



Imagine what you can learn!

Vancouver Public Schools Board Study Session

August 4, 2020

Remote Learning 2.0

Two Surveys Reveal Same Desired Outcomes

PARENT Survey

- Desire for uniformity of practice and expectations
- Equity of experiences
- More video-conferencing for teaching



TEACHER Survey

- Accountability: students and teachers
- Streamline platforms: one learning management system
- Training: tools and best practices
- Student engagement
- Clear expectations for teachers
- Improved, unified grading system
- Desire for face-to-face learning

STREAMLINE



[\[Syllabus Button\]](#) [\[Current Module\]](#) [\[Teacher Website\]](#) [\[Other?\]](#)

31 Weekly Schedule: 9/14 - 9/18

Monday

WHAT'S HAPPENING IN CLASS TODAY	Briefly describe what is happening. Zoom meeting, lecture, notes,
DUE TODAY	Complete your work on Pages 2-10
TODAY'S ASSIGNMENT	Sample: Watch and take notes on remote lesson

Tuesday

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DUE TODAY	City Project 1U
TODAY'S ASSIGNMENT	Presentation of City Project

Easy to Manage:

- ClassLink Single Sign-On
- Canvas Landing Page

Parent Quote: *“It needs to be more centralized/uniform. Teachers have assignments in different places with different turn-in places and some are very organized about due dates and some are less so/more vague.”*

Teacher Quote: *“All teachers need to be using the same platform. In our building we have about 50/50 using either Canvas or Google Classroom. This created a lot of confusion and anxiety for students, especially in the beginning.”*

Technology TRAINING



Click below
and let's get started.



Important

VANCOUVER
PUBLIC SCHOOLS
VPS

Teachers:

Up to 8 hours of online teacher training on Canvas, Zoom, Seesaw, new classroom equipment, WeVideo, creation applications, ClassLink, etc. Embedding pedagogy and best practices where applicable.

Parents and Students:

Videos on core applications (ClassLink, Canvas, Seesaw, WeVideo, Zoom, device). Updated WeLearn webpage.



Technology **SUPPORT**

- “Genius Bar”-style building support for tech issues and questions (*in planning stage*)
- Parent HelpDesk Hotline
- Ticketing system for electronic support requests
- Electronic signature option for Responsible Use Agreement
- Digital Learning Coach and FCRC support
- Zoom groups for training opportunities
- WeLearn webpage (“How To”)
- Canvas modules for parents and students
- Support for connectivity issues



Reflect, Refine, Re-engage

Professional Learning Communities

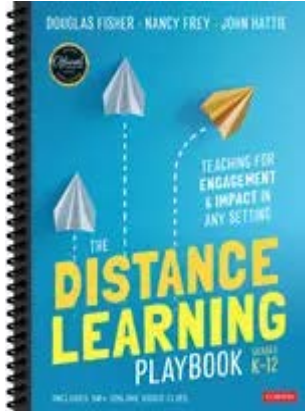
- Determine desired student outcomes - Backwards Design
- Unify learning expectations and strategies to provide **equitable** experiences for all students
- Decide **essential technology** to enhance and support learning and engagement
- Ensure students know how to use the technology before using
- Simplify



RECOMMENDATION: Limit the number of applications used during remote learning (full or hybrid).

How to Help Students Engage with Remote Learning

Reflect, Refine, Re-engage



Planning
Tasks
Methods
Productivity

- Communicate weekly with parents
- Incorporate synchronous and asynchronous learning opportunities
- Provide ways for kids to be social by using breakout rooms to enhance student collaboration
- Assign hands-on projects students can share via video or screen shots
- Use interactive and dynamic slides for presentations
- [Use PBIS Rewards remotely](#)

Curriculum and Instruction



Providing Support for Teachers

Curriculum and Instruction

(Resources and Support)







- Survey of all K-8 teachers in PLCs to identify spring Math and ELA standards that were mastered/introduced/not introduced
- Zoom meetings with teachers and principals focused on their experiences with remote instruction during the closure
- Participation in on-line professional development around best practices in remote learning
- Four-week Re-Entry Plan developed for in-person/hybrid/remote learning at all levels
- Plans shared with principals and teachers in August

Elementary and Middle School Planning Guides

Instructional plans for teachers in grades K-5 and 6-8 include:

- Building Community
- Connecting With Colleagues
- ELA/Math Standards
- Recovering Learning
- Accelerating Learning
- **Additional Resources**

	Week 1	Week 2	Week 3	Week 4
Build Community (<i>resources to create a welcoming & supportive setting</i>)	Relationships: Establish strong connections 	Self-awareness: Practice self-care 	Flexibility: Build good decision-making skills 	Organization: Address self-management skills 
Connect with Colleagues (<i>use data to continuously improve</i>)	Teams consider, " <i>How we need to be</i> ," and <i>regulating emotions</i> through a crisis.	Develop collective attitudes & behaviors necessary to advance learning & stay healthy.	Collaboratively identify knowledge & skills necessary for success.	Seek out opportunities to vertically team to address potential learning gaps.
ELA Standards Data & Support for Learning (<i>unfinished → grade-level</i>)	Incoming 6th graders	Incoming 7th graders	Incoming 8th graders	
Math Standards Data & Support for Learning	Incoming 6th graders	Incoming 7th graders	Incoming 8th graders	
Science Standards Data & Support for Learning	Incoming 6th graders	Incoming 7th graders	Incoming 8th graders	
Accelerate learning (<i>create a prioritized approach by knowing individual needs</i>)	<ul style="list-style-type: none"> ● Build the calendar you need to help students reach the demand of grade-level standards. ● Use approved vertically-aligned curricular materials. 	<ul style="list-style-type: none"> ● Activate prior knowledge in ways that encourage students to draw on personal experiences. ● Consider ways to simplify a task & create space for relationship building. 	<ul style="list-style-type: none"> ● Incorporate unfinished learning activities throughout the year & when most appropriate. ● Support access to grade level material with visuals, sentence frames, etc. 	<ul style="list-style-type: none"> ● Design lessons that support multiple access points, student choice, creativity & culture. ● Provide clear communication & give specific positive feedback.
Additional Resources	SEL: Self-Assessment	5-Day BLANK Unit Plan	10-Day BLANK Unit Plan	

Guidance for HS Teachers

PLC Course Planning Guide

Addressing Anticipated COVID-19 Learning Gaps

PLC Course Planning Guide

All students have been impacted by school closures due to the coronavirus and COVID-19 pandemic. Time away from brick-and-mortar schooling has limited student access to a full range of 4th quarter learning experiences during spring 2020. This document outlines considerations for high school teachers for the 2020-2021 school year.

Build Community

- Develop welcome videos to accompany live class sessions
- Provide frequent opportunities for students to engage with one another (this also builds students' listening and speaking skills)
- Design activities that are embedded in standards and connected to social-emotional learning needs (team building, personal writes, community circles, etc.)
- Emphasize the importance of supporting one another within a learning community

Connect with Colleagues

- Conduct clearly-structured and intentional PLC meetings to discuss standards that may have been missed or not fully addressed during previous courses
- Seek out opportunities for vertical teaming within the school and with 8th grade teachers to identify potential learning gaps
- Collaboratively identify knowledge and skills necessary for student success
- Adjust expectations for new essential standards in an effort to address identified learning gaps and incorporate critical prior knowledge and skills

Use Formative Assessment Strategies and Accompanying Data

- Conduct formative assessment opportunities early and often to identify students' learning needs
- Consider ways to simplify the steps in a task
- Incorporate examples and clear structures for each activity
- Use digital platforms (Flipgrid, Gimkit, Menti, Nearpod, Peardeck, etc.) for remote student engagement and embedded formative assessment
- Develop exit slips that include reflective questions and skill-based questions
- Differentiate during class time and through identified intervention time

Activate Prior Knowledge and Skills

- Introduce skills that provide students with multiple levels of access
- Provide support for students in accessing grade-level material (word banks, supplementary visuals)
- Explicitly teach academic language (content-specific vocabulary, cross-content phrases and words, root words, etc.)
- Develop sentence-starters or writing templates that provide entry points for students
- Design online discussion boards with questions that encourage students to draw upon their own experiences and prior learning

Elements of a Lesson Plan

May include:

- Big Ideas
- Essential Question
- Essential Standards
- Learning Target/Success Criteria
- Key Vocabulary
- Learning Progression (standards above/below)
- Assessment
- Intervention
- Differentiation
- Resources



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Grading: Elementary, Middle and High School

- Emergency rules (Chapter 392-901 WAC) expired on July 31, 2020 and will not be extended.
 - “Hold harmless” goes away
 - Prohibition on “Fs” expires
 - Grades count
- Districts should engage teachers and principals in leading the work of determining processes for identifying the standards most essential to student success in each grade level, program and content area.
- Instructional plans should narrow standards to ensure student learning experiences are high in both engagement and rigor (essential PLC work).
- ES/MS/HS Principals will be engaged in defining and applying potential grading changes in August.



Attendance and Engagement

Attendance (Present)

In the 2020–21 school year, districts will be required to take attendance. (OSPI, Reopening p. 28)

VPS will:

- Use a common definition of attendance
- Use a common method to collect and record attendance
- Link to Skyward
- Ensure consistent reporting to OSPI



Every student. Every day.

Engagement (Contact, Connect, Relate, Participate):

School districts need to have weekly schedules for each student, daily engagement or assigned work for each student... (Reykdal, July 22, 2020)

VPS will:

- Maintain regularly updated contact information
- Provide access to technology and equip school staff and families to use it effectively
- Offer options to participate in meaningful learning opportunities
- Ensure students and families have meaningful two-way communications with staff and each other about how to improve conditions for learning

On-Site Delivery and Remote Learning 2.0

(Subject to Bargaining)

- Increased uniform teaching and learning experience for students and families
- Work hours would be time bound during the school day
- On-site social distancing and PPE equipment public health standards would be in place
- Small group support would be in place, per public health guidelines and the Governor's "Washington Safe Start" phased model
- High risk employees are exempt



Communication with Families and Staff



VPS will use frequent and timely communication with students, parents and staff:

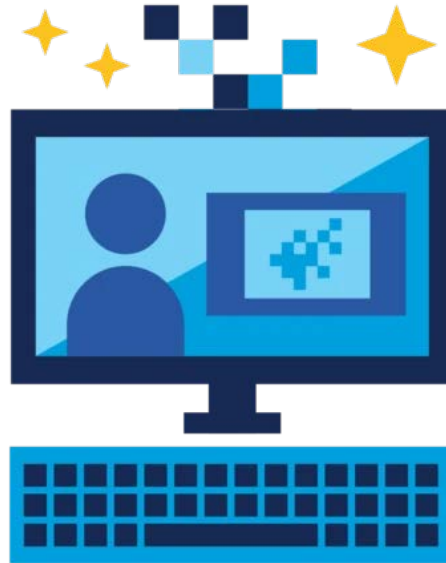
- Weekly expectation
- Use well-established communication tools to inform and engage our students, families, staff and partners
- Connect regularly through newsletters, emails and phone calls
- Consult with district interpreters to translate and interpret information in Spanish, Russian and Chuukese
- Check student academic progress through Canvas
- Enlist family-community resource coordinators, advocates, and counselors to connect with students and families
- Partner with community organizations serving students and families

Special Education

Special Education: In-person/Hybrid

- VPS will follow ALL guidance provided by OSPI as it relates to serving students with disabilities, regardless of service delivery model.
- VPS Special Education will follow the same schedule/calendar as it relates to either in-person and/or a hybrid model of serving students.
- In-Person Instruction - All special education services and compliance requirements will be followed.
- Hybrid model - IEP teams will be required to meet to develop the Student Tracking Form (Continuous Learning Plan) based upon guidance provided by OSPI. The purpose of the Student Tracking form is to document the services needed to provide Free Appropriate Public Education (FAPE).
- The district is expecting further guidance related to supporting students in special education from OSPI by early to mid-August.

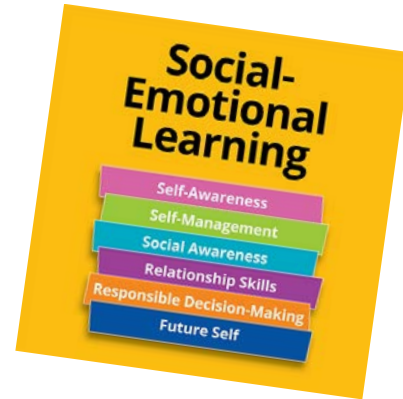
Professional Development



Social Emotional Learning

In the 2019 session, the legislature passed RCW 28A.415.440, which requires school districts to train certificated instructional staff on one or more of the following topics during the 2020-21 school year and every other year thereafter. A district may choose to train on more than one of the listed topics.

- * Social-emotional learning
- * Trauma-informed practices
- * Anti-bullying strategies
- * Recognition and response to emotional or behavioral distress
- * Mental health literacy
- * Culturally sustaining practices
- * Consideration of adverse childhood experiences



This training will take place on August 26 or 27 for eight (8) hours.

Principal Directed Professional Development

- Principal-directed training will be offered August 26-27.
- Equity training topics of racial literacy and stereotype-threat will be provided.
- Objectives for this day will also be related to the School Improvement Plan and supporting distance learning for students including:
 - Curriculum and Instruction
 - Technology Support
 - Grading, Attendance and Student Accountability



This training will take place on August 26 or 27 for eight (8) hours.

Questions?



Returning to School

Re-entry Planning Guidelines




Preliminary Results: Return to School Survey

Student/Staff Social and Emotional Well-Being



THEMES

- Collaborative teaming
- Being trauma sensitive; including race-based trauma
- Assess strengths & gaps in supports and interventions
- Identify those needing Tier II and III supports
- Regular mental health check ins
- Concerted efforts to build school community, relationships, & morale




STUDENT WELLNESS

- Basic needs, psychological safety, relationships, & engagement before new learning
- Proactive teaching of the "new normal"
- Community circles to process feelings
- Self-management, responsible decision making, connection, & engagement SEL
- Clear roles for staff & remove non-essential task so they can directly support mental health
- Re-establish partnerships with community mental health providers



STAFF WELLNESS

- Proactive practice and orientation to the "new normal"
- Self-care & wellness a regular part of the school culture & professional development
- Access to resources for staff who may need additional support with mental health, physical health, or remote teaching
- System-wide approaches to address secondary traumatic stress & compassion fatigue
- Establish a system to personally contact each staff member prior to school



FAMILY WELLNESS

- Provide orientation to the return to school
- Provide regular and consistent communication to all families
- Provide a single point of contact to families
- Virtual workshops on family wellness
- Home visits and other strategies to increase engagement

Welcome Back Week

As Public Health and the Governor's "Safe Start Washington" Phase Model permit, we are exploring opportunities to respond to the immediate needs of our students. Considerations include:

- Orientation to remote learning
- Culturally responsive supports
- Social-emotional wellness



School Day-Key Points for Parents

Family-school-community partnership for health:

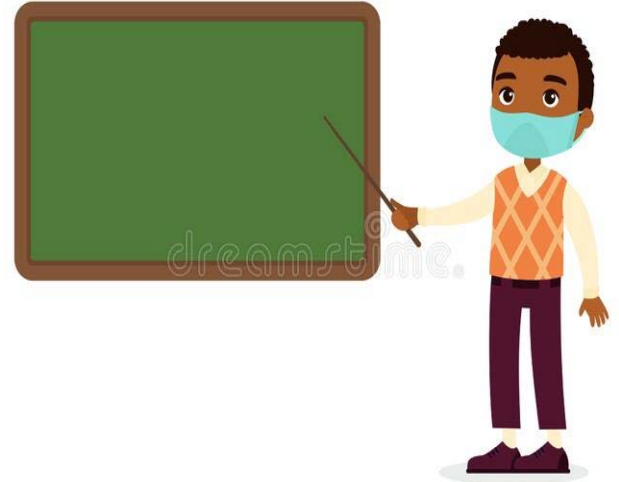
- Student wears mask or face shield
- Student uses hand sanitizer when entering bus, school, classroom
- Family attests to student's health prior to school arrival
- School takes student's temperature upon arrival using thermal scanners
 - If student registers a temperature of 100.4 F or greater, the student will not be allowed to attend class
 - Staff will utilize a forehead thermometer to ensure accuracy of thermal scanner reading
 - Administrator or designee will communicate with parents/guardians in a clear and timely manner
 - Student presenting with a fever will be treated with attention to their physical and emotional well-being as they are removed from the group setting and await their parent pick-up/go home plan.



School Day-Key Points for Staff

Staff-school-community partnership for health:

- Enter building through designated entry where the thermal scanner is located
- Wear a mask/face shield
- Sign-in to attest to health upon entry
- Follow all CDC and State Covid protocols/guidelines
 - Maintain social distancing throughout school day
 - Clean desk tops and high touch areas between classes/transitions as necessary
- Sign out and use hand sanitizer upon exiting



School Day-Key Points for Students

Student-school-community partnership for health:

- Wear a mask or face shield (on bus, in parking lot, at school)
- Use hand sanitizer when entering bus, school, classroom
- Enter school through common entry where thermal scanner is located
- Follow posted social distancing protocols:
 - a. In class
 - b. At lunch
 - c. During class transitions
 - d. At the end of the day



Operations: Transportation



- Morning bus route - Before student enters bus:
 - 1) Hand sanitizer 2) K-5: take clean mask from basket, 6-12: driver ensures mask on (extras available if student forgets).
- Afternoon bus route - Before exiting (K-5 only) student drops dirty mask in basket to be laundered.
- Laundering - District creates commercial laundry operation to clean/sterilize all K-5 masks and return for circulation on buses or school entries.
- Driver PPE - Plexiglass prohibited, so first seat behind driver will be marked to prevent student access.
- CDC/OSPI guidance suspends 6' social distancing requirements while on buses due to short duration, but encourages maximum air circulation by opening windows when practical.
- Cleaning/Disinfecting - Specialized custodial crew will clean/disinfect all buses nightly using electrostatic sprayers dispensing non-toxic Vital Oxide.

Operations: Facilities

- Clean and disinfect common contact surfaces nightly using Vital Oxide sprayers.
- Equip all schools with temperature-scanning devices. All students and staff must pass through prior to entering the building.
- Supply all classrooms with hand sanitizer, disinfectant wipes and rubber gloves: (1) All students clean hands when entering classroom; (2) If student or staff concerned about desk/chair/whiteboard exposure or after secondary class changes, they should access gloves and use wipes to clean items.
- Follow CDC/OSPI guidance for routine vacuuming, cleaning of hard surface flooring and furniture.
- Install plexiglass shields in all offices and DRO stands.
- Provide floor decals to encourage social distancing and one-way traffic flow.
- Program HVAC systems to maximize fresh air circulation.



Operations: Nutrition Services

- Breakfast - Students pick up grab-and-go breakfast, eat in classroom.
- Lunch - Grade K-5 meals delivered to co-op spaces or classroom; Grade 6-12 meals distributed in current service area (various distancing strategies to be employed).
 - Grade 6-12 students consume meals on current cafeteria tables with plexiglass barriers. Plexiglass reduces capacity making accommodating all students difficult. However, adequate capacity remains for A/B track schedule.
 - Grade 6-12 cafeteria tables sanitized between lunches.
- Meals may only be purchased using a lunch account, cash will not be accepted due to safety and logistics of remote meal service.



Operations: Student/Staff Health

Community Partnerships and Returning to School

VPS will work closely with Clark County Public Health to identify contact tracing protocols, and stay abreast of OSPI guidance.

Hygiene Practices to Reduce Transmission

VPS will explain and demonstrate: respiratory hygiene practices, how to clean hands, how to wear face coverings, and strategies to promote physical social distancing.

Immunizations and Health Records

Students attending in-person classes must provide a record of all required immunizations for their age prior to starting and/or returning to school. As of August 1, 2020, there is no longer a grace period allowed.



Athletics and Activities

Activities

- Cancel in-person events such as field trips, student assemblies, special performances, school-wide parent meetings and other large gatherings.
- Suspend or make significant modifications to activities that are considered high risk such as choir or other classes or activities that require students to remove face coverings.
- Limit non-essential visitors, including volunteers and guest speakers.
- Keep students outside more, as weather and space permit.
 - Building-dependent considering space and practicality.



Athletics

Follow NFHS and WIAA safety protocols in place at all grade levels (ES, MS and HS).

- WIAA Season 1: Cross Country, Slowpitch Softball, Girls Swim and Dive*, Golf (Alternative Season), Tennis (Alternative Season)
- WIAA Season 2: Basketball, Bowling, Boys Swim and Dive, Gymnastics, Cheerleading, Wrestling
- WIAA Season 3: Volleyball, Girls Soccer, 1B/2B Boys Soccer, Football
- WIAA Season 4: Tennis, Fastpitch Softball, Track and Field, Baseball, Golf, Boys Soccer, Dance/Drill

Questions?