engaging and which are not. Additionally, the Office of the Superintendent of Public Instruction will soon be asking for information on student engagement in distance learning, as they do currently for student meals distribution and childcare opportunities for similar purposes: to get a statewide understanding of the successes and challenges associated with distance learning.

As a result, we have developed a system that leverages the assignment feature of the gradebook. The advantage of using the gradebook is all stakeholders (teachers, parents, students, administrators) will be able to view the same data. We will not be asking for “daily attendance” at this point but rather a weekly look back at student engagement.

Student learning engagement is defined as participation in group lessons, assignment completion, or conferencing over the course of the prior week. (e.g., exchanging academic work, connecting with teachers, accessing content, logging on to lessons, independent work).

### What we are asking teachers to do

We are asking teachers to monitor student learning engagement using the gradebook. Student engagement will be documented using an assignment entry that is pushed out to the gradebook from the district to the following:

- Elementary homeroom classes
- Elementary specialist classes
- All secondary classes where attendance is typically taken

Teachers will enter student engagement data **once a week on Wednesdays, for the previous five school days starting the Wednesday before.**

Below is an image of how assignments will appear in the gradebook and the scale that is used.

- Assignment name will be consistent and include week date range
- Staff will only be able to use the Student Engagement Scale
- The assignment will be visible to students and families

| GB Assignments ▼    |    |                     |    |
|---------------------|----|---------------------|----|
| Closure 04.29-05.05 |    | Closure 05.06-05.12 |    |
| 4/28                | ×0 | 5/12                | ×0 |
| N                   | N  | Y                   | Y  |
| N                   | N  | N                   | N  |
| Y                   | Y  | Y                   | Y  |

Student Engagement

Type

Percentages

Rubric

Conjunctive

Rounding

0

Breakpoints

| #  | Letter | Numeric | Lower | Description  | Exempt                              |
|----|--------|---------|-------|--|-------------------------------------|
| 1. | N      | 0       | 0     | No: Student did not engage in learning this past week. | <input checked="" type="checkbox"/> |
| 2. | NS     | 0       | 0     | Not Scheduled with me in the past week.                | <input checked="" type="checkbox"/> |
| 3. | Y      | 0       | 0     | Yes: Student engaged in learning this past week.       | <input checked="" type="checkbox"/> |
| *  |        |         |       |  | <input type="checkbox"/>            |

**There are 3 codes that can be used to monitor student learning engagement using the gradebook scale above:**

- Y- Yes the student engaged in learning opportunities during the week
- N- No the student did not engage in learning opportunities during the week
- NS- Not scheduled to see specific student in the last week

The “not scheduled” option has been added to the scale for specialists with gradebooks who may not see students on daily or even weekly basis.

Teachers have the option to add additional comments in Quick Grades for greater specificity.

| Grade | 0 | Comments                  | Date Observed |
|-------|---|---------------------------|---------------|
| N     | N | Left message at home      |               |
| N     | N | Sent email                |               |
| Y     | Y | Attended Zoom small group |               |

The initial two weeks of assignments will be added to the gradebook by Monday, May 6. The next assignments will be added each Monday until the end of the year.

If staff needs support using the gradebook they can email [LMSSStaff@everettsd.org](mailto:LMSSStaff@everettsd.org) or open a HelpDesk Web ticket.



## Information on Grading Staff communication April 24, 2020

### Purpose

The purpose of this document is to provide staff an overview of grading practices to support our students during school building closure. Our collective goals in establishing grading guidelines, within the Office of Superintendent of Public Instruction (OSPI) rules, are to ensure students receive feedback and support on their engagement and progress towards core learning standards, and to minimize the negative impact of the school building closure on students' academic records.

### Background

On April 21, OSPI released their statement on grading that will subsequently be adopted into rules. The statement outlined a “do no harm” approach to grading and communicated that every student will have an opportunity to improve their grade using their March 17 status as a baseline. No student grades will be lowered from their March 17 baseline. Students in grades K–8 will be challenged to demonstrate effort and success in learning standards established by their teachers. Students will automatically be promoted to the next grade unless the parent/guardian had already been working through the retention process with their teacher/principal prior to the date of school building closure.

For grades 9-12 and middle school students taking credit-bearing high school level courses, work will be evaluated through the school closure with stipulations. No student will receive a “pass,” “fail,” or “no credit” grade for any course. Every class taken during the closure period will be given a statewide designator on the high school transcript to denote the unique environment in which the course was taken. Teachers will assign grades or assign an “incomplete” for students who cannot engage in an equitable way. All students will be given an opportunity to engage in continuous learning to maintain or improve their mastery of essential standards.

### What does this mean for students taking credit-bearing high school level coursework?

Students in grades 9–12, and middle school students taking credit-bearing high school level courses, will be graded using the following definitions and grading criteria:

**Engagement** is defined as participation. This may include (but is not limited to):

- Exchange of academic work; responsive to teacher assignments and feedback
- Evidence of independent work (logs)
- Connecting with teachers via email, phone, Zoom
- Logging on to Canvas, Google Classroom
- Participating in Zoom class meetings

**Progress** is defined as work that demonstrates meeting, or growth towards, core/essential learning standards. Each teacher should identify the core/essential learning (“priority standards”)<sup>1</sup> on which students should focus and that can be reasonably learned through distance learning tools, while recognizing the individual circumstances of students and multiple ways of demonstrating progress to standards.

Given these definitions, Everett Public Schools will adopt the **A, B, C, Incomplete** grading criteria for coursework this second semester of the 2019-20 school year.

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<sup>1</sup> Priority standards & snapshots continue to be developed by the Curriculum Department in collaboration with teachers and are being placed in Canvas portals.

- **A or 4.0 on the 4.0 grading scale:** This is for students who had an A on March 17, or who had a lower grade and has shown both progress to core learning standards **and** has shown engagement during distance learning.
- **B or 3.0 on the 4.0 grading scale:** This is for students who had a B on March 17, or who had a lower grade and has shown either progress to core learning standards **or** has shown engagement during distance learning.
- **C or 2.0 on the 4.0 grading scale:** This is for students who had a C on March 17 and is also the foundational target for teachers to work with students who had lower than a C, to engage them in learning.
- **I (Incomplete)** is the *rare option* for circumstances that might warrant it. Students assigned an “incomplete” for a course will be given opportunities to reengage in the essential learning standards according to a district process and timeline to be developed soon.

Students receiving Special Education services: With access to accommodations and modifications, students can be graded using the grading criteria above. If a student was graded Pass / Fail before closure they can receive a “pass” or “satisfactory” grading option or the grading criteria above per OSPI. Grading should be determined on an individual-student basis in partnership with the student and parent/guardian and documented in the Continuous Learning Plan and/or Prior Written Notice.

College in the High School: High school students who are taking a College in the High School course will receive specific information from their teachers, informed by the guidance Becky Ballbach has been providing as program manager. Please note that these courses may be subject to grading stipulations and expectations from the respective higher education institutions.

Sno-Isle and CTE Dual Credit: We are still seeking clarity for grading in Sno-Isle and CTE Dual Credit courses. We will provide further information as soon as possible.

Sequoia High School: We are awaiting word from OSPI as to whether Sequoia High School can continue to use alternative grading scales as they have done for many years.

### **What does this mean for K-8 students not taking credit-bearing high school level coursework?**

The process to assign final standards-based grades (for elementary students) and letter grades (for middle school students **not** taking credit-bearing high school level coursework) is yet to be determined. Students in grades K–8 will continue to be challenged to demonstrate effort and success in core learning standards as identified by their teachers. We will continue to emphasize the importance of teacher feedback to students on work and progress to standards. No student grades will be lowered from their March 17 status.