



SCHOOL BOARD ACTION REPORT

DATE: May 4, 2020
FROM: Denise Juneau, Superintendent
LEAD STAFF: Ronald Boy, Senior General Counsel, (206) 252-0114
Diane DeBacker, Chief Academic Officer, (206) 252-0180
Wyeth Jessee, Chief of Schools & Continuous Improvement,
(206) 252-0067

For Introduction: May 27, 2020
For Action: May 27, 2020

1. TITLE

Approval of Board Resolution No. 2019/20-36 to affirm the district’s continuous learning plan and support the district’s application to the State Department of Education to waive lost instructional hours due to the novel coronavirus (COVID-19) pandemic

2. PURPOSE

This Board Action report approves Board Resolution No. 2019/20-36 to affirm the district’s continuous learning plan and support the district’s application to the State Department of Education to waive lost instructional hours due to the COVID-19 pandemic. By receiving approval of the Board, the district will be able to apply to OSPI requesting that the district’s instructional hours requirement is waived which will enable the receipt of full educational funding from the state. The state application requires the Board to pass a resolution approving the district’s continuous learning plan by May 29, 2020.

3. RECOMMENDED MOTION

I move the School Board approve Board Resolution No. 2019/20-36, as attached to the Board Action Report, affirm the district’s attached continuous learning plan, and approve the district to apply to request a waiver of instructional hours from the State Department of Education. Immediate action is in the best interest of the district.

4. BACKGROUND INFORMATION

a. Background

- In January 2020, United States authorities and news outlets became aware of a virus outbreak in China that would be referred to as a ‘novel coronavirus’ with the first known case appearing in the US that same month.
- On March 5, 2020, Public Health began recommending, but not requiring, social distancing and avoidance or cancellation of events with 10 persons or more.
- On March 11, 2020, the World Health Organization characterized COVID-19 as a pandemic. To slow the spread of the virus, on March 13, 2020, Governor Jay Inslee ordered all public and private K–12 schools in Washington state to close through April 24. On April 6, 2020, the Governor announced all schools would remain closed from

providing traditional, in-person instruction through the rest of the 2019–20 school year.

- On March 11, 2020, there is a confirmed case of COVID-19 at Aki Kurose Middle School. Aki Kurose is closed until further notice. There are one or more suspected cases of COVID-19 at Cleveland High School. Cleveland High School is closed for one day to allow for custodial crews to sanitize building.
- On March 12, 2020, following guidelines received from King County Health Department, Seattle Public Schools closed due to the impacts of COVID-19. The decision to close schools was based on:
 - The rapid expansion of COVID-19 cases and suspected cases;
 - Unparalleled student absences;
 - Reaching the brink of no longer being able to staff schools due to staff and substitute absences; and
 - Reaching the brink of ability to properly sanitize buildings with suspected and/or confirmed cases of COVID-19 exposure.
- March 13 – 27, 2020, efforts to provide student instruction continued throughout the district. Teachers were instructed to contact students, supply supplemental learning activities remotely, and provide formative feedback and assessment as able.
- On March 30, 2020, Seattle Public Schools' Continuous Learning Plan was fully implemented. Remote instruction began and continues to this day.
- On April 6, 2020, Governor Inslee announced that school buildings will not reopen until the 2020-21 academic year. The district's Continuous Learning Plan will continue through June 19th, 2020, the last day of the district's academic school year.
- State law (RCW 28A.150.220) requires school districts to provide a district-wide average of 1,027 instructional hours and 180 school days within each academic year. Ordinarily, districts receive state funding based on the number of students enrolled in the district during that time. OSPI is authorized to waive these requirements for districts in the event of unforeseen emergency events, including epidemics (RCW 28A.150.290[2]).
- On April 29, 2020, OSPI adopted [temporary emergency rules \(Chapter 392-901 WAC\)](#) establishing the terms and conditions governing school districts' entitlement to state funds during the 2019–20 school year when the district was unable to fully meet the required number of school days and instructional hours.
- For the district to receive a waiver of instructional hours, OPSI requires the Board to pass a resolution approving the district's continuous learning plan by May 29, 2020. The resolution will be provided with the district's application requesting a waiver of instructional hours. If the waiver application is approved by OSPI, Seattle Public Schools will receive full educational funding from the state.

b. Alternatives

Not approve the resolution, not make up the days of school lost, and accept an apportionment reduction. This would mean the district would not receive approximately \$243,000,000 in state funding during a critical pandemic emergency that will require substantial funding to address.

c. Research

N/A

5. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will be neutral if both the Board and OSPI approve this waiver request.

The revenue source for this motion is N/A.

Expenditure: One-time Annual Multi-Year N/A

Revenue: One-time Annual Multi-Year N/A

6. COMMUNITY ENGAGEMENT

With guidance from the District’s Community Engagement tool, this action was determined to merit the following tier of community engagement:

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

This is primarily an administrative decision of the District because of the financial and compliance implications.

7. EQUITY ANALYSIS

N/A

8. STUDENT BENEFIT

This action will allow students to receive the necessary instructional hours and remain on schedule for breaks with other schools within Seattle Public Schools which is particularly important to students with siblings attending other Seattle Public Schools.

9. WHY BOARD ACTION IS NECESSARY

Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)

Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)

Adopting, amending, or repealing a Board policy

Formally accepting the completion of a public works project and closing out the contract

Legal requirement for the School Board to take action on this matter

Board Policy No. _____, [TITLE], provides the Board shall approve this item

Other: Board Resolution

10. POLICY IMPLICATION

This motion implicates no policy. RCW 28A.150.220 and WAC 392-129-140 mandate this course of action.

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Curriculum & Instruction Policy Committee meeting on May 19, 2020. The Committee reviewed the motion and has moved forward for consideration.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, the district will submit this resolution and a copy of the district's continuous learning plan to the State Department of Education with the waiver application for approval.

13. ATTACHMENTS

- Continuous Learning Plan (for approval)
- Board Resolution 2019/20-36 (for approval)

**Seattle School District #1
Board Resolution**



Resolution No. 2019/20-36

A RESOLUTION of the Board of Directors of Seattle School District No. 1, King County, Seattle, Washington to affirm the district's continuous learning plan and support the district's application to the State Department of Education to waive lost instructional hours due to the COVID-19 pandemic.

WHEREAS, Chapter 28A.320 RCW authorizes local school boards to govern their respective districts and RCW 28A.330.100 authorizes local school boards with additional powers to prescribe a course of study, to establish and maintain grade year levels and departments, and to determine the length of time over and above that required by law;

WHEREAS, RCW 28A.150.200 sets forth a program of basic education and RCW 28A.150.220 sets forth the minimum instructional requirements of basic education, including that districts must offer at least one hundred eighty school days and a minimum of instructional hours for kindergarten, grades one through eight, and nine through twelve;

WHEREAS, on February 29, 2020, the Washington Governor Jay Inslee declared a state of emergency in all counties of our state under Chapters 38.08, 38.52, and 43.06 RCW, and directed implementation of the plans and procedures of the state's Comprehensive Emergency Management Plan in response to the novel coronavirus (COVID-19) and on March 13, 2020, Governor Inslee ordered closure of all public and private K-12 schools in Washington State until April 24, 2020, to contain the spread of COVID-19, and on April 6, 2020, directed that school buildings remain closed from providing traditional, in-person instruction throughout the remainder of the 2019-2020 school year;

WHEREAS, the district implemented a continuous student learning plan immediately following statewide closure of school facilities beginning March 17, 2020;

WHEREAS, RCW 28A.150.290 authorizes the State Superintendent of Public Instruction to make rules establishing the terms and conditions for allowing a school district to receive state basic education money, when, due to an emergency school closure, a district is unable to fulfill the statutory requirements of providing one hundred eighty days of operation or the total program hour offerings or teacher contract hours imposed by law;

WHEREAS, on April 29, 2020, the State Superintendent adopted Chapter 392-901 WAC, which chapter consists of emergency rules regarding school district operations during facility closures related to COVID-19 and provides school districts with a process for receiving waiver of the statutorily prescribed school days/instructional hours and thereby receive their state basic education apportionment allocations for the 2019-2020 school year; and

WHEREAS, RCW 28A.150.230 assigns local school boards the responsibility for ensuring quality in the content and extent of its educational program, including establishing performance

criteria and an evaluation process for all programs constituting a part of the district's curriculum, and further assigns local school boards the responsibility to establish final curriculum standards consistent with law and rules of the superintendent of public instruction, relevant to the particular needs of district students, the unusual characteristics of the district, and ensuring a quality education for each student in the district;

NOW, THEREFORE BE IT RESOLVED, that the Seattle School Board affirms that the district's continuous learning plan meets the requirements outlined in chapter 392-901 WAC and hereby adopts the district's continuous learning plan as implemented.

BE IT FURTHER RESOLVED that the Seattle School Board hereby supports the District Superintendent's application to the State Superintendent of Public Instruction for emergency waiver of days and instructional hours.

BE IT FURTHER RESOLVED that execution of this Resolution is conclusive evidence of the Board's approval of this action and of the authority granted herein. The Board warrants that it has, and at the time of this action had, full power and lawful authority to adopt this instrument. This resolution acts in tandem with chapter 392-901-005 WAC and pertains exclusively to the 2019-2020 school year.

ADOPTED this _____ day of _____, 2020

Zachary DeWolf, President

Chandra N. Hampson, Vice President

Leslie Harris, Member-at-Large

Brandon K. Hersey

Eden Mack

Liza Rankin

Lisa Rivera-Smith

ATTEST: _____
Denise Juneau, Superintendent
Secretary, Board of Directors
Seattle School District No. 1
King County, WA

Seattle Public Schools Plan to Support Continuity of Learning During School Closure – DRAFT

The following is the Seattle Public Schools (SPS) plan for providing continuity of student learning during statewide school closures starting in March. The plan reflects guidance from OSPI and best practice.

Table of Contents:

- Overview of the Plan
- Learning Resources and Student Supports
- Student and Family Engagement
- The Class of 2020
- Grading
- School Year Calendar and Weekly Schedules

Overview of the Plan

On any given day, Seattle Public Schools (SPS) supports the basic needs of thousands of students and families. Throughout the initial weeks of the COVID-19 crisis, we intentionally prioritized the health, safety, and wellness of students, families, educators, and staff. While our primary role is education, our moral responsibility is to protect those in our school communities who are disproportionately affected when schools close.

To engage our students and families, we started with basic health, safety, and living needs in an effort to avoid disproportionality serving as a barrier to student learning. Dedicated staff lined up 26 student meal distribution sites that included weekend food support, led the launch of child care for children of first responders, and took a multi-medium approach to student learning including development and distribution of teacher-generated learning videos, provision of learning packets at all student meal sites, creation of an online repository of PreK-12 lessons, student mental health supports, and sample daily schedules. In the face of unprecedented community challenges and uncertainty, SPS staff and our School Board continue to provide strong leadership and an unwavering commitment to all our students.

Starting in late March, we took another bold step to support students' continuity of learning. The district and the Seattle Education Association agreed to a Memorandum of Agreement (MOA). This joint MOA made clear our collective support for **continuous student learning during school closures** and our commitment to staff during these difficult times. This agreement came on the heels of [guidance from OSPI](#) that shifted learning expectations from “supplemental” during the statewide school closures to providing continuity of learning in grades PreK-12. Starting on March 30th, in alignment with revised guidance from OSPI, (the state education agency), Seattle Public Schools began providing **ongoing, remote learning** for students PreK-12. While remote learning cannot fully replace students' experiences in schools with their teachers, administrators, and support staff, this approach will help ensure our students are prepared for the next step of continued learning during the pandemic.

Our overall objectives in providing ongoing, remote learning is SPS has been to:

- Minimize the impact of school closure on P-12 academic development during the 2019-2020 school year through providing engaging standards-based activities for students

- Plan for meaningful learning for student P-12 to reach grade level state learning standards
- Ensure supports for 12th graders to meet graduation requirements
- Prepare for a strong school re-opening (either in the summer or fall) by planning for intensive, accelerated instruction to maximize learning
- Continue the social emotional learning as well as healthy relations through a variety of mediums

Seattle Public Schools Guiding Principles:

Seattle Public Schools is using the following principles to guide their plan.

Keep Students at the Center

- Plan for and implement ongoing student learning, taking in to account student’s strengths, interests, and needs
- Have schools develop and communicate a weekly plan and schedule designed to be developmentally appropriate
- Regularly contact families as partners in student learning; provide coordinated communication, translations or other access supports as needed.

Design Learning for Racial Equity and Access

- Teach core content (Washington State K– 12 Learning Standards) by prioritizing the most critical content and skills needed for success in the next grade level.
- Deliver flexible instruction, multi-mediums (computer, online, phone, hard copy materials) that is responsive to individual student and family needs and resource access. Acknowledging our approach to remote learning is limited and evolving, access to technology will be beneficial for students to strengthen and reinforce previously learned skills. Starting with seniors, distribution of devices and hotspots to high school students who need them will be prioritized because they will have the least amount of time to address the impact of the school closure.
- Provide developmentally appropriate social-emotional supports in addition to academic content.

Assess Student Learning

- Check student learning using a variety of strategies for feedback to students.
- Make instructional adjustments and use formative assessment results to determine next steps for individual students and the class that are developmentally appropriate.

Key Components of the SPS Plan:

Student Learning

- Educators: **Educators will take the lead in connecting with all their students and their families, sharing ideas of how to continue their learning and assessing their work.** We believe that the best learning happens as a result of the close relationship between teachers and their students. Teachers also know their content and standards and they know most precisely where they are in their scope and sequence. As a result, we are asking teachers to communicate regularly following our published *Educator Expectations During School Closure* documents. Educators are to keep in mind that not all students have access to technology. They can rely on the elementary progress report and secondary grading tool as guides for giving feedback to students. While communicating online will likely be an option for many students, teachers are instructed to be creative including suggesting activities that do not require technology. If students have their textbooks, independent book, or other materials, teachers can assign work from those resources.

- School Leaders: Principals developed schedules for their staff, students, and families and ascertained the supports each group needs. School leaders will adjust their plans based on student engagement, acquisition of target skills and feedback from staff and families. Additionally, school leaders, as well as staff, are encouraged to request for specific supports from SPS Central.

Supports for Staff – **SPS Central Office developed and implemented supports for educators and principals.** We will consider a tiered support plan for teachers depending on their need for support (i.e., content, digital tools)

- School Leader and Educator Expectations: As noted above, Central Office recently issued *Educator Guidance and Expectations for Continuity of Learning Plan* documents for staff in PreK-5, 6-8, and 9-12 grade bands. (Addendum A1, A2, A3)
- Curriculum, Assessment, and Instruction (CAI): The supports will vary by grade level and content area and are captured in the *CAI Guidance Framework* documents (Addendum B1, B2, B3, B4) broken down by grade band and content area. The following provides a high-level overview of what is included in these documents:
 - For PreK-5: CAI has developed learning videos, created learning packets, and posted suggested learning activities:
 - SPS teacher generated educational programming airs on SPS TV (local channel 26), social media (Facebook: @SeattlePublicSchools, Twitter: @SeaPubSchools), the SPS TV YouTube channel, and on KOMO4 news.
 - Students can watch the TV broadcast or view individual on-demand lessons.
 - Students can learn more by visiting the [SPS TV webpage](#).
 - The district has also distributed printed materials aligned to SPS TV programming at school lunch distribution sites for families who do not have access to the SPS TV broadcast or internet. These weekly, supplemental learning packets are available and can be picked up at any of the meal sites. They have also been distributed to affordable housing sites and the current K-5 packets can be downloaded from the [elementary learning resources webpage](#).
 - For 6-8: CAI is developing learning videos in science and is posting suggested learning activities. There are critical standards in key courses on which to focus. There are also some courses on Schoology that support and provide more specific guidance for areas where there were recent adoptions (e.g., Math, Science). CAI is facilitating Schoology groups and virtual Professional Learning Communities (PLCs) for teachers of similar content areas.
 - For 9-12: CAI has worked with schools to provide additional access to online course content and online course licenses. This includes supporting on-line content for courses through Schoology. In addition, they will provide more specific guidance for areas that have had recent adoptions (e.g., Science). CAI will continue to work with local colleges and other partners (e.g., College Board) to determine opportunities for Running Start, College in the High School, and other credit-earning opportunities.
 - For Seniors: The College and Career Readiness team will support the development of school-specific plans for engaging seniors and other high school students in meaningful credit-earning opportunities as well as informing them of potential waivers.
- Online resources: Staff have curated Learning Resource webpages organized by grade band (preschool, elementary, middle, and high school). Families can find sample daily home learning schedules, emotional support guidance, supplemental learning resources coordinated by the Curriculum and Instruction Department, SPS TV learning packets, and some favorite online sites. Visit the [learning resources webpage](#).

- Digital Learning: The CAI digital learning team has developed guidance and training opportunities for teachers on how to use digital learning with their students including ideas for how to leverage Schoology. The digital learning team has coordinated with the departments of English Learners (EL) and Special Education to ensure tools for access are incorporated into learning opportunities.

Special Education: The Special Education team has created Individualized Education Program (IEP) and reevaluation guidance for those due during the school closure. Special educators are conducting IEPs and evaluation meetings per parent consent. The department, along with the Seattle Education Association, (SEA), co-designed individual continuous learning plans to support IEPs through remote learning and have set up continuous support networks so staff can learn together. School leaders and case managers have been given guidance on the learning plans and how they will be used when school reopens. The department is conducting needs assessment of our most vulnerable students. Curated resources for students and families such as daily routines and skill development for elementary and secondary learners are posted on the special education website. A parent Frequently Asked Question (FAQ) document has been developed and we have language supports for our bilingual families in coordination with the EL and admissions departments. Following the guidance that has been provided for students who could receive an Incomplete in secondary grade levels we have incorporated this information into the students' learning plans and secondary guidelines.

English Learners: The English Learners department has provided guidance on how to provide/ensure access to learning for English Learners (ELs) during the school closure. The EL department is collaborating across content areas to ensure that EL pedagogical strategies are embedded in the SPS generated television lessons, YouTube videos (which can be accessed in different languages in closed captioning), weekly learning packets, and school specific learning materials. We have also included a tech-free page, translated in our Top 5 languages, for the district learning packets. School-based EL teams are collaborating with general education teachers in the communication to families. They also collaborate in the video learning, review grade level learning plans weekly, and provide small group instruction. Secondary EL students continue to get instruction and support through their sheltered classes and through collaboration with other content teachers. ELD teachers coordinate with school counselors to ensure that seniors are receiving the support they need to be able to graduate. We have been able to provide remote World Language credit testing for most seniors to earn credit for WL.

EL Instructional Coaches are meeting with teachers weekly to offer support and resources. The team has vetted resources for teachers and encouraged the use of digital learning tools such as Immersive Reader, Dictate, Flipgrid, etc. Coaches continue to provide professional development. They have created Schoology courses ranging from the use of Achievement Learning Descriptors, to Guided Language Acquisition Design (GLAD) follow-up. In addition, the EL Department sends out biweekly newsletters with resources for EL school-based staff to help support families and students.

Finally, our department's belief is that parents are their children's first and best teacher. The most important thing parents can do is continue to communicate with their student in the language most comfortable for them. We have been messaging to parents, community organizations and schools that we do not expect parents to replace teachers. Our goal is to provide a variety of options for families to keep their children academically and intellectually active.

Department of Technology Services (DoTS): DoTs has prioritized the distribution of devices and hotspots to high school students, particularly seniors, who did not currently have access. We then prioritized the

rest of high school students without laptops, students furthest from educational justice and students who qualify for McKinney-Vento assistance in grades K-8.

School Leadership Supports: Directors of Schools meet weekly with school leaders at all levels and are leveraging these meetings to discuss plans for supporting the continuity of learning and continuous improvement. They are monitoring teacher and student engagement each week through the activity rates of district-supported on-line platforms. We are using an inquiry cycle to address signs of low engagement.

Research and Evaluation: The Research and Evaluation team is helping high schools develop targeted plans for seniors by conducting analyses of credit-earning data by school.

Learning Resources and Student Supports

Remote learning is not synonymous with online learning. Remote learning can take place in a multitude of ways. While instruction or lessons online will likely be an option for many students and families in the coming weeks, teachers will consider home language, specialized services, developmental readiness, and resource access and also suggest activities that do not require technology.

Remote learning instruction may include online learning via Schoology, the district's learning management system, (especially at the middle and high school level), paper-based packets, individual and family videoconferencing, remote small group or full class instruction, emails, portfolio-based assessments, and/or providing remote office hours for secondary students. Educators have been reminded that not all students have access to technology at home and to provide appropriate and reasonable alternative academic supports. If students took textbooks, independent books, or other materials home, educators may assign work from those resources as well. To further facilitate student engagement and accommodate different learning modalities, we have sent over 20,000 envelopes with learning materials to students through U.S. postal service.

Student and Family Engagement

The best learning happens as a result of the close relationship between teachers and their students. Teachers know their content, learning standards, and they know most precisely where individual students need support or acceleration. Family engagement is always important to student learning, but even more so with schools being closed. The goal is two-way communication and culturally responsiveness to the diversity of our families and needs.

- Educators are expected to communicate directly with families and students at least twice a week while we are performing remote learning. These regularly scheduled conversations help ensure that parents and students understand the planned academic learning targets, social & emotional goals, and corresponding activities.
- Educators have coordinated communications with other teachers in the school community including specialists (i.e. EL, Special Education, Arts, Physical Education), so that family engagement is streamlined and predictable. If language support is needed there are a few supports in place including bilingual instructional assistants, telephonic support and the use of talking points.
- When families have not yet heard from their child's teacher or teachers, they have been informed to contact the school principal. Additionally, principals are communicating to their larger communities weekly.

- Families with students with IEPs or 504s who need support can call their child’s IEP Case Manager or 504 Coordinator to support the IEP or 504 during remote learning. The Special Education Contact page has been updated with all contacts and languages with various ways to contact including phone, email and Let’s Talk.

Communications and Outreach

- Public Affairs: At least once a week, SPS Central Office connects with school leaders, staff, and families via various forms of communication.
- EL supports: Public Affairs letters have been translated in the top 5 languages as well as audio files created for those families who may not read in their primary language. Additionally, some communication is followed up with robocalls spoken in the top 5 languages. Scripts of the Superintendent’s videos are translated and posted on the district website. Support Specialist staff: School-based staff (i.e., counselors, academic intervention specialists, social workers, school psychologists) are reaching out to identified students through their Multi-Tiered System of Support (MTSS) process to check in on the student’s well-being and to determine specific needs. Educators contact students in their classroom or course roster at least twice a week. If there is language support needed staff are coordinating with bilingual instructional assistants for support or they may use telephonic support. The web pages for the district has been revised with the different language tabs to make information more accessible for our EL families.
- Office of African American Male Achievement: The Office of African American Male Achievement is providing additional outreach to our African American male students.
- Department of Technology Services: DoTS has created a Tech Hotline for students and families who need help accessing digital resources or having other technological challenges, with language support for our top 5 languages.

Technology Resources for Families

Since schools were closed, Seattle Public Schools educators have worked to provide continuous learning through a variety of channels including digital tools such as Schoology, paper-based packets distributed at meal distribution sites, and SPS TV videos.

Seattle Public Schools has many digital tools to support student learning. The primary tools are:

- **The Source** offers students and parents access to student schedules, assessment scores, library information, and secondary student grades. Parents will also use the source to retrieve an access code to set up their Schoology account. [Learn more about the Source.](#)
- **Schoology** is our learning management system (LMS). This online tool is used by educators to communicate schoolwork and student assignments. [Learn more about Schoology.](#)
- **Support videos** were created in the top 9 languages on how to login to Schoology. Videos were sent to five community organizations who support EL families and is posted on the website.
- **Clever**, the student portal, offers students easy access to Office 365, Schoology, and school-based applications.

Technology supports for Families

The Department of Technology Services prioritized seniors who did not have access to devices and/or hotspots when they started the distribution. After those seniors, laptops and hotspots were distributed to the remaining high school students, students furthest from educational justice and students who qualify for McKinney-Vento in grades K-8. We have also worked with the business community and philanthropy to identify additional supports. Amazon donated laptops to SPS elementary families. The donated laptops were provided to elementary students who otherwise did not have access to a device at home. Learn more about [Amazon's gift.](#)

Educators and schools consider technology access when planning ongoing learning. Remote learning is not synonymous with online learning. In addition, every Monday, central office provides a weekly, paper-based packet of learning activities at the student meal distribution sites. These packets include standard aligned content and complement the [SPSTV teacher-generated learning videos](#).

Monitoring Student Engagement

We have built in oversight mechanisms to both monitor and make adjustments, where necessary, regarding student engagement. Teachers, as well as support specialists, monitor student participation for each posted assignment and/or online class session. Staff provide follow-up correspondence with students and families to gauge student engagement. Support specialists or school leaders provide follow-up correspondence when issues arise around participation, other surrounding issues and identified individual needs. These efforts are intended to support relationships, keep students and families engaged and assist with overall wellness and daily living.

School leaders also monitor lessons on our learning management system (Schoology), join live classes within Microsoft Teams or Zoom and as needed correspond with families. These are efforts to check that both our efforts and outcomes meet our desire to engage all 54,000 students in SPS. The Directors of Schools, (principals' supervisors), monitor each school's weekly teacher and student participation rates using Schoology and PowerSchool. Participation rates will soon be available in Microsoft Teams, providing a third layer of checks and balances to monitor and adjust our work in engaging students.

School Year Calendar and Weekly Schedules

Learning Schedule Across the District

Each school has been asked to design a schedule that is developmentally appropriate for the grade levels served, responsive to school culture, and realistic about available resources. Each class and school have tailored their continuous learning based on their school community. You can view a suggested home learning schedule for K-8 students on the [elementary and middle school student learning resource webpage](#).

Daily Instructional Support

Parents should not expect remote continuous learning hours to mirror traditional instruction. At the elementary level, 2-3 hours maximum per day is ideal and developmentally appropriate. Middle and high school student hours may vary depending on the subject and lesson(s).

Supports Provided for Students Receiving Special Education Services (IEPs)

Seattle Public Schools has published learning resources for students who are receiving special education services on the SPS [COVID-19 Resource page](#) and [FAQ for students receiving specialized services with an IEP and/or 504 accommodation plans for families](#).

These guidance documents will support school staff in serving students and families during this closure. Remote instructional resource supports, and modification suggestions are provided. Special Education staff will continue to coordinate with departments to ensure all teachers are using best practices to support learning for students with IEPs.

This includes supporting the implementation of individual Continuous Learning Plans to document decisions about remote service provision and services as described in the original IEP. These plans will support student programming and planning during and after the school closure.

Special Education Department and family communications

Weekly communication is sent to families from the Office of Public Affairs. The Special Education department provides additional specific information to families of students who receive special education services on Fridays. Those communications will be via email and added to the [Special Education department webpage](#). We are providing translated home language communications of the weekly emails released on Fridays to multilingual families the following Tuesday.

Extended School Year (ESY) services

The Special Education department is planning for both in-person and remote ESY services while awaiting further guidance from King County Public Health around which option will be the safest. As before COVID-19, ESY considerations are made based on evidence and individual IEP team decisions. The department is coordinating with other departments to ensure more students who would not typically receive ESY services be considered for summer learning opportunities.

Supports for the Class of 2020

Graduation Requirements

During the week of March 30, school-based staff conducted check-ins with seniors to create individualized graduation plans. The check-ins assessed student wellness, access to technology, academic engagement, progress toward graduation requirements and post-secondary planning. SPS is continuing to provide seniors with meaningful credit bearing learning experiences to meet graduation requirements during the school closure. Students will continue earning high school credits through remote instruction. All seniors without access to technology will be provided a laptop to ensure access to courses and content. Staff continue to support students requiring specialized instruction. In addition, the Summer Staircase Program will provide online credit recovery opportunities, allowing seniors to earn up to three credits by the close of summer.

SPS will wave high school graduation requirements for 'on track' students graduating in 2020 who are unable to meet statewide minimum requirements due to school closures, per [House Bill 2965](#).

State Testing

The Smarter Balanced Assessment (SBA) will not be administered. Graduating seniors in the class of 2020 (or earlier) who had planned to take the SBA or other tests this spring in order to fulfill an ELA or Math graduation pathway, will likely be eligible for an expedited waiver (per HB 1599) if they have met/waived all other graduation requirements.

AP/IB Tests

Advanced Placement (AP) and International Baccalaureate (IB) courses will continue remotely, and teachers will continue to teach course content. The College Board has provided free online instruction and tutorials. Students will take AP exams remotely. More information about AP can be found on [The College Board website](#). The IB exams have been canceled. More information about exams is available on the [IB website](#).

High School and Beyond Plans

The SPS College and Career Readiness Team will provide guidance on using Naviance and other tools to help students continue High School and Beyond planning activities. Lessons in hard copy format will be provided to families who opted out of Naviance.

Class of 2020 Information

The SPS [Class of 2020 FAQ webpage](#) is updated with information for students and their families, including graduation information, resource supports, testing and other pertinent information.

College Access Support

The SPS College and Career Readiness team provides weekly information on financial aid, College Bound Scholarships and resources for seniors that have not filed the FAFSA. In partnership with Seattle Promise, CCR supports students in meeting the Seattle Promise milestones and provides online resources, including a post-secondary planning webinar offered to seniors in partnership with the Washington Student Achievement Council.

Counselors have created High School and Beyond Plan Schoology courses to support student with completing their high school and beyond plan requirements in Naviance. Paper lessons were distributed at meal sites to support students without computer access. In addition, Counselors are collecting Naviance Senior Exit Surveys from seniors that allow schools to identify students that need additional support with their post-secondary plans.

Grades During School Closure

Seattle Public Schools grading policy during school closure is based on the commitment to lead with compassion and “to do no harm” while aligning with [OSPI guidance](#).

High School Credit Bearing Courses

Students taking high school courses during second semester of the 2019-20 school year will receive either an "A" or an "Incomplete". This change applies to all high school students or middle school students taking a high school course, including those receiving specialized services. While there is no perfect solution, the A/I grading option recognizes the challenges faced by all students and intentionally minimizes harm for students furthest away from educational justice while also adhering to guidance from OSPI.

Teacher will follow a multi-step process in coordination with the student, family and administration in the rare case of a teacher assessing student progress as "Incomplete" This process will serve as a safeguard to minimize harm to students during this semester, particularly for students furthest from educational justice.

Students will have the opportunity to appeal an "Incomplete" or complete the individual learning plan by the end of the first semester of the 2020-21 school year." An “Incomplete” mark will be replaced with an “A” retroactively after the completion of a credit recovery course program or when a student passes the next class in the course sequence, thus demonstrating mastery of content.

Information is provided to students and families on the SPS [High School Grading FAQ](#).

Middle School and Elementary School

Middle school students will receive a "P" for passing, except when enrolled in a high school course.

Elementary progress reports for Trimester 3 will include robust teacher comments about student learning during the closure, as well as guidance for continued remote support of each student during the closure. Report cards will not include assessment of learning standards for Trimester 3. These fields will be left blank.

All students will progress to the next grade, except in specific circumstances unrelated to the school closure. Students receiving special education services will receive an elementary progress report for Trimester 3, along with their IEP goal reports.

Addendum A1

Introduction for Elementary and Pre-K Staff

OSPI has provided guidance and expectations to school districts on required continuity of learning for students. District leadership has put together a plan to meet this objective, and part of that plan is to provide you as educators with guidelines for how to continue to support the learning of our students. If you have questions about the expectations listed below, please contact your building leader.

Guiding Principles

1. Instruction and assignments will be standards-based, following CAI Guidance:
 - [CAI Continued Learning Guidance for Preschool Educators](#)
 - [CAI Continued Learning Guidance for K-5 Educators](#)
2. **Per OSPI guidance¹, elementary students should be supported in continuous learning through a combination of live instruction and support sessions, online resources and with printed resources. As SPS households have now received devices that equip them for live sessions with SPS teachers and staff, updates to our initial expectations have been made as of May 1, 2020.**
3. **Teachers and staff are expected to make learning connections with students each week and in accordance with the chart below referencing purpose, live learning, enrichment, support and in keeping with OSPI recommendations for total time in learning for all students.**
4. Teachers and staff are expected to coordinate communications with other educators including building specialists, and staff who deliver specialized supports to individual and small groups of students to a part of student's team to streamline communication. This means teachers and interventionists will need to collaborate to develop a schedule, based on guidance from their building leader, and log their time into the log provided by their building leader.
5. Teachers and staff are expected to make student learning connections and contact should be conducted through district-approved methods (see "helpful links" below).

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Updated 5/1/2020:

Learning Expectations: Updated May 1, 2020

Preschool and Grades K-5

Grade level	Learning Time	Included in Learning time		Total Learning Minutes
		Live Minutes	Enrichment and support	
	<i>Daily</i> Learning activities provided online or on paper or both <i>Email, phone, Schoology, live Teams or Zoom session</i>	<i>Per week</i> Live academic instruction, social/emotional time, class meeting, and other group learning activities with SPS Staff <i>Live Teams or Zoom session</i>	<i>As needed</i> Small group academic and SEL support <i>Email, phone, Teams, or Zoom session with teacher(s) and staff;</i>	Online, paper activities & Live sessions
Pre-K	20-30 minutes/day	15 minutes	<i>Time and length determined by the teacher</i>	150 minutes
K/1	40-45 minutes/day	20 minutes	<i>Time and length determined by the teacher</i>	225 minutes
2/3	50-60 minutes/day	30 minutes	<i>Time and length determined by the teacher</i>	300 minutes
4/5	75-90 minutes/day	30 minutes	<i>Time and length determined by the teacher</i>	450 minutes

Expectations by Role

Preschool and Grades K-5			
Role	Expectation	Method	Frequency
General Education Teacher	Take stock of the academic standards your	E-mail, Schoology, Teams, Zoom or phone	Minimum 2 x week

SPS Educator Guidance and Expectations for Continuity of Learning

Published 3/27/2020

Updated 5/1/2020:

	<p>class has mastered, and those they are still working to master. Determine power standards and develop lessons and learning activities, using district CAI Guidance (link above), and 504 plans if applicable.</p> <p>Connect with your students and their families to communicate academic learning targets, social and emotional goals and corresponding activities.</p> <ul style="list-style-type: none"> ○ Explore ways to connect creatively with your class or smaller groups of students (e.g. community circle, social lessons, activities, or games) <p>Meet with grade level team/PLC and include support staff and specialists, as appropriate, to coordinate instruction and supports for students; invite school leaders(s) to attend</p>	<p>Following CAI Guidance</p> <p>Schoology/Teams/Zoom; additional follow up may be provided via phone and E-mail as needed</p> <p>Grade level PLC meetings via Teams</p> <p>Schoology/Teams/Zoom; additional follow up may be provided via phone and E-mail as needed.</p> <p>Email, Schoology, Teams, Zoom, phone, mailed or handed out packets</p> <p>Grade level, PLC meetings via Teams</p> <p>Teams or Zoom 1-1 meeting, small group instruction, phone call, Schoology posts; additional follow up be provided via E-mail, as needed</p>	<p>1 x week</p> <p>Minimum 1 x week</p> <p>Minimum 1 x week (each subject)</p> <p>Minimum 1 x per week for each area</p> <p>Ongoing</p> <p>In response to student performance, minimum 2 x week, per student</p> <p>In response to student performance</p> <p>Within 2 school days</p>
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SPS Educator Guidance and Expectations for Continuity of Learning

Published 3/27/2020

Updated 5/1/2020:

	<p>Provide at least one math, one literacy, and 2 additional, standards-aligned learning activities each week. Additionally, connect students and families with district media resources for lessons.</p> <p>Standardize day/time of assignment of learning activities in coordination with grade level team, support staff (ELL, Sped) and building administrator, so that families know when to expect.</p> <p>Monitor and provide feedback on student learning using a variety of strategies. Focus on relationships and connections, not just content.</p> <p>Provide differentiated instruction for students needing more support or more challenge, via small group or 1 – 1 feedback</p>	<p>Teams or Zoom 1-1 or small group instruction, phone call, e-mail</p> <p>E-mail, Phone, Teams, Zoom</p>	
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SPS Educator Guidance and Expectations for Continuity of Learning

Published 3/27/2020

Updated 5/1/2020:

	<p>Coordinate tiered instruction for students in collaboration with support staff, including: ELL, Special Education, Interventionists, IAs</p> <p>Respond to email and other communications from families</p>		
Special Education Teacher	<p>Coordinate instruction for students in collaboration with general education teachers and support staff, including: ELL, ESAs, Interventionists, Counselors, Social Workers, and IAs.</p> <p>Meet with grade level team/Job Alike PLC and include support staff and specialists, as appropriate, to coordinate instruction and supports for students</p> <p>Document communication with parent/student as attempts to make progress on IEP goals in IEPO</p>	<p>E-mail, Teams, Zoom, PLC</p> <p>Grade level, Job Alike PLC meetings via Teams</p> <p>E-mail, phone, Teams, Zoom IEPO</p> <p>E-mail, phone, Teams, Zoom</p> <p>Teams, Zoom, phone; E-mail follow up, as needed</p> <p>Guidance Document</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Within 2 school days</p>

SPS Educator Guidance and Expectations for Continuity of Learning

Published 3/27/2020

Updated 5/1/2020:

	<p>Investigate and determine whether newly introduced apps/platforms from general education teacher(s) and other specialists are accessible to a child based on the child's unique needs.</p> <p>Hold regularly scheduled office hours/check ins to support students and families in utilizing SEL strategies to meet individual goals, provide accommodations when appropriate for distance learning.</p> <p>Follow other guidance from the Special Education Department (see "helpful links" below)</p> <p>Respond to email and other communications from families</p>	<p>E-mail, phone, Teams, Zoom</p>	
<p>ELL Teacher</p>	<p>In coordination with classroom teachers and other specialists serving English learners, respond to email and other communication from families</p>	<p>Teams, Zoom, Linguistica (see "helpful links" below)</p> <p>Phone calls, e-mails, WhatsApp, Facebook, Remind App, Talking Points App, Teams, Zoom, PLC</p> <p>Teams, Zoom, E-mail</p>	<p>2x week</p> <p>Ongoing</p>

SPS Educator Guidance and Expectations for Continuity of Learning

Published 3/27/2020

Updated 5/1/2020:

	<p>Collaborate with classroom teachers on ensuring Tier 1 instruction is accessible to EL’s in the content areas embedding Language standards. Co-design, co-deliver lessons. Encourage the use of all domains of language, but particularly Listening and Speaking – in the language used at home</p> <p>Collaborate with IA about how to best support families and students</p>		1x week
Counselor	<p>Provide weekly newsletter to families, specific to grade bands, using district lessons (see “helpful links” below) and CAI guidance</p> <p>Support students who are identified for tier 2 and 3 academic and / or SEL supports</p> <p>Respond to family emails and other communications</p> <p>Provide referral information to families for community resources. Contact Family Services (Marci Curtain and/or Alesia Jessie) for information as appropriate for McKinney-Vento, Foster Care, and Family Support.</p>	<p>E-mail, Phone, Teams, Schoology Posts</p> <p>E-mail, phone, Teams</p> <p>E-mail, phone</p> <p>E-mail</p> <p>Teams</p>	<p>1X week; Ongoing</p> <p>Ongoing</p> <p>Within 2 school days</p> <p>Ongoing</p> <p>As needed</p>

SPS Educator Guidance and Expectations for Continuity of Learning

Published 3/27/2020

Updated 5/1/2020:

	Participate in School Counseling PD that is posted in the Counselors Teams Staff Notebook		
Social Workers	<p>Respond to email and other communications from families</p> <p>Identify students and families who have been provided additional support to this school year (basic needs, behavioral support, mental health support, social emotional support, etc.)</p> <p>Work in consultation with school leaders to determine if any other students and families could benefit from additional outreach (basic needs, behavioral, mental health, social emotional needs, etc.). There might be students who were being seen by other school staff or students whose needs were just emerging in the winter (who had not formally been connected to the school social worker).</p> <p>Contact families to set up an initial check in</p> <p>Follow up with community service providers (if a Release of</p>	<p>E-mail, phone, and/or Teams/Zoom</p> <p>School records, e-mail, phone, McKinney Vento, Community Services, Public Housing Liaison, PowerSchool</p> <p>School records, e-mail, phone, McKinney Vento, Community Services, Public Housing Liaison, PowerSchool</p> <p>E-mail, phone, Teams, Zoom</p> <p>E-mail, phone, Teams, Zoom, Community Resources</p> <p>E-mail, phone, Teams, Zoom, Community Resources</p> <p>E-mail, phone, Teams, Zoom</p> <p>E-mail, phone, Teams, Zoom</p>	<p>Within 2 school days</p> <p>As soon as possible</p> <p>Ongoing</p> <p>As soon as possible</p> <p>As needed, ongoing</p> <p>As needed, ongoing</p> <p>As needed, ongoing</p> <p>Once a week</p>

SPS Educator Guidance and Expectations for Continuity of Learning

Published 3/27/2020

Updated 5/1/2020:

	<p>Information has been signed) to provide wrap around support for identified student</p> <p>Provide additional resources as needed – referral to mental/physical health services</p> <p>Coordinate with other school staff and/or provide resource distribution to student/family (books, packets, basic needs, etc.)</p> <p>Schedule a weekly check in time with identified families and students to provide consistency and to maintain a connection to school</p>		
<p>Positions that Support Student/Family Needs (Paraeducators)</p>	<p>Respond to staff and family emails and other communications</p> <p>Identify and connect with students and families in which they have provided additional support this school year</p> <p>Provide staff, students, and families referrals for basic needs and community resources</p> <p>Coordinate with community agencies to access the maximum</p>	<p>Email, phone, and Teams, Zoom</p> <p>Email, phone, and Teams, Zoom</p> <p>Email and phone</p> <p>Email and phone</p>	<p>Within 2 school days</p> <p>As needed</p> <p>As needed</p> <p>Ongoing</p>

SPS Educator Guidance and Expectations for Continuity of Learning

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Updated 5/1/2020:

	amount of resources and provide linkages to students and families		
Specialist (Music, PE, Art, etc.)	<p>Determine power standards and develop lessons and learning activities, using CAI guidance</p> <p>Work with grade level teacher to include specialist content materials/ activities in the classroom teacher materials/ communications</p> <p>Respond to family emails and other communications</p>	<p>CAI Guidance</p> <p>E-mail, Teams, Zoom, CAI Guidance</p> <p>E-mail, Teams, Zoom, phone</p>	<p>Minimum 1 x week</p> <p>Minimum 1 x week</p> <p>Within 2 school days</p>
Librarian	<p>Provide read-aloud and facilitated discussion on digital literacy and information literacy</p> <p>Connect with classroom teachers and provide focused activities to family newsletters, specific to grade bands, aligned to district guidance</p> <p>Collaborate with building teachers to create themed book lists and to support classroom assignments</p> <p>Offer enrichment opportunities to students and families using a variety of online and real-life resources</p>	<p>Teams, Zoom</p> <p>E-mail, phone, Teams, Zoom</p> <p>E-mail, phone, Teams, Zoom</p> <p>Schoology/other online resources</p>	<p>1 x week</p> <p>1 x week</p> <p>1 x week</p> <p>1 x week</p>

SPS Educator Guidance and Expectations for Continuity of Learning

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Updated 5/1/2020:

Interventionist	<p>Collaborate with classroom teachers and other support staff, including counselors and social workers, to coordinate Tier 2 instruction for students (both students approaching standards and above standards receiving intervention during the regular school day)</p> <p>Respond to family emails and other communications</p>	<p>Teams, Zoom</p> <p>Teams, Zoom, e-mail, phone, PowerSchool, Naviance, future OSPI updates</p>	<p>Minimum 1 x week</p> <p>Within 2 school days</p>
Instructional Assistants	<p>Connect with teachers and students, as possible, dependent on device accessibility (see “helpful links” for support on adding Outlook to a device)</p> <p>Meet with PLCs as possible, dependent on device accessibility</p> <p>Explore creative ways to connect with language groups for community conversations; invite school admin, classroom teachers, ELL teachers</p> <p>Connect with individual students to support in completing tasks and accessing materials as possible, dependent on device accessibility</p>	<p>Teams, Zoom</p> <p>Teams, Zoom, phone, e-mail</p> <p>Teams, Zoom, phone, e-mail</p> <p>Teams, Zoom, phone, e-mail</p>	<p>Dependent on student need</p> <p>Ongoing</p> <p>Ongoing</p> <p>Weekly</p>
School Leaders	Create school meeting calendar ensuring that grade levels/PLCs	PLC calendar, Teams, Zoom	Scheduled collaboration meetings minimum 1 x week

SPS Educator Guidance and Expectations for Continuity of Learning

Published 3/27/2020

Updated 5/1/2020:

	<p>have coordinated times to meet, that support staff (ELL, Sped, Specialists, Counselors, Social Workers) and school leaders are able to attend as needed.</p> <p>Ensure that grade level video conference times do not overlap, so that students and families maximize potential access to tiered instruction.</p> <p>Include Interventionist, Counseling, and Social Work support and Librarian Book Talks in Teams schedule (see above expectation).</p> <p>Read and share district communication to leaders, staff and community.</p> <p>Communicate pertinent information to stakeholders (e.g. families; staff; community; school partners), including how to access SEL and basic supports</p> <p>Monitor and respond to emails and phone calls from families, community, and district.</p> <p>Review scope of job duties for all FEPP Levy funded employees.</p>	<p>Calendar</p> <p>SharePoint, Teams, Zoom</p> <p>E-mail, Teams, Zoom</p> <p>E-mail, phone</p> <p>E-mail, School Specific Website, School Messenger, Teams/Remote Conferencing, Zoom, phone</p> <p>E-mail, phone, Teams, Zoom</p> <p>E-mail, phone, Teams, Zoom</p> <p>OSPI SpEd Guidance; Special Education MySPS Page, Mail, phone, Teams, Zoom, e-mail</p> <p>PowerSchool, e-mail, phone, Teams, Zoom</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Minimum 1 x week</p> <p>Weekly</p> <p>Ongoing</p> <p>1x Weekly</p> <p>1x Weekly</p> <p>Ongoing</p> <p>Ongoing</p>
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SPS Educator Guidance and Expectations for Continuity of Learning

Published 3/27/2020

Updated 5/1/2020:

	<p>Ensure that all essential duties that can be accomplished remotely are completed and work completion is document for continued funding.</p> <p>Meet with Special Education Case Managers to receive update on learning support provide toward goals for students with IEPs</p> <p>Submit weekly report verifying contacts and learning support provided toward goals for students with IEPS to Central Support within Special Education</p> <p>Coordinate 504 plan management, ensuring processes and procedures for support and delivery of services are followed during closure (see “helpful links”</p>		
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Helpful Links (Preschool and Elementary Level):

[District Guidance on Communicating with Students and Families](#)

[Using Microsoft Teams](#)

[District-provided continuity of learning resources](#) including but not limited to:

- Learning Resources
 - You Tube Lesson Videos for K-5th grade students

SPS Educator Guidance and Expectations for Continuity of Learning

Published 3/27/2020

Updated 5/1/2020:

- Talking with Children about COVID-19
- Information for Special Education Families
- Internet Access for Low income Seattle Residents
- Mental Health Services

[Special Education and 504 Guidance](#)

[Adding Outlook to a Device](#)

[Guidance on using Linguistica](#)

Addendum A2

Introduction for Middle School Staff

OSPI has provided guidance and expectations to school districts on required continuity of learning for students. District leadership has put together a plan to meet this objective, and part of that plan is to provide you as educators with guidelines for how to continue to support the learning of our students. If you have questions about these expectations, please contact your building leader.

Guiding Principles

1. Per OSPI guidance¹, middle school students should be supported in continuous learning through a combination of live instruction and support sessions, online resources and with printed resources. As we continue to provide devices to all secondary students that equip them for live sessions with SPS teachers and staff, updates to our initial expectations have been made as of May 1, 2020.
2. Teachers and staff are expected to make learning connections with students each week and in accordance with the chart below referencing purpose, live learning, enrichment, support and in keeping with OSPI recommendations for total time in learning for all students.
3. Instruction and assignments will be standards-based, following CAI guidance: [CAI Continued Learning Guidance for Educators Grades 6-8](#)
4. Monitor and record outreach to all families with students having **Tier 2 and 3 supports** and document attempts to contact using at least two different methods. This means teachers and interventionists will need to collaborate to develop a schedule, based on guidance from their building leader, and log their activity into the document or tool provided by their building leader.
5. Teachers and staff are expected to make student learning connections every week and contact should be conducted through district-approved methods (see “helpful links” below).

¹ [OSPI; ContinuousLearning2020; Reykdal](#)

SPS Educator Guidance and Expectations for Continuity of Learning

Published 3/27/2020

Updated 5/1/2020:

Learning Expectations

Grades 6-8 Learning Expectations and Guide			
Learning Activities			
Learning Targets and Setting Schedules	Independent Study	Live and/or Recorded Learning Sessions	Student and Family Check-ins
<p><i>1x per week</i> Connect with teacher on learning expectations for the week</p> <p><i>Schoology, Teams and/or Zoom meeting. In addition to setting learning expectations in a virtual setting (Schoology Teams and/or Zoom) educators should email learning expectations to students/families</i></p>	<p><i>Daily</i> Online, printed activities or a combination of both</p> <p><i>Schoology, Teams, Zoom session, hard copy activities, and/or online sessions and E-mail in support</i></p>	<p><i>1x week, all students</i> Live Instruction, support, and delivery of learning activities</p> <p>Recommend recording sessions for students to access at alternative times</p> <p><i>Live/recorded Teams/Zoom session w/teacher</i></p>	<p><i>1x per week</i> Scheduled for small group support, learning check-ins, and time for responding to student and family questions</p> <p><i>Live Teams/Zoom session, phone conference and E-mail in support</i></p>
<p><i>Time and length determined by the teacher</i></p>	<p>15-20 minutes per class and max of 2.5 hours per day</p>	<p><i>Time and length determined by the teacher</i> Minimum 20-minute sessions</p>	<p>30 minutes per week</p>
<p>10 min/week, per class Max/Total: 60 minutes/week</p> <p><i>Time/day determined by the teacher</i></p>	<p>75-90 minutes per day Max/Total: 450 – 540 minutes/ week**</p> <p><i>Time in small group support may be used here as time committed to study.</i></p>	<p>30 minutes per class, per week Max/Total: 180 minutes per week</p> <p><i>Time/day determined by the teacher. Live sessions should be recorded to offer alternative access and opportunity for review</i></p>	<p>As needed: 20-30 minute sessions Max/Total: 60 minutes/week**</p> <p><i>Time, frequency and length determined by the teacher</i></p>

SPS Educator Guidance and Expectations for Continuity of Learning

Published 3/27/2020

Updated 5/1/2020:

			<i>Students not participating in small group sessions should spend additional time each week for independent study</i>
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*This schedule assumes students are enrolled in a 6-period class schedule

**Students, teachers and families should determine an appropriate amount of time committed to learning experiences while not exceeding 2.5 hours per day, or 750 minutes total per week, per OSPI Guidelines for grades 6-8.

Expectations by Role

Grades 6-8			
Role	Expectation	Method	Frequency
General Education Teacher, Elective/Exploratory Teachers	Connect with your students to communicate learning targets and activities, follow CAI Guidance (link above). Check student learning, and if possible, provide feedback.	Schoology/Teams. Educators will provide additional follow up via phone and/or E-mail	Minimum 2x a week
	Hold regular and scheduled time for students and families to ask live questions with approved communication tools	Schoology/Teams, Zoom, district approved video conferencing	Minimum 1x a week

SPS Educator Guidance and Expectations for Continuity of Learning

Published 3/27/2020

Updated 5/1/2020:

	<p>Respond to email and other communications from families</p> <p>Determine power standards, utilize district-adopted materials, if available, or develop lessons aligned to standards, following district guidance, and 504 plans if applicable.</p> <p>Meet with grade level team/PLC, including support staff including: ELL, Special Education, Interventionists, IAs, Counselors, and Social Workers to coordinate tiered instruction and supports to students.</p> <p>Make instructional adjustments and use formative assessment results to determine next steps for individual students receiving tier 2 and 3 supports.</p> <p>Contact all families with students having Tier 2 and 3 supports (document attempts to contact using at least two different communication methods) in collaboration with support staff as appropriate.</p>	<p>E-mail, phone, Teams, Zoom</p> <p>CAI Guidance</p> <p>Teams</p> <p>E-mail, phone Schoolology/Teams, Zoom other district online forums</p> <p>E-mail, phone Schoolology/Teams, Zoom other district online forums</p>	<p>Within 2 school days</p> <p>Ongoing- minimum 1x a week</p> <p>Ongoing</p> <p>Ongoing</p> <p>Minimum 1x week</p>
<p>Special Education Teacher</p>	<p>IEP Support Practices For all Learners:</p> <ul style="list-style-type: none"> • Log learning opportunities aligned to IEP goal areas as well as parent outreach/contact • Attempt to hold IEP meetings for IEPs due during school closure • Refer to <i>the Special Education IEP Guidance for holding IEP meetings during extended school closure</i> (see “helpful links” below) <p>Design and provide learning that is aligned with IEP goals</p> <p>Investigate and determine whether newly introduced apps/platforms from general education teacher(s) and other specialists are accessible to a child based on the child’s unique needs.</p>	<p>Student Contact Methods:</p> <p>Email, phone, Schoology, The Source, Power Teacher, US Post Office Mail, other approved video conferencing platforms</p> <p><i>Note: For highly impacted students (Med Frag, Distinct services) try but do not require video conferencing</i></p> <p>Email, phone, other approved video conferencing platforms</p>	<p>IEP Support Practices* 2-3 times per week to every day (see times</p>

SPS Educator Guidance and Expectations for Continuity of Learning

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Updated 5/1/2020:

	<p>Hold regular and scheduled office hours to collaborate with content area teachers to make modifications to content in accordance with the student’s IEP.</p> <p>Schedule regular office hours to meet and/or communicate with families in order to provide learning support and to check in regarding outside counseling services or community-based supports.</p> <p>Manage Instructional Assistants by scheduling their time with individual students per accommodations in the IEPs.</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Design progress monitoring for students’ IEP goal areas using district adopted and/or teacher generated materials • Use formative assessment strategies to check on student learning and provide feedback to students <p>1) Resource, Access, SEL service pathways where students receive instruction in the gen ed curriculum:</p> <p>Hold regular and scheduled office hours for students and families to provide strategies for students to make progress towards individual goals to support access to core. When possible, host <u>small group instruction</u> for students with shared goals.</p> <p>Implement accommodations when appropriate for distance learning (for example, preferential seating would not apply during the closure, however, IA support would apply to distance learning.)</p> <p>2) SEL mostly self-contained where students receive modified core instruction, with the majority of their goals in social behavior:</p>	<p>E-mail, phone, Teams, Zoom</p> <p>E-mail, phone, Teams, Zoom</p> <p>See Student Contact methods, above, for varied opportunities</p> <p>E-mail, phone, Teams, Zoom</p> <p>E-mail, phone, Teams, Zoom</p> <p>E-mail, phone, Teams, Zoom</p>	<p>below according to level of service)</p> <p>1) Resource, Access, SEL service pathways IEP supportive practices* 2 –3 times a week</p> <p>Office hours: 2-3 times per week</p> <p>2) SEL mostly self-contained</p>
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SPS Educator Guidance and Expectations for Continuity of Learning

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Updated 5/1/2020:

	<p>Hold regular and scheduled office hours for <u>individual instruction</u>, and when possible, <u>small group instruction</u> (for students with shared goals) to support students and families in utilizing SEL strategies to meet individual goals, provide accommodations when appropriate for distance learning (for example, preferential seating would not apply during the closure, however, IA support would apply to distance learning.)</p> <p>3) Moderate/Intensive, Distinct, Medically Fragile where students are self-contained for the majority of the day.</p> <p>Collaborate with IAs to hold regular and scheduled office hours together to meet <u>individually</u> with students, and if possible, in <u>small groups</u>, to provide instruction aligned to students' IEP goals.</p> <p>Schedule regular office hours to meet and/or communicate with families in order to provide learning support and to check in regarding outside counseling services, <u>health/wellness checks</u>, or community- based supports.</p>	<p>E-mail, phone, Teams, Zoom</p> <p>E-mail, phone, Teams, Zoom</p>	<p>IEP Support Practices (above) – Daily</p> <p>Office hours: 2-3 times per week</p> <p>3) Moderate/ Intensive, Distinct, Medically Fragile IEP Support Practices Daily</p> <p>Office hours: 2-3 times per week</p>
<p>ELL Teacher</p>	<p>ELD Teachers who Teach Core and Support Classes: Connect with your students to communicate the learning targets and activities</p> <p>Hold regular and scheduled time for students and families to ask “live” questions</p> <p>Design assignments or projects that teach the most critical ELP and content area standards using district adopted and/or teacher generated materials</p>	<p>E-mail, phone, Schoology, The Source, PowerTeacher, US Post Office Mail, other approved video conferencing platforms</p> <p>Schoology/Teams, Zoom, district approved video conferencing</p> <p>Link to the Inside Curriculum: https://www.myngconnect.com/login/chooseMainUI.spr</p>	<p>Minimum 2x a week</p> <p>Minimum 1x a week</p> <p>Ongoing</p>

SPS Educator Guidance and Expectations for Continuity of Learning

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Updated 5/1/2020:

	<p>Use formative assessment strategies to check on student learning and provide feedback to students</p> <p>ELD Teachers who Co-Teach or Support in the Mainstream Classroom:</p> <p>Coordinate with classroom teachers and Bilingual Instructional Assistants to streamline communication with EL students and their families</p> <p>Collaborate with classroom teachers to address English language development needs of EL students in the content areas (among other things, support might include advice on how to scaffold assignments and modify assessments)</p>	<p>Schoology posts, other district online forums, conferring virtually, mail</p> <p>E-mail, phone, Teams, Zoom</p> <p>Virtual PLCs, Teams, Zoom meeting with teachers, Schoology posts, other district online forums, conferring virtually</p>	<p>Minimum 1x a week</p> <p>Ongoing</p> <p>Ongoing</p>
<p>Counselor</p>	<p>Provide weekly newsletter to families, specific to grade bands, using district lessons and guidance (see “helpful links” below)</p> <p>Support students who are identified for tier 2 and 3 academic and / or SEL supports</p> <p>Respond to family emails and other communications</p> <p>Provide referral information to families for community resources. Contact Family Services (Marci Curtain and/or Alesia Jessie) for information as appropriate for McKinney-Vento, Foster Care, and Family Support.</p> <p>Support students in High School and Beyond planning through Schoology course and packets that will be created. (Building course/packets in progress.)</p>	<p>Phone, E-mail, Schoology Posts, Teams, Zoom</p> <p>E-mail, phone, Teams, Zoom</p> <p>E-mail, phone</p> <p>SPS and CBO Referrals Submission/Intake Processes, e-mail, phone</p> <p>E-mail, phone, Teams, Zoom</p> <p>SharePoint Link</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>As needed</p>

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	<p>Provide the webinars on Transition support from 8th to 9th grade and the Intro to Paying for College Webinar to families (See “helpful links” below)</p> <p>Participate in School Counseling PD that is posted in the Counselors Teams Staff Notebook</p>	<p>Teams</p>	<p>As required</p>
<p>Social Worker</p>	<p>Respond to email and other communications from families</p> <p>Identify students and families in which they have provided additional support to this school year (basic needs, behavioral support, mental health support, social emotional support, etc.)</p> <p>Work in consultation with school leaders to determine if any other students and families could benefit from additional outreach (basic needs, behavioral, mental health, social emotional needs, etc.). There might be students who were being seen by other school staff or students whose needs were just emerging in the winter (who had not formally been connected to the school social worker).</p> <p>Contact families first to set up an initial check in</p> <p>Check in with students (probably more realistic with the upper elementary and secondary students – not to provide therapy, but as an opportunity to maintain relationships and continue to work on skills/strategies)</p> <p>Follow up with community service providers (if a Release of Information has been signed) as a way to provide wrap around support for the student (as long this was something that the social worker was doing before)</p> <p>Provide additional resources as needed – referral to mental/physical health services</p> <p>Coordinate with other school staff and/or provide getting materials to student/family (books, packets, basic needs, etc.)</p>	<p>All of the activities listed can be completed by E-mail, phone, and/or Teams, Zoom</p>	<p>Within 2 school days</p> <p>As soon as possible</p> <p>As soon as possible</p> <p>Once a week, ongoing</p> <p>Ongoing</p> <p>1 x week</p> <p>Ongoing</p> <p>1 x week</p>

SPS Educator Guidance and Expectations for Continuity of Learning

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	Schedule a weekly check in time with identified families and students to provide consistency and to maintain a connection to school		1 x week
Positions that Support Student/Family Needs (Paraeducators)	Respond to staff and family emails and other communications	E-mail, phone, Teams, Zoom	Within 2 school days
	Identify and connect with students and families in which they have provided additional support to this school year	E-mail, phone, Teams, Zoom	As needed
	Provide staff, students, and families referrals for basic needs and community resources	E-mail and phone	Ongoing
	Coordinate with community agencies to access the maximum amount of resources and provide linkages to students and families	E-mail and phone	Ongoing
Librarians	Continue to build a reading culture through book groups, readers advocacy and school-wide programs	Schoology posts, other online channels, databases within Clever	Minimum 1x a week
	Collaborate with building teachers on use of databases for digital and information literacy. Offer enrichment opportunities for students and families connected to power standards in information and media literacy	Schoology, webpage updates, video conferencing	Minimum 1x a week
Interventionist	Work with classroom teachers to support students receiving tiered supports	Teams, Zoom, Schoology	Minimum 1x a week
	Review scope of duties with your school leader(s). Perform essential duties remotely (e.g. family support, community referrals, intervention support)	E-mail, phone, Teams, Zoom	Ongoing
Instructional Assistant	Connect with teachers and students, as possible, dependent on device accessibility (see “helpful links” below for support on adding Outlook to a device)	Teams, Zoom, Schoology	Minimum 1x week
	Meet with grade level PLCs as possible dependent on device accessibility	School Messenger, phone, district e-mail, Teams, Zoom	At least 2x week
	Explore creative ways to connect with language groups for community conversations; invite school admin, classroom teachers, ELL teachers	E-mail, phone, Teams, Zoom	Ongoing
		E-mail, phone, Teams, Zoom	Minimum 1x week

SPS Educator Guidance and Expectations for Continuity of Learning

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	<p>Connect with individual students to support in completing tasks and accessing materials as possible, dependent on device accessibility</p> <p>Bilingual Instructional Assistants collaborate with teachers and support staff to communicate to families with interpretation and translation services.</p>	E-mail, phone, Teams, Zoom	As needed
School Leader	<p>Coordinate and publish meeting calendar (e.g. Department; PLCs; Grade Level; BLT; essential meetings) avoiding overlap and ensuring that support staff, including counselors and social workers, and school leaders can attend as needed.</p> <p>Read and share district communication to leaders, staff and community.</p> <p>Communicate pertinent information to stakeholders (e.g. families; staff; community; school partners).</p> <p>Implement system to monitor and record student outreach to all families with students having Tier 2 and 3 supports are contacted (document attempts to contact using at least two different methods)</p> <p>Monitor and respond to emails and phone calls from families, community and district.</p> <p>Review scope of job duties for all FEPP Levy funded employees. Ensure that all essential duties that can be accomplished remotely are completed and work completion is documented for continued funding.</p> <p>Meet with Special Education Case Managers to receive update on learning support provide toward goals for students with IEPs</p>	<p>Teams, Outlook/E-mail/Calendar</p> <p>E-mail</p> <p>Email, School Specific Website, School Messenger, Teams/Zoom/Remote Conferencing</p> <p>Teams, Zoom, E-mail</p> <p>E-mail, School Specific Website, School Messenger, Teams/Zoom/Remote Conferencing, phone</p> <p>E-mail, phone, Team, Zoom</p> <p>E-mail, phone, Teams, Zoom</p>	<p>Weekly</p> <p>Weekly</p> <p>Ongoing</p> <p>At least 1x Week</p> <p>Ongoing</p> <p>Ongoing</p> <p>1x Weekly</p> <p>1x Weekly</p>

SPS Educator Guidance and Expectations for Continuity of Learning

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Updated 5/1/2020:

	<p>Submit weekly report verifying contacts and learning support provided toward goals for students with IEPS to Central Support within Special Education</p> <p>Coordinate 504 plan management, ensuring processes and procedures for support and delivery of services are followed during closure.</p>	<p><i>OSPI SpEd Guidance; Special Education MySPS Page</i></p> <p>E-mail, phone, Teams, Zoom</p>	<p>Ongoing</p>
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Helpful Links (Middle School Level):

[District Guidance on Communicating with Students and Families](#)

[Using Microsoft Teams](#)

[District-provided continuity of learning resources](#) including but not limited to:

- Learning Resources
- Talking with Children about COVID-19
- Information for Special Education Families
- Internet Access for Low income Seattle Residents
- Mental Health Services

[Special Education and 504 Guidance](#)

[Adding Outlook to a Device](#)

[Guidance on using Linguistica](#)

[Webinars on 8th to 9th Grade Transition and Paying for College](#)

Addendum A3

SPS Educator Guidance and Expectations for Continuity of Learning

Published 3/27/2020

Updated 5/1/2020:

Introduction for High School Staff

OSPI has provided guidance and expectations to school districts on required continuity of learning for students. District leadership has put together a plan to meet this objective, and part of that plan is to provide you as educators with guidelines for how to continue to support the learning of our students. If you have questions about these expectations, please contact your building leader.

Guiding Principles

1. Per updated OSPI guidance², high school students should be supported in continuous learning through a combination of live instruction and support sessions, online resources and with printed resources. As we continue to provide laptops to all secondary students that equip them for live sessions with SPS teachers and staff, updates to our initial expectations have been made as of May 1, 2020.
2. Teachers and staff are expected to make live (virtual) student learning connections every week in accordance with the guidance chart below. **Contact** should be conducted through district-approved methods (see “helpful links” below).
3. Instruction and assignments will be standards-based, following CAI guidance: [CAI Continued Learning Guidance for Educators of Grades 9-12](#)
4. Seniors should be contacted with live learning sessions a minimum of **twice a week**; all other students a minimum of **one time per week**.
5. Please coordinate communications with other educators a part of student’s team to streamline communication. This means teachers and interventionists will need to collaborate to develop a schedule, based on guidance from their building leader, and log their time into the document or tool provided by their building leader. Student contact can be defined as:
 - *Providing feedback on student work*
 - *Group email to whole class or small group of students*
 - *Individual student conferencing by approved platform*
 - *Updating a grade in Power School at least once per week*
 - *Online meetings or phone calls with a student*
 - *Attendance at an IEP or other student supports meeting that includes the student*

² [OSPI; ContinuousLearning2020; Reykdal](#)

Learning Expectations

Grades 9-12 Learning Expectations and Guide			
Learning Activities*			
Learning Targets and Setting Schedules	Independent Study	Live and/or Recorded Learning Sessions	Student and Family Check-ins
<p><i>1x per week</i> Connect with teacher on learning expectations for the week</p> <p><i>Schoology, and/or Teams, Zoom meeting and E-mail in support</i></p>	<p><i>Daily</i> Online, printed activities or a combination of both</p> <p><i>Schoology, Teams, Zoom session, hard copy activities, and/or online sessions and E-mail in support</i></p>	<p><i>1x week, all students</i> Live Instruction, support, and delivery of learning activities</p> <p>Recommend recording sessions for students to access at alternative times</p> <p><i>Live/recorded Teams, Zoom session w/teacher</i></p>	<p>oom</p>
<p>10 min/week, per class Max/Total: 50 minutes/week</p> <p><i>Time/length determined by the teacher</i></p>	<p>100 - 150 minutes per day Max/Total: 500 – 750** minutes/ week</p> <p><i>Time for small group support may be used as part of time in study.</i></p>	<p>30 minutes per class, per week Max/Total: 180 minutes per week</p> <p><i>Time/day determined by the teacher. Live sessions should be recorded to offer alternative access and opportunity for review</i></p>	<p>As needed: 30-40 minute sessions Max/Total: 150-200** minutes/week</p> <p><i>Time, frequency and length determined by the teacher</i></p> <p><i>Students not participating in small group sessions should spend additional time each week for independent study</i></p>

*This schedule assumes students are enrolled in a 6-period class schedule

**Students, teachers and families should determine an appropriate amount of time committed to learning while not exceeding 3 hours per day, or 900 minutes per week, per OSPI Guidelines for high school students.

SPS Educator Guidance and Expectations for Continuity of Learning

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Expectations by Role

Grades 9-12			
Role	Expectation	Method	Frequency
General Education Teacher, Elective /Exploratory Teacher	Connect with your students to communicate learning targets and activities (see “helpful links” below). Check student learning and, if possible, provide feedback.	Schoology/Teams, Zoom, phone, video conferencing, <i>CAI Guidance</i> (see link below) Educators may also need to follow up via phone or E-mail as needed.	Minimum 2x a Week
	Hold regular and scheduled time for students and families to ask live questions with approved communication tools		Minimum 1x a Week
	Respond to email and other communications from families	Schoology/Teams, Zoom, phone, video conferencing	Within 2 school days
		E-mail, phone, Teams, Zoom	Minimum 1x Weekly

SPS Educator Guidance and Expectations for Continuity of Learning

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	<p>Determine power standards, utilize district-adopted materials, if available, or develop lessons aligned to standards, following district guidance, and 504 plans if applicable (see “helpful links” below).</p> <p>Meet with grade level team/PLC, including support staff including: ELL, Special Education, Interventionists, IAs, Counselors, and Social Workers to coordinate tiered instruction and supports to students.</p> <p>Make instructional adjustments and use formative assessment results to determine next steps for individual students receiving tier 2 and 3 supports.</p> <p>Contact all families with students having Tier 2 and 3 supports (document attempts to contact using at least two different communication methods) in collaboration with support staff as appropriate</p>	<p>E-mail, phone, Schoology/Teams, Zoom, The Source, PowerTeacher</p> <p>E-mail, phone, Schoology/Teams, Zoom, The Source, PowerTeacher, other District online forums</p> <p>E-mail, phone, Schoology/Teams, Zoom, The Source, PowerTeacher, other District online forums</p> <p>Schoology/Teams, Zoom, The Source, PowerTeacher, other District online forums. Educators may also need to follow up by phone and E-mail as needed.</p>	<p>Minimum 1x weekly</p> <p>Ongoing</p> <p>Minimum 1x weekly</p>
<p>Special Education Teacher and Sped IA</p>	<p>Case Managers of Seniors Only:</p> <ul style="list-style-type: none"> • Log learning opportunities aligned to IEP goal areas • Log parent outreach/contact • Attempt to hold IEP meetings for IEPs due during school closure • Refer to <i>The Special Education IEP Guidance for Holding IEP Meetings During Extended School Closure</i> (see “helpful links” below) <p>*IEP Support Practices For all learners:</p>	<p>Student Contact Methods:</p> <p>Email, phone, Schoology, The Source, Power Teacher, US Post Office Mail, other approved video conferencing platforms</p> <p><i>Note: For highly impacted students (Med Frag, Distinct services) try but do not require video conferencing</i></p>	<p>Daily to 2-3 times per week (see below)</p>

SPS Educator Guidance and Expectations for Continuity of Learning

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	<p>Design and provide learning that is aligned with IEP goals</p> <p>Hold regular and scheduled office hours to collaborate with content area teachers to make modifications to content in accordance with the student’s IEP.</p> <p>Schedule regular office hours to meet and/or communicate with families in order to provide learning support and to check in regarding outside counseling services or community- based supports.</p> <p>Manage Instructional Assistants by scheduling their time with individual students per accommodations in the IEPs.</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Design progress monitoring for students’ IEP goal areas using district adopted and/or teacher generated materials • Use formative assessment strategies to check on student learning and provide feedback to students <p>1) Resource, Access, SEL service pathways where students receive instruction in the gen ed curriculum:</p> <p>Hold regular and scheduled office hours for students and families to provide strategies for students to make progress towards individual goals to support access to core. When possible, host <u>small group instruction</u> for students with shared goals. Implement accommodations when appropriate for distance learning (for example, preferential seating would not apply during the closure, however, IA support would apply to distance learning.)</p>	<p>Email, phone, other approved video conferencing platforms</p> <p>E-mail, phone, Teams, Zoom</p> <p>Teams, Zoom, phone and E-mail</p> <p>See Student Contact methods, above, for varied opportunities</p> <p>E-mail, phone, Teams, Zoom</p>	<p>See frequency expectations below by level of service</p> <p>Weekly</p> <p>Ongoing</p> <p>1) Resource, Access, SEL service pathways IEP supportive practices* 2 –3 times a week</p> <p>Office hours: 2-3 times per week</p>
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SPS Educator Guidance and Expectations for Continuity of Learning

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	<p>2) SEL mostly self-contained where students receive modified core instruction, with the majority of their goals in social behavior:</p> <p>Hold regular and scheduled office hours for <u>individual instruction</u>, and when possible, <u>small group instruction</u> (for students with shared goals) to support students and families in utilizing SEL strategies to meet individual goals, provide accommodations when appropriate for distance learning (for example, preferential seating would not apply during the closure, however, IA support would apply to distance learning.)</p> <p>3) Moderate/Intensive, Distinct, Medically Fragile where students are self-contained for the majority of the day.</p> <p>Collaborate with IAs to hold regular and scheduled office hours together to meet <u>individually</u> with students, and if possible, in <u>small groups</u>, to provide instruction aligned to students’ IEP goals.</p> <p>Schedule regular office hours to meet and/or communicate with families in order to provide learning support and to check in regarding outside counseling services, <u>health/wellness checks</u>, or community- based supports.</p>	<p>E-mail, phone, Teams, Zoom</p> <p>E-mail, phone, Teams, Zoom</p> <p>E-mail, phone, Teams, Zoom</p>	<p>2) SEL mostly self-contained IEP Support Practices (above) – Daily</p> <p>Office hours: 2-3 times per week</p> <p>3) Moderate/ Intensive, Distinct, Medically Fragile IEP Support Practices Daily</p> <p>Office hours: 2-3 times per week</p>
ELL Teacher	<p>ELD Teachers who Teach Core and Support Classes: Connect with your students to communicate the learning targets and activities</p> <p>Hold regular and scheduled time for students and families to ask “live” questions with approved communication tools</p>	<p>E-mail, phone, Schoology, The Source, Power Teacher, US Post Office Mail, other approved video conferencing platforms e-mail, phone, video conferencing</p>	<p>Minimum 2x a week</p>

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	<p>Design assignments or projects that teach the most critical ELP and content area standards using district adopted and/or teacher generated materials</p> <p>Use formative assessment strategies to check on student learning and provide feedback to students</p> <p>ELD Teachers who Co-Teach or Support in the Mainstream Classroom:</p> <p>Coordinate with classroom teachers and Bilingual Instructional Assistants to streamline communication with EL students and their families</p> <p>Collaborate with classroom teachers to address English language development needs of EL students in the content areas (among other things, support might include advice on how to scaffold assignments and modify assessments)</p>	<p>Link to the Inside Curriculum</p> <p>Schoology posts, other district online forums, conferring virtually, mail</p> <p>E-mail, phone, Teams, Zoom</p> <p>Virtual PLCs, Teams/Zoom meeting with teachers, Schoology posts, other district online forums, conferring virtually (see “helpful links” below)</p>	<p>Minimum 1x week</p> <p>Minimum 1x week</p> <p>Minimum 1x week</p> <p>Minimum 1 x week</p>
<p>Counselor</p>	<p>Prioritize outreach to seniors to determine the academic and other supports they need following district guidance (linked here) and follow up as needed.</p> <p>Support students who are identified for tier 2 and 3 academic and/or SEL supports</p> <p>Sign off on EVF’s for currently enrolled Running start students, per OSPI guidelines.</p> <p>Support for FAFSA complete for college and Seattle Promise</p> <p>Support Students in High School and Beyond planning through Schoology. (Building course/packets in progress).</p>	<p>Schoology posts, Teams, Zoom, phone, e-mail for all activities listed</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

SPS Educator Guidance and Expectations for Continuity of Learning

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<p>Social Worker</p>	<p>Respond to email and other communications from families</p> <p>Identify students and families in which they have provided additional support to this school year (basic needs, behavioral support, mental health support, social emotional support, etc.)</p> <p>Work in consultation with school leaders to determine if any other students and families could benefit from additional outreach (basic needs, behavioral, mental health, social emotional needs, etc.). There might be students who were being seen by other school staff or students whose needs were just emerging in the winter (who had not formally been connected to the school social worker).</p> <p>Contact families first to set up an initial check in Check in with students (probably more realistic with the upper elementary and secondary students – not to provide therapy, but as an opportunity to maintain relationships and continue to work on skills/strategies)</p> <p>Follow up with community service providers (if a Release of Information has been signed) as a way to provide wrap around support for the student (as long this was something that the social worker was doing before)</p> <p>Schedule a weekly check in time with identified families and students to provide consistency and to maintain a connection to school</p> <p>Provide referral information to families for community resources. Contact Family Services (Marci Curtain and/or Alesia Jessie) for</p>	<p>E-mail, phone, and/or Teams, Zoom</p> <p>E-mail, phone, Teams, Zoom, School Records, Public Housing Liaison, Community Resources</p> <p>E-mail, phone, Teams, Zoom, School Records, Public Housing Liaison, Community Resources</p> <p>E-mail, phone, Teams, Zoom</p> <p>E-mail, phone, Teams, Zoom</p> <p>E-mail, phone, Teams, Zoom</p>	<p>Within 2 school days</p> <p>As soon as possible</p> <p>Ongoing</p> <p>Ongoing</p> <p>Minimum 1x week</p> <p>Minimum 1 x week, Ongoing</p> <p>Ongoing</p>

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	<p>information as appropriate for McKinney-Vento, Foster Care, and Family Support.</p> <p>Coordinate with Administration and Intervention Specialist to contact identified seniors to determine to be off-track' status by April 6th, per Senior Support Plan</p> <p>Coordinate with administration and Intervention Specialist to create support plans for identified seniors determined to be 'off-track' using OSPI guidelines.</p>	<p>E-mail, phone, Teams, Zoom, School Records, Public Housing Liaison, Community Resources</p> <p>E-mail, phone, Teams, Zoom, School Records, PowerSchool, Naviance</p> <p>E-mail, phone, Teams, Zoom, School Records, PowerSchool, Naviance</p>	<p>By April 6</p> <p>Ongoing</p>
Positions that Support Student/Family Needs (Paraeducators)	<p>Respond to staff and family emails and other communications</p> <p>Identify and connect with students and families in which they have provided additional support to this school year</p> <p>Provide staff, students, and families referrals for basic needs and community resources</p> <p>Coordinate with community agencies to access the maximum amount of resources and provide linkages to students and families</p>	<p>Email, phone, Teams, Zoom</p> <p>Email, phone, Teams, Zoom</p> <p>Email and phone</p>	<p>Within 2 school days</p> <p>As needed</p> <p>Ongoing</p> <p>Ongoing</p>
Librarian	<p>Continue to build a reading culture through book groups, readers advocacy and continued school-wide programs</p> <p>Collaborate with other building staff to provide and instruct use of online databases, other digital literacy and information literacy with special attention toward seniors.</p> <p>Offer enrichment opportunities for students and families connected to power standards in information and media literacy</p>	<p>Schoology or other online tools</p> <p>Schoology, SPS and SPL online resources</p> <p>Schoology, web page updates, other online video conferencing</p>	<p>Minimum 1x week</p> <p>Minimum 1x week</p> <p>Minimum 1x week</p>
Interventionist	<p>Collaborate with classroom teachers and other support staff, including counselors and social workers, to coordinate Tier 2</p>	<p>E-mail, phone, Teams, Zoom</p>	<p>Minimum 1 x week</p>

SPS Educator Guidance and Expectations for Continuity of Learning

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	<p>instruction for students (both students approaching standards and above standards receiving intervention during the regular school day)</p> <p>Respond to family emails and other communications</p> <p>Coordinate with counselors and administration to contact all seniors to determine ‘on-track’ and ‘off-track’ status by April 6th</p> <p>Coordinate with counselors and administration to create support plans for all seniors determined to be ‘off-track’ using OSPI guidelines.</p> <p>Work with counselors, district and families to identify remote credit recovery options for students using OSPI guidelines.</p>	<p>E-mail, phone, Teams, Zoom</p> <p>E-mail, Teams, Zoom, phone</p> <p>E-mail, Teams, Zoom, phone, PowerSchool, Naviance</p> <p>E-mail, Teams, Zoom, phone, PowerSchool, Naviance</p>	<p>Minimum 2 x week, and guided by building student learning plans</p> <p>On or before April 6th</p> <p>Ongoing</p> <p>Ongoing</p>
<p>Instructional Assistant</p>	<p>SPED Instructional Assistant Collaborate with Case Managers to organize support to students by:</p> <ul style="list-style-type: none"> • Reviewing IEPs and identifying students who have accommodations that include IA support for learning • Calling students and families to provide learning support aligned with IEP goals <p>Classroom Instructional Assistant Connect with teachers and students, as possible, dependent on device accessibility (see “helpful links” for support on adding Outlook to a device)</p>	<p>E-mail, phone, Teams, Zoom</p> <p>Teams, Zoom or (approve online platform)</p> <p>E-mail, phone, Teams, Zoom</p>	<p>Ongoing</p> <p>Minimum 1x week</p>

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	<p>Meet with PLCs as possible, dependent on device accessibility</p> <p>Explore creative ways to connect with language groups for community conversations; invite school admin, classroom teachers, ELL teachers</p> <p>Connect with individual students to support in completing tasks and accessing materials as possible, dependent on device accessibility</p>	<p>E-mail, phone, Schoology/Teams, Zoom, The Source, PowerTeacher</p> <p>E-mail, phone, Schoology/Teams, Zoom, The Source, PowerTeacher</p>	<p>Minimum 2x week</p> <p>Ongoing</p> <p>Minimum 1x week</p>
School Leader	<p>Coordinate and publish meeting calendar (e.g. Department, PLCs, Grade Level, BLT, Instructional Council, and other essential meetings) avoiding overlap and ensuring that support staff, including counselors and social workers, and school leaders can attend as needed.</p> <p>Monitor and share district communication to leaders, staff and community.</p> <p>Communicate pertinent information to stakeholders (e.g. families; staff; community; school partners).</p> <p>Implement system to monitor and record student outreach to all families with students having Tier 2 and 3 supports are contacted (document attempts to contact using at least two different methods)</p> <p>Monitor and respond to emails and phone calls from families, community and district.</p> <p>Review scope of job duties for all FEPP Levy funded employees. Ensure that all essential duties that can be accomplished remotely are completed and work completion is document for continued funding.</p>	<p>Schoology/Teams, Zoom, E-mail, School Specific Website, School Messenger, Teams/Schoology, PowerSchool</p> <p>E-mail, School Specific Website, School Messenger, Teams/Schoology, Zoom, PowerSchool</p> <p>Schoology/Teams, Zoom, Email, phone, School-wide documentation system</p> <p>Phone, e-mail, school websites</p> <p>Schoology/Teams, Zoom, e-mail, phone</p> <p>Schoology/Teams, Zoom, e-mail, phone</p>	<p>Weekly</p> <p>Weekly</p> <p>Daily</p> <p>Minimum 1x Week</p> <p>Within 2 School Days</p> <p>1x Weekly</p>

SPS Educator Guidance and Expectations for Continuity of Learning

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Updated 5/1/2020:

	<p>Meet with 504 Coordinator, ensuring processes and procedures for support and delivery of services are followed during closure.</p> <p>Special Education: Meet with Special Education Case Managers to receive update on learning support provide toward goals for students with IEPs</p> <p>Submit weekly report verifying contacts and learning support provided toward goals for students with IEPS to Central Support within Special Education</p>	<p>Schoology/Teams, Zoom, e-mail, phone, video conferencing, PowerSchool</p> <p><u>OSPI SpEd Guidance; Special Education MySPS Page</u> Log provided by SpEd, Email</p>	<p>1x Weekly</p> <p>1x Weekly</p> <p>1x Weekly</p>
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Helpful Links (High School Level):

SPS Educator Guidance and Expectations for Continuity of Learning

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Updated 5/1/2020:

[District Guidance on Communicating with Students and Families](#)

[Using Microsoft Teams](#)

[District-provided continuity of learning resources](#) including but not limited to:

- Learning Resources
- Talking with Children about COVID-19
- Information for Special Education Families
- Internet Access for Low income Seattle Residents
- Mental Health Services

[Special Education and 504 Guidance](#)

[Adding Outlook to a Device](#)

[Guidance on using Linguistica](#)

[Webinar on Paying for College](#)

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Updated 5/1/2020:

Addendum B1

Preschool Educators

Following recent state guidance, Seattle Public Schools will soon begin to provide a continuity of learning for students PreK-12. Educators will take the lead in connecting with their students and sharing ideas on how to continue their learning since the best learning happens as a result of the close relationship between teachers and their students. Teachers know their content and standards and they know most precisely where they are in their scope and sequence.

Meanwhile, the Curriculum, Assessment, and Instruction (CAI) team has developed guidance for teachers, if they need to find instructional resources during this time. Specifically, the CAI team has developed guidance documents for Preschool, K-5, 6-8, and 9-12, broken down by content area, that help teachers address the following questions:

- How can I determine critical/power standards?
- Where can I find guidance on the scope and sequence?
- Where do I find instructional materials?
- Where do I find supports for students who have IEPs, are English Learners, or need other supports?
- How can I connect with CAI specialists and/or colleagues to exchange ideas?

CAI will continue to update and refine them as we receive feedback and ideas from educators in the coming weeks. If you have questions and/or feedback, please email caiprogrammanagers@seattleschools.org or the contacts listed below.

SPS Educator Guidance and Expectations for Continuity of Learning

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Updated 5/1/2020:

Literacy and Language Development

How can I determine critical/power standards?	Where can I find guidance on the scope and sequence?	Where do I find instructional materials (e.g., daily lesson plans, Schoology, online courses)?	Where do I find supports for students who have IEPs, are English Learners, or need other supports?	How can I connect with CAI specialists and/or colleagues to exchange ideas?
<p>Washington State Early Learning guidelines</p> <p>TSG and Washington state early learning guidelines</p> <ul style="list-style-type: none"> • Listens to and understands increasingly complex language • Uses language to express thoughts and needs • Demonstrates knowledge of the alphabet • Comprehends and responds to books and other texts 	<p>TSG and Washington state early learning guidelines</p>	<p>TSG Creative Curriculum online lesson planning</p> <p>TSG Creative Curriculum Parent Resources</p> <p>Creative Curriculum</p> <p>Language and Literacy 3yr old</p> <p>Language and Literacy 4yr old</p> <p>Schoology Early Learning Department</p> <p>Pre-K Staff Collaboration</p> <p>Head Start Inquiry Cycle</p>	<p>TSG lessons offer examples of scaffolded learning to meet diverse student’s needs</p> <p>Both WA State and TSG standards have benchmarks for kids younger than three. When planning lessons think of the necessary emerging skills.</p> <p>Reference IEP goals and objectives.</p>	<ul style="list-style-type: none"> • Schoology • Teams meetings • Contact Early Learning Team: SPED: James Alyson or Meredith Fourre Head Start: Sharon Giri or Angie Swartz SPP: Tisha Crumley or Michele Flannell

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SPS Educator Guidance and Expectations for Continuity of Learning

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Updated 5/1/2020:

Math and Numeracy Learning

How can I determine critical/power standards?	Where can I find guidance on the scope and sequence?	Where do I find instructional materials (e.g., daily lesson plans, Schoology, online courses)?	Where do I find supports for students who have IEPs, are English Learners, or need other supports?	How can I connect with CAI specialists and/or colleagues to exchange ideas?
<p>Washington State Early Learning guidelines</p> <p>TSG and Washington state early learning guidelines</p> <ul style="list-style-type: none"> • Uses number concepts and operations <ol style="list-style-type: none"> a. Counts b. Quantifies • Compares and measures • Demonstrates knowledge of patterns 	<p>TSG and Washington state early learning guidelines</p>	<p>TSG math lesson plans 3yr old</p> <p>TSG math lessons 4yr old</p>	<p>TSG lessons offer examples of scaffolded learning to meet diverse student’s needs</p> <p>Both WA State and TSG standards have benchmarks for kids younger than three. When planning lessons, think of the necessary emerging skills.</p> <p>Reference IEP goals and objectives.</p>	<ul style="list-style-type: none"> • Schoology • Teams meetings • Contact Early Learning Team: <ul style="list-style-type: none"> SPED: James Alyson or Meredith Fourre Head Start: Sharon Giri or Angie Swartz SPP: Tisha Crumley or Michele Flannell

SPS Educator Guidance and Expectations for Continuity of Learning

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Updated 5/1/2020:

Science

How can I determine critical/power standards?	Where can I find guidance on the scope and sequence?	Where do I find instructional materials (e.g., daily lesson plans, Schoology, online courses)?	Where do I find supports for students who have IEPs, are English Learners, or need other supports?	How can I connect with CAI specialists and/or colleagues to exchange ideas?
There are not science standards for PreK.	PreK Instructional Guides on webpage.	PreK Science Resources	Contact your building level support personnel for guidance and resources in order to continue to provide accommodation for students who need those.	Contact Early Learning Team

Physical Movement

How can I determine critical/power standards?	Where can I find guidance on the scope and sequence?	Where do I find instructional materials (e.g., daily lesson plans, Schoology, online courses)?	Where do I find supports for students who have IEPs, are English Learners, or need other supports?	How can I connect with CAI specialists and/or colleagues to exchange ideas?
SPS PE Schoology Registration	SPS PE Schoology Registration	SPS PE Schoology Registration	SPS PE Schoology	<ul style="list-style-type: none"> • Schoology • Teams Meetings

SPS Educator Guidance and Expectations for Continuity of Learning

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P5BKR-7QZN9 Early Learning Fitness (ELF)	P5BKR-7QZN9 Early Learning Fitness (ELF)	P5BKR-7QZN9 Early Learning Fitness (ELF)	SPS Adapted PE Schoology Registration P5BKR-7QZN9 Early Learning Fitness (ELF)	<ul style="list-style-type: none"> • Lori S. Dunn, Manager • Jennifer Hendrickson, Instructional Services • Toni Bader, Adapted • Chellie Lafayette, Elementary
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Social Emotional Learning and Wellness Support

How can I determine critical/power standards?	Where can I find guidance on the scope and sequence?	Where do I find instructional materials (e.g., daily lesson plans, Schoology, online courses)?	Where do I find supports for students who have IEPs, are English Learners, or need other supports?	How can I connect with CAI specialists and/or colleagues to exchange ideas?
<p>Washington State Early Learning guidelines</p> <p>TSG and Washington state early learning guidelines</p> <ul style="list-style-type: none"> • Regulates own emotions and behaviors • Establishes and sustains positive relationships • Participates cooperatively and 	<p>TSG and Washington state early learning guidelines</p> <p>SPS Social Emotional Learning website</p>	<p>TSG Social Emotional 3yr old</p> <p>TSG Social Emotional 4yr old</p> <p>https://eclkc.ohs.acf.hhs.gov/mental-health</p> <p>https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/response-to-crisis-english.pdf</p>	<p>TSG lessons offer examples of scaffolded learning to meet diverse student’s needs</p> <p>Both WA State and TSG standards have benchmarks for kids younger than three. When planning lessons, think of the necessary emerging skills.</p> <p>Reference IEP goals and objectives.</p>	<ul style="list-style-type: none"> • Schoology • Teams meetings • SEL - Contact Kai Kunkel at kbkunkel@seattleschools.org • Contact Early Learning Team: SPED: James Alyson or Meredith Fourre <p>Head Start: Sharon Giri or Angie Swartz</p>

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Updated 5/1/2020:

constructively in group situations		SPS Social Emotional Learning website	SPS SpEd website	SPP: Tisha Crumley or Michele Flannell
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Addendum B2

Kindergarten – 5th Grade Educators

Following recent state guidance, Seattle Public Schools will soon begin to provide a continuity of learning for students PreK-12. Educators will take the lead in connecting with their students and sharing ideas on how to continue their learning since the best learning happens as a result of the close relationship between teachers and their students. Teachers know their content and standards and they know most precisely where they are in their scope and sequence.

Meanwhile, the Curriculum, Assessment, and Instruction (CAI) team has developed guidance for teachers, if they need to find instructional resources during this time. Specifically, the CAI team has developed guidance documents for Preschool, K-5, 6-8, and 9-12, broken down by content area, that help teachers address the following questions:

- How can I determine critical/power standards?
- Where can I find guidance on the scope and sequence?
- Where do I find instructional materials?
- Where do I find supports for students who have IEPs, are English Learners, or need other supports?
- How can I connect with CAI specialists and/or colleagues to exchange ideas?

SPS Educator Guidance and Expectations for Continuity of Learning

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Updated 5/1/2020:

Visit the [Instructional Materials Office website](#) to review the current list of district-adopted materials by grade level. Other guidance regarding instructional materials is provided below by content area.

CAI will continue to update and refine them as we receive feedback and ideas from educators in the coming weeks. If you have questions and/or feedback, please email caiprogrammanagers@seattleschools.org or the contacts listed below.

English Language Arts

How can I determine critical/power standards?	Where can I find guidance on the scope and sequence?	Where do I find instructional materials (e.g., daily lesson plans, Schoology, online courses)?	Where do I find supports for students who have IEPs, are English Learners, or need other supports?	How can I connect with CAI specialists and/or colleagues to exchange ideas?
Utilize the grade-level Student Progress Report for K-5 ELA power standards	<ul style="list-style-type: none"> • SPS Student Progress Report • Collaborative Literacy Scope and Sequence • (Found on the CCC Learning Hub in General Resources) 	CCC Learning Hub <ul style="list-style-type: none"> • Making Meaning and Being a Writer teacher manuals, including Vocabulary and Skills Practice • Reproducibles for student work (Student Response Book, Skills Practice pages, etc.) • Printable word cards, prompts, and activities • Family Letters for each unit 	Special Education Supports: Refer to individual student IEP for guidance and contact your building level support personnel English Language Learner Supports: CCC and the English Language Learner Document <ul style="list-style-type: none"> • Schoology - Resources-Grade- 	<ul style="list-style-type: none"> • Weekly Schoology resource updates • Weekly Microsoft Teams Meetings for K-5 to focus on planning and preparation Email the following curriculum specialists for support and questions: <ul style="list-style-type: none"> • K – Anuska Chorba anchorba@seattleschools.org

SPS Educator Guidance and Expectations for Continuity of Learning

Published 3/27/2020

Updated 5/1/2020:

		<p>CCC Learning Portal</p> <p>Schoology ELA Distance Learning 2020 folder</p> <ul style="list-style-type: none"> Schoology – Grade-level Group - Resources – ELA – Distance Learning 2020 	<p>level ELA folder – CCC – CCC Implementation Supports</p> <p>ELL Notes in daily lessons</p> <p>Special Considerations</p> <ul style="list-style-type: none"> Making Meaning and Being a Writer Teachers Manual Introductions <p>Contact: Elizabeth Urmenita elurmenita@seattleschools.org</p> <p>504 Plans: Refer to the 504 plans on Schoology and/or consult with your school based 504 Coordinator</p>	<ul style="list-style-type: none"> 1st – Sally Nguyen stnguyen1@seattleschools.org 2nd – Joy Southworth jmsouthworth@seattleschools.org 3rd – Cate Simmers cpsimmers@seattleschools.org 4th/5th – Kristin Nichols klnichols@seattleschools.org <p>Grade-level Schoology Join Codes: K - 2RXJV-HQ7PP 1 - 7FZWP-4GZCN 2 - D7XMQ-C35BF 3 - J3Q25-DCJ27 4 - D2FJ8-KMRHS 5 - K34PP-SNR8W</p>
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Native American Education

How can I determine critical/power standards?	Where can I find guidance on the scope and sequence?	Where do I find instructional materials (e.g., daily lesson plans,	Where do I find supports for students who have IEPs, are English	How can I connect with CAI specialists and/or colleagues to exchange ideas?
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SPS Educator Guidance and Expectations for Continuity of Learning

Published 3/27/2020

Updated 5/1/2020:

		Schoology, online courses)?	Learners, or need other supports?	
American Indian Studies Native American Education Schoology* Access Code: PHWHC-3R4M4 *PreK-12 Scope and Sequence on Schoology	American Indian Studies Native American Education Schoology Access Code: PHWHC-3R4M4 *PreK-12 Scope and Sequence on Schoology	American Indian Studies Native American Education Resource Library Native American Education Schoology Access Code: PHWHC-3R4M4	504 Plans: Refer to the 504 plans on Schoology and/or consult with your school based 504 Coordinator	Contact Native American Education Department

Math

How can I determine critical/power standards?	Where can I find guidance on the scope and sequence?	Where do I find instructional materials (e.g., daily lesson plans, Schoology, online courses)?	Where do I find supports for students who have IEPs, are English Learners, or need other supports?	How can I connect with CAI specialists and/or colleagues to exchange ideas?
Math will provide specific recommendations which will be housed on the grade level Schoology page	Math will provide recommendations for which units in the SPS Scope and Sequence should be prioritized	Use SPS Day-to-Day plans to identify possible learning activities.	Contact your building level Special Education personnel for guidance and resources in order to continue to provide	K-2: Tara Hofmann (tlwilliams@seattleschools.org)

SPS Educator Guidance and Expectations for Continuity of Learning

Published 3/27/2020

Updated 5/1/2020:

<p>Utilize the grade-level Student Progress Report for K-5 Math</p>	<p>which will be housed on the grade level Schoology page</p>	<p>Use Math in Focus supplemental materials house on ThinkCentral to identify possible teacher and student resources.</p> <p>Math games such as those used in the SPS Summer Staircase from Math for Love posted on each Grade Level Schoology page</p>	<p>accommodations and modifications for students who need those.</p> <p>Contact your building level ELL personnel for guidance and resources to support your English Language Learners. Avoid assigning text-heavy documents.</p> <p>504 Plans: Refer to the 504 plans on Schoology and/or consult with your school based 504 Coordinator. Communicate with students and their families to offer needed accommodations.</p>	<p>3-5: Jim Meyer (kjmeyer@seattleschools.org)</p> <p>Teachers can post messages on the grade-level Schoology pages</p> <p>Grade-level Schoology Join Codes: K - 2RXJV-HQ7PP 1 - 7FZWP-4GZCN 2 - D7XMQ-C35BF 3 - J3Q25-DCJ27 4 - D2FJ8-KMRHS 5 - K34PP-SNR8W</p>
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Science

<p>How can I determine critical/power standards?</p>	<p>Where can I find guidance on the scope and sequence?</p>	<p>Where do I find instructional materials (e.g., daily lesson plans,</p>	<p>Where do I find supports for students who have IEPs, are English</p>	<p>How can I connect with CAI specialists and/or</p>
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SPS Educator Guidance and Expectations for Continuity of Learning

Published 3/27/2020

Updated 5/1/2020:

		Schoology, online courses)?	Learners, or need other supports?	colleagues to exchange ideas?
Standards are embedded in the Amplify Units. We are making these units available to all teachers and students during this time.	<p>If you are a Year 1 roll out school, you will access this information on your grade level Microsoft Team.</p> <p>If you are not yet an Amplify School, we will host these units on Schoology.</p>	<p>Your grade-level Microsoft Team or Science Webpage.</p> <p>Starting on March 31st, please check https://www.seattleschools.org/cms/One.aspx?portalId=627&pageId=18448</p>	<p>Contact your building level support personnel for guidance and resources in order to continue to provide accommodation for students who need those.</p> <p>Teachers can also reference Amplify Science suggestions for accommodations.</p> <p>504 Plans: Refer to the 504 plans on Schoology and/or consult with your school based 504 Coordinator</p>	<p>If you are a member, you can join your grade-level Microsoft Team.</p> <p>Curriculum Specialists: Kindergarten and Grade 3: kaadams@seattleschools.org Grade 1 and 4: jaward@seattleschools.com Grade 2 and 5: cabenita@seattleschools.com</p>

Arts

How can I determine critical/power standards?	Where can I find guidance on the scope and sequence?	Where do I find instructional materials (e.g., daily lesson plans,	Where do I find supports for students who have IEPs, are English	How can I connect with CAI specialists and/or colleagues to exchange ideas?
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SPS Educator Guidance and Expectations for Continuity of Learning

Published 3/27/2020

Updated 5/1/2020:

		Schoology, online courses)?	Learners, or need other supports?	
<p>As a guide, use the Elementary Progress Report Standards (EPRS) for each arts discipline. Embedded within each EPRS are the actual WA State Arts Learning Standards (WASALS).</p> <p>WASALS books are located in the Visual & Performing Arts (VPA) Schoology Group (Access Code F8VR5-3DXJZ)</p> <p>If teachers haven't already, they should take the Schoology online PD in the WASALS.</p>	<p>For now, use the existing curriculum maps to guide instruction. We will be updating these to align with the new WASALS, but for now this will be enough guidance.</p> <p>Curriculum Maps are located in the job alike groups for each arts discipline and grade band. Go to the Visual & Performing Arts Schoology Group for the document that lists all job alike Access Codes (Access Code F8VR5-3DXJZ)</p> <p>General Music uses the Making Music Curriculum as a guide. Lessons can be created from this resource.</p>	<p>Visual & Performing Arts Schoology Group (Access Code F8VR5-3DXJZ) has a resources folder called, "Arts Extended Learning Activities for Students and Families" with access to lessons, units, and resources. This is a place for teachers to share learning.</p> <p>The SPS TV and YouTube Channels have videos with essential concepts that the Scope & Sequence team has agreed upon.</p> <p>The Supplemental Learning Packets have lessons with the same concepts that can be used at the building level and shared with families. We will develop 1 lesson per week in k/1, 2/3, 4/5 for Music, Visual Art, and Elementary Instrumental Music.</p>	<p>Follow the guidance in the 21st Century Arts Common Assessments on differentiation. These are located in the Visual & Performing Arts Schoology Group (Access Code F8VR5-3DXJZ)</p> <p>Teachers should follow the guidance at the building level on accommodations for students.</p> <p>504 Plans: Refer to the 504 plans on Schoology and/or consult with your school based 504 Coordinator</p>	<p>We have Discipline Specific, Grade Band Job Alike Groups with Facilitators than manage meetings times and agendas.</p> <p>Microsoft Teams for Job Alike Groups will be created.</p> <p>The VPA department will communicate to teachers about existing and new resources that become available.</p>

SPS Educator Guidance and Expectations for Continuity of Learning

Published 3/27/2020

Updated 5/1/2020:

		Our Creative Advantage Initiative is creating videos by teaching artists that will be available as instructional tools located on the SPS TV and YouTube Channels.	
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Physical Education

How can I determine critical/power standards?	Where can I find guidance on the scope and sequence?	Where do I find instructional materials (e.g., daily lesson plans, Schoology, online courses)?	Where do I find supports for students who have IEPs, are English Learners, or need other supports?	How can I connect with CAI specialists and/or colleagues to exchange ideas?
SPS PE Schoology Registration P5BKR-7QZN9	SPS PE Schoology Registration P5BKR-7QZN9	SPS PE Schoology Registration P5BKR-7QZN9	SPS PE Schoology SPS Adapted PE Schoology Registration P5BKR-7QZN9	<ul style="list-style-type: none"> • Schoology • Team Meeting • Lori S. Dunn, Manager • Jennifer Hendrickson, Instructional Services • Toni Bader, Adapted • Chellie Lafayette, Elementary

SPS Educator Guidance and Expectations for Continuity of Learning

Published 3/27/2020

Updated 5/1/2020:

Library Services				
How can I determine critical/power standards?	Where can I find guidance on the scope and sequence?	Where do I find instructional materials (e.g., daily lesson plans, Schoology, online courses)?	Where do I find supports for students who have IEPs, are English Learners, or need other supports?	How can I connect with CAI specialists and/or colleagues to exchange ideas?
AASL/ISTE Common Core ELA Common Core Speaking and Listening OSPI	Common Sense Media Future Ready Librarian Framework	Schoology, SPS School Library Website Common Sense Media Be Internet Awesome - Google Read the World Distance Learning Supports - @KatieMuhtar is @KristinZiemke Cult of Pedagogy – Distance Learning Supports -@Jennifer Gonzalez	Colorin Colorado Learn English Kids PebbleGo Next (Spanish Versions and read aloud) Capstone Interactive (read aloud)- Free Access Junior Library Guild – Unlimited Digital/Audiobooks SpEd Resources	Teams or Zoom, Sharepoint, email
English Learners				

SPS Educator Guidance and Expectations for Continuity of Learning

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Updated 5/1/2020:

How can I determine critical/power standards?	Where can I find guidance on the scope and sequence?	Where do I find instructional materials (e.g., daily lesson plans, Schoology, online courses)?	Where do I find supports for students who have IEPs, are English Learners, or need other supports?	How can I connect with CAI specialists and/or colleagues to exchange ideas?
			Instructional coaches are assigned to a caseload of schools and can be consulted	All coaches are assigned to schools and can be reached via email, Teams.

Health

How can I determine critical/power standards?	Where can I find guidance on the scope and sequence?	Where do I find instructional materials (e.g., daily lesson plans, Schoology, online courses)?	Where do I find supports for students who have IEPs, are English Learners, or need other supports?	How can I connect with CAI specialists and/or colleagues to exchange ideas?
SEL skills and strategies are a key part of the Health Education Standards. These are the focus for all primary grades: <ul style="list-style-type: none"> ● Wellness ● Safety 	OSPI Washington State Health Education Standards SPS Social Emotional Learning Activities	SPS Social Emotional Learning website OSPI website FLASH curriculum: www.kingcounty.gov	SPS SpEd website 504 Plans: Refer to the 504 plans on Schoology and/or consult with your school based 504 Coordinator	Kai Kunkel at kbkunkel@seattleschools.org Lisa Love at llove@seattleschools.org

SPS Educator Guidance and Expectations for Continuity of Learning

Published 3/27/2020

Updated 5/1/2020:

<ul style="list-style-type: none"> • Nutrition • Sexual Health • Social Emotional Learning • Substance Use and Abuse <p>(see standards for age appropriate skills for each Core Idea above)</p>			
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Counseling

How can I determine critical/power standards?	Where can I find guidance on the scope and sequence?	Where do I find instructional materials (e.g., daily lesson plans, Schoology, online courses)?	Where do I find supports for students who have IEPs, are English Learners, or need other supports?	How can I connect with CAI specialists and/or colleagues to exchange ideas?
<p><u>B-SMS 7.</u> Demonstrate effective coping skills when faced with a problem</p> <p><u>B-LS 1.</u> Demonstrate critical-thinking skills to make informed decisions</p>	<ul style="list-style-type: none"> • Schoology- K-12 School Counselor Group • School Counseling Manual 	<p>Schoology - K-12 School Counselor Group</p> <p>MySPS – Department-Counseling, School</p>	<p>Schoology - K-12 School Counselor Group</p>	<ul style="list-style-type: none"> • Schoology- K-12 School Counselor Group • School Counselor Team • Email School Counseling Specialists

SPS Educator Guidance and Expectations for Continuity of Learning

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Updated 5/1/2020:

<p><u>B-SMS 6</u>. Demonstrate ability to overcome barriers to learning</p> <p><u>B-LS 7</u>. Identify long- and short-term academic, career and social/emotional goals</p>				
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Addendum B3

6th – 8th Grade Educators

Following recent state guidance, Seattle Public Schools will soon begin to provide a continuity of learning for students PreK-12. Educators will take the lead in connecting with their students and sharing ideas on how to continue their learning since the best learning happens as a result of the close relationship between teachers and their students. Teachers know their content and standards and they know most precisely where they are in their scope and sequence.

Meanwhile, the Curriculum, Assessment, and Instruction (CAI) team has developed guidance for teachers, if they need to find instructional resources during this time. Specifically, the CAI team has developed guidance documents for Preschool, K-5, 6-8, and 9-12, broken down by content area, that help teachers address the following questions:

- How can I determine critical/power standards?
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- Where do I find instructional materials?
- Where do I find supports for students who have IEPs, are English Learners, or need other supports?
- How can I connect with CAI specialists and/or colleagues to exchange ideas?

Visit the [Instructional Materials Office website](#) to review the current list of district-adopted materials by grade level. Other guidance regarding instructional materials is provided below by content area.

SPS Educator Guidance and Expectations for Continuity of Learning

Published 3/27/2020

Updated 5/1/2020:

CAI will continue to update and refine them as we receive feedback and ideas from educators in the coming weeks. If you have questions and/or feedback, please email caiprogrammanagers@seattleschools.org or the contacts listed below.

English Language Arts

How can I determine critical/power standards?	Where can I find guidance on the scope and sequence?	Where do I find instructional materials (e.g., daily lesson plans, Schoology, online courses)?	Where do I find supports for students who have IEPs, are English Learners, or need other supports?	How can I connect with CAI specialists and/or colleagues to exchange ideas?
<p>Power Standards: RL/RI 6.1, 7.1, 8.1 RL/RI 6.2, 7.2, 8.2 RL/RI 6.3, 7.3, 8.3 RL/RI 6.4, 7.4, 8.4 RL/RI 6.10, 7.10, 8.10 W 6.1, 7.1, 8.1 W 6.2, 7.2, 8.2</p>	<ul style="list-style-type: none"> • CCSS Document • SPS Designed ELA Scope and Sequence, 6-8 • SPS Designed ELA Curriculum Maps 	<p>Schoology ELA Middle School Group Middle School ELA</p> <p>Join code – ZHC59-38WWV</p> <p>2020 ELA Distance Learning Folder Grades 6-8</p>	<p>Special Education Supports: Refer to individual student IEP for guidance</p> <p>504 Plans: Refer to the 504 plans on Schoology and/or consult with your school based 504 Coordinator</p> <p>ELL Supports: Contact Malgorzata “Gosia” Stone mjstone@seattleschools.org</p>	<ul style="list-style-type: none"> • Email with curriculum specialist Molly Montague mfmontague@seattleschools.org • Bi-monthly middle school discussion opportunities

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Social Studies

How can I determine critical/power standards?	Where can I find guidance on the scope and sequence?	Where do I find instructional materials (e.g., daily lesson plans, Schoology, online courses)?	Where do I find supports for students who have IEPs, are English Learners, or need other supports?	How can I connect with CAI specialists and/or colleagues to exchange ideas?
<p>Power Standards: RH 6-8.1 RH 6-8.2 RH 6-8.4 RH 6-8.10 W 6.1, 7.1, 8.1 W 6.2, 7.2, 8.2</p> <p>Washington State Learning Standards: 6-8 Economics Geography Civics History Social Studies Skills</p>	<ul style="list-style-type: none"> • Common Core State Standards • Washington State Social Studies Learning Standards • SPS Designed Social Studies Scope and Sequence, 6-8 <p style="text-align: center;">Location: Middle School Social Studies Schoology Group</p>	<p>Schoology Social Studies Middle School Group Middle School Social Studies Join code – ZHC59-38WWV</p> <p>2020 Social Studies Distance Learning Folder Grades 6-8</p> <p>Current Adoption Texts available online through Schoology</p>	<p>Special Education Supports: Refer to individual student IEP for guidance</p> <p>504 Plans: Refer to the 504 plans on Schoology and/or consult with your school based 504 Coordinator</p>	<ul style="list-style-type: none"> • Email with curriculum specialist Molly Montague mfmontague@seattleschools.org • Bi-monthly middle school discussion opportunities by request

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Native American Education

How can I determine critical/power standards?	Where can I find guidance on the scope and sequence?	Where do I find instructional materials (e.g., daily lesson plans, Schoology, online courses)?	Where do I find supports for students who have IEPs, are English Learners, or need other supports?	How can I connect with CAI specialists and/or colleagues to exchange ideas?
American Indian Studies Native American Education Schoology* Access Code: PHWHC-3R4M4 *PreK-12 Scope and Sequence on Schoology	American Indian Studies Native American Education Schoology Access Code: PHWHC-3R4M4 *PreK-12 Scope and Sequence on Schoology	American Indian Studies Native American Education Resource Library Native American Education Schoology Access Code: PHWHC-3R4M4	504 Plans: Refer to the 504 plans on Schoology and/or consult with your school based 504 Coordinator	Contact Native American Education Department

Math

How can I determine critical/power standards?	Where can I find guidance on the scope and sequence?	Where do I find instructional materials (e.g., daily lesson plans,	Where do I find supports for students who have IEPs, are English	How can I connect with CAI specialists and/or colleagues to exchange ideas?

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		Schoology, online courses)?	Learners, or need other supports?	
Math will provide recommendations which will be housed on the MS Math Schoology page and MS Math Virtual PLC Microsoft Team	Math will provide recommendations for which Topics in enVision should be prioritized which will be housed on MS Math Schoology page and MS Math Virtual PLC Microsoft Teams	<p>Teachers can use Pearson Realize to assign students work. Math will provide recommendations for which lesson components would be most beneficial. Students can work in their enVision Student Workbooks if they have them.</p> <p>Pearson is making the Additional Practice worksheets available to anyone online, and students can use the Bouncepages app to watch linked instructional videos</p>	<p>Use guidance and suggestions provided in enVision Teacher Guides.</p> <p>Contact your building level Special Education personnel for guidance and resources in order to continue to provide accommodations and modifications for students who need those.</p> <p>Contact your building level ELL personnel for guidance and resources to support your English Language Learners. Avoid assigning text-heavy documents.</p> <p>504 Plans: Refer to the 504 plans on Schoology and/or consult with your school based 504 Coordinator. Communicate with students and their families to offer needed accommodations.</p>	<ul style="list-style-type: none"> • Microsoft Teams MS Math Virtual PLC (Join code: f7gpe4s) • Messages on MS Math Schoology page GQGWC-SZ4K9 <p>Curriculum specialists: Sara Burke, seburke@seattleschools.org</p> <p>Jenna Velozo, jvelozo@seattleschools.org</p>

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Science

How can I determine critical/power standards?	Where can I find guidance on the scope and sequence?	Where do I find instructional materials (e.g., daily lesson plans, Schoology, online courses)?	Where do I find supports for students who have IEPs, are English Learners, or need other supports?	How can I connect with CAI specialists and/or colleagues to exchange ideas?
Standards are embedded in the Amplify Units	<p>Scope and sequence is on Microsoft Teams Content Demonstration teachers and Curriculum Specialists have created specific lessons to use at this time</p> <p>Updates on Teams</p>	<p>Your grade level Microsoft Team or may be accessed at https://www.seattleschools.org/cms/One.aspx?portalId=627&pageId=18448</p>	<p>Contact your building level support personnel for guidance and resources in order to continue to provide accommodation for students who need those.</p> <p>Teachers should also reference Amplify Science suggestions for accommodations.</p> <p>504 Plans: Refer to the 504 plans on Schoology and/or consult with your school based 504 Coordinator</p>	<p>Your grade level Microsoft Team. Email altaylor@seattleschools.com with any specific questions</p>

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Arts

How can I determine critical/power standards?	Where can I find guidance on the scope and sequence?	Where do I find instructional materials (e.g., daily lesson plans, Schoology, online courses)?	Where do I find supports for students who have IEPs, are English Learners, or need other supports?	How can I connect with CAI specialists and/or colleagues to exchange ideas?
<p>WA State Arts Learning Standards (WASALS) guide the power standards teachers should use.</p> <p>WASALS books are located in the Visual & Performing Arts (VPA)</p>	<p>For now, use the existing curriculum maps to guide instruction. We will be updating these to align with the new WASALS, but for now this will be enough guidance.</p>	<p>Visual & Performing Arts Schoology Group (Access Code F8VR5-3DXJZ) has a resources folder called, “Arts Extended Learning Activities for Students and Families” with access to lessons, units, and resources. This is a place</p>	<p>Follow the guidance in the 21st Century Arts Common Assessments on differentiation. These are located in the Visual & Performing Arts Schoology Group (Access Code F8VR5-3DXJZ)</p>	<p>We have Discipline Specific, Grade Band Job Alike Groups with Facilitators than manage meetings times and agendas.</p>

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<p>Schoology Group (Access Code F8VR5-3DXJZ)</p> <p>If teachers haven't already, they should take the Schoology online PD in the WASALS.</p>	<p>Curriculum Maps are located in the job alike groups for each arts discipline and grade band. Go to the Visual & Performing Arts Schoology Group for the document that lists all job alike Access Codes (Access Code F8VR5-3DXJZ)</p>	<p>for teachers to share learning.</p> <p>The SPS TV and YouTube Channels have videos with essential concepts that the Scope & Sequence team has agreed upon.</p> <p>Our Creative Advantage Initiative is creating videos by teaching artists that will be available as instructional tools located on the SPS TV and YouTube Channels.</p>	<p>Teachers should follow the guidance at the building level on accommodations for students.</p> <p>504 Plans: Refer to the 504 plans on Schoology and/or consult with your school based 504 Coordinator</p>	<p>Microsoft Teams for Job Alike Groups will be created.</p> <p>The VPA department will communicate to teachers about existing and new resources that become available.</p>
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Physical Education

<p>How can I determine critical/power standards?</p>	<p>Where can I find guidance on the scope and sequence?</p>	<p>Where do I find instructional materials (e.g., daily lesson plans, Schoology, online courses)?</p>	<p>Where do I find supports for students who have IEPs, are English Learners, or need other supports?</p>	<p>How can I connect with CAI specialists and/or colleagues to exchange ideas?</p>
<p>SPS PE Schoology Registration</p>	<p>SPS PE Schoology Registration</p>	<p>SPS PE Schoology Registration</p>	<p>SPS PE Schoology</p>	<ul style="list-style-type: none"> • Schoology • Team Meeting • Lori S. Dunn, Manager

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P5BKR-7QZN9	P5BKR-7QZN9	P5BKR-7QZN9	SPS Adapted PE Schoolology Registration P5BKR-7QZN9	<ul style="list-style-type: none"> • Jennifer Hendrickson, Instructional Services • Toni Bader, Adapted • Linse Hill, Secondary
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Library Services

How can I determine critical/power standards?	Where can I find guidance on the scope and sequence?	Where do I find instructional materials (e.g., daily lesson plans, Schoology, online courses)?	Where do I find supports for students who have IEPs, are English Learners, or need other supports?	How can I connect with CAI specialists and/or colleagues to exchange ideas?
AASL/ISTE OSPI	AASL/ISTE Future Ready Librarians Framework Common Sense Media Librarians Framework	Schoology, SPS School Library Website https://ditchthattextbook.com/resources/ Blended Learning w/Catlin Tucker https://www.cultofpedagogy.com/ Common Sense Media	Libby (via library link) available in multiple languages	<ul style="list-style-type: none"> • Teams • Zoom • SharePoint • E-mail

English Learners

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How can I determine critical/power standards?	Where can I find guidance on the scope and sequence?	Where do I find instructional materials (e.g., daily lesson plans, Schoology, online courses)?	Where do I find supports for students who have IEPs, are English Learners, or need other supports?	How can I connect with CAI specialists and/or colleagues to exchange ideas?
			Gosia Stone will be the contact support for Gr 6-8	Middle school TBE meetings

World Languages

How can I determine critical/power standards?	Where can I find guidance on the scope and sequence?	Where do I find instructional materials (e.g., daily lesson plans, Schoology, online courses)?	Where do I find supports for students who have IEPs, are English Learners, or need other supports?	How can I connect with CAI specialists and/or colleagues to exchange ideas?
ACTFL Proficiency Level Descriptors	<p>Varies by language:</p> <ul style="list-style-type: none"> • Spanish – Senderos Scope and Sequence or previous Ven Connmigo or Avancemos. • French levels Scope & Sequence • Japanese levels Scope & Sequence • Chinese levels Scope & Sequence 	Language teachers can share current curriculum materials and activities they are using on Schoology.	Create a Schoology or Teams group to discuss accommodations and share ideas for supporting universal access and language demands/supports.	<p>Twice weekly Teams check-in around instructional support and curriculum resources.</p> <p>Teams folder to upload sample plans and communications that we are each doing with our content teacher teams.</p> <p>Contact Thad Williams, World Language Program</p>

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		<p>Spanish Teachers - SRTDT-7HWN2 Chinese Teachers – PVCQ4-JDPGF Japanese Teachers – GBM9S-WKRPC French Teachers - TRNK2-KNW6J Dual Language Teachers- PV3DZ-NHV4Q</p> <p>Share additional free online resources to practice language – Teams or Schoology page.</p>	<p>Manager – tbwilliams@seattleschools.org</p>
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Career and Technical Education

How can I determine critical/power standards?	Where can I find guidance on the scope and sequence?	Where do I find instructional materials (e.g., daily lesson plans, Schoology, online courses)?	Where do I find supports for students who have IEPs, are English Learners, or need other supports?	How can I connect with CAI specialists and/or colleagues to exchange ideas?
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CTE Frameworks	CTE Frameworks	Teacher and CTE Pathway Schoology pages	504 Plans: Refer to the 504 plans on Schoology and/or consult with your school based 504 Coordinator	All CTE teachers should complete survey sent this week for needed supports. CTE specialists are reaching out via email and Schoology to post updates, resources, etc.
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Health

How can I determine critical/power standards?	Where can I find guidance on the scope and sequence?	Where do I find instructional materials (e.g., daily lesson plans, Schoology, online courses)?	Where do I find supports for students who have IEPs, are English Learners, or need other supports?	How can I connect with CAI specialists and/or colleagues to exchange ideas?
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<p>Washington State mandates students grades 5-HS receive HIV/AIDS Education annually.</p>	<p>OSPI Washington State Health Education Standards</p>	<p>Students can view MS HIV Video</p> <p>SPS Social Emotional Learning Activities</p>	<p>SPS SpEd website</p> <p>504 Plans: Refer to the 504 plans on Schoology and/or consult with your school based 504 Coordinator</p> <p>Sexual Health SpEd modifications, contact Kai Kunkel at kbkunkel@seattleschools.org</p>	<p>See your Health Education Schoology page or contact Lisa Love at llove@seattleschools.org</p> <p>Or Lisa Davidson at lldavidson@seattleschools.org</p>
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School Counseling

<p>How can I determine critical/power standards?</p>	<p>Where can I find guidance on the scope and sequence?</p>	<p>Where do I find instructional materials (e.g., daily lesson plans, Schoology, online courses)?</p>	<p>Where do I find supports for students who have IEPs, are English Learners, or need other supports?</p>	<p>How can I connect with CAI specialists and/or colleagues to exchange ideas?</p>
<p><u>B-SMS 7.</u> Demonstrate effective coping skills when faced with a problem <u>B-LS 1.</u> Demonstrate critical-thinking skills to make informed decisions</p>	<ul style="list-style-type: none"> • Schoology- K-12 School Counselor Group • School Counseling Manual 	<ul style="list-style-type: none"> • Schoology- K-12 School Counselor Group MySPS – Department-Counseling, School WSAC – College Bound Sign Up site (email 	<ul style="list-style-type: none"> • Schoology- K-12 School Counselor Group 	<ul style="list-style-type: none"> • Schoology- K-12 School Counselor Group • School Counselor Team • Email School Counseling Specialists

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<u>B-SMS 6.</u> Demonstrate ability to overcome barriers to learning <u>B-LS 7.</u> Identify long- and short-term academic, career and social/emotional goals		Krista Rillo for access if you have not already registered)		
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Addendum B4

9th – 12th Grade Educators

Following recent state guidance, Seattle Public Schools will soon begin to provide a continuity of learning for students PreK-12. Educators will take the lead in connecting with their students and sharing ideas on how to continue their learning since the best learning happens as a result of the close relationship between teachers and their students. Teachers know their content and standards and they know most precisely where they are in their scope and sequence.

Meanwhile, the Curriculum, Assessment, and Instruction (CAI) team has developed guidance for teachers, if they need to find instructional resources during this time. Specifically, the CAI team has developed guidance documents for Preschool, K-5, 6-8, and 9-12, broken down by content area, that help teachers address the following questions:

- How can I determine critical/power standards?
- Where can I find guidance on the scope and sequence?
- Where do I find instructional materials?
- Where do I find supports for students who have IEPs, are English Learners, or need other supports?
- How can I connect with CAI specialists and/or colleagues to exchange ideas?

Visit the [Instructional Materials Office website](#) to review the current list of district-adopted materials by grade level. Other guidance regarding instructional materials is provided below by content area.

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CAI will continue to update and refine them as we receive feedback and ideas from educators in the coming weeks. If you have questions and/or feedback, please email caiprogrammanagers@seattleschools.org or the contacts listed below.

English Language Arts

How can I determine critical/power standards?	Where can I find guidance on the scope and sequence?	Where do I find instructional materials (e.g., daily lesson plans, Schoology, online courses)?	Where do I find supports for students who have IEPs, are English Learners, or need other supports?	How can I connect with CAI specialists and/or colleagues to exchange ideas?
Power Standards: RL/RI 9-10.1, 11-12.1 RL/RI 9-10.2, 11-12.2	<ul style="list-style-type: none"> • CCSS Document 	Schoology ELA High School Group	Special Education Supports: Refer to	<ul style="list-style-type: none"> • Email with Program Manager: Kathleen Vasquez,

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<p>RL/RI 9-10.3, 11-12.3 RL/RI 9-10.4, 11-12.4 W 9-10.1, 11-12.1 W 9-10.2, 11-12.2</p>	<ul style="list-style-type: none"> • SPS Designed ELA Scope and Sequence, 9-12 • SPS Designed ELA Curriculum Maps 	<p>High School ELA Join code - SV62D-7372P</p> <p>2020 ELA Distance Learning Folder Grades 9-12</p>	<p>individual student IEP for guidance</p> <p>504 Plans: Refer to the 504 plans on Schoology and/or consult with your school based 504 Coordinator</p> <p>ELL Support: Contact Beth Roodhouse vbroadhouse@seattleschools.org</p>	<p>kavasquez@seattleschools.org</p> <ul style="list-style-type: none"> • Bi-monthly high school discussion opportunities • Monthly ELA department chair meeting
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Social Studies

<p>How can I determine critical/power standards?</p>	<p>Where can I find guidance on the scope and sequence?</p>	<p>Where do I find instructional materials (e.g., daily lesson plans, Schoology, online courses)?</p>	<p>Where do I find supports for students who have IEPs, are English Learners, or need other supports?</p>	<p>How can I connect with CAI specialists and/or colleagues to exchange ideas?</p>
<p>Power Standards: RH 9-10.1, 11-12.1 RH 9-10.2, 11-12.2 RH 9-10.4, 11-12.4 RH 9-10.10, 11-12.10</p>	<ul style="list-style-type: none"> • Common Core State Standards • Washington State Social Studies Learning Standards 	<p>Schoology ELA High School Group</p> <p>High School Social Studies</p>	<p>Special Education Supports: Refer to individual student IEP for guidance</p>	<ul style="list-style-type: none"> • Email with curriculum specialist Molly Montague mfmontague@seattleschools.org

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<p>W 9-10.1, 11-12.1 W 9-10.1, 11-12.2</p>	<ul style="list-style-type: none"> • SPS Designed Social Studies Scope and Sequence, 9-12 <p>Location: High School Social Studies Schoology Group</p>	<p>Join code FBRGN-BPBDM</p> <p>2020 ELA Distance Learning Folder Grades 9-12</p>	<p>504 Plans: Refer to the 504 plans on Schoology and/or consult with your school based 504 Coordinator</p>	<ul style="list-style-type: none"> • Bi-monthly high school discussion opportunities by request • Monthly Social Studies department chair meeting
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Native American Education

<p>How can I determine critical/power standards?</p>	<p>Where can I find guidance on the scope and sequence?</p>	<p>Where do I find instructional materials (e.g., daily lesson plans, Schoology, online courses)?</p>	<p>Where do I find supports for students who have IEPs, are English Learners, or need other supports?</p>	<p>How can I connect with CAI specialists and/or colleagues to exchange ideas?</p>
<p>American Indian Studies</p> <p>Native American Education Schoology*</p> <p>Access Code: PHWHC-3R4M4</p> <p>*PreK-12 Scope and Sequence on Schoology</p>	<p>American Indian Studies</p> <p>Native American Education Schoology</p> <p>Access Code: PHWHC-3R4M4</p> <p>*PreK-12 Scope and Sequence on Schoology</p>	<p>American Indian Studies</p> <p>Native American Education Resource Library</p> <p>Native American Education Schoology</p> <p>Access Code: PHWHC-3R4M4</p>	<p>504 Plans: Refer to the 504 plans on Schoology and/or consult with your school based 504 Coordinator</p>	<p>Contact Native American Education Department</p>

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Math

How can I determine critical/power standards?	Where can I find guidance on the scope and sequence?	Where do I find instructional materials (e.g., daily lesson plans, Schoology, online courses)?	Where do I find supports for students who have IEPs, are English Learners, or need other supports?	How can I connect with CAI specialists and/or colleagues to exchange ideas?
<p>Math will provide recommendations which will be housed on the HS Math Schoology page and course-specific Microsoft Teams (Algebra 1, Geometry, Algebra 2, Precalculus)</p>	<p>Math will provide recommendations for which units should be prioritized. These will be housed on the HS Math Schoology page and the course-specific Microsoft Teams (Algebra 1, Geometry, Algebra 2, Precalculus)</p>	<p>Online access to Kendall Hunt Flourish materials for all teachers (Algebra 1, Geometry, Algebra 2, Precalculus, Calculus)</p> <p>Unit Plans in Schoology (Algebra 1, Geometry, Algebra 2, Precalculus) with linked resources</p> <p>Lesson Starters in Schoology (Algebra 1, Geometry, Algebra 2)</p> <p>Other resources will be shared via HS Math Schoology page and course-specific Microsoft Teams (Algebra 1,</p>	<p>Contact your building level Special Education personnel for guidance and resources in order to continue to provide accommodations and modifications for students who need those.</p> <p>Contact your building level ELL personnel for guidance and resources to support your English Language Learners. Avoid assigning text-heavy documents.</p> <p>504 Plans: Refer to the 504 plans on Schoology and/or consult with your</p>	<p>Using Microsoft Teams set up per course: Algebra 1 (Join code: 311cnqe) Geometry (Join code: 3nkz9wu) Algebra 2 (Join code: klm3d73) Precalculus (Join Code: wg07grn)</p> <p>Messages via HS Schoology page</p> <p>Email curriculum specialists: Mei Pontano (ampontano@seattleschools.org)</p>

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		Geometry, Algebra 2, Precalculus)	school based 504 Coordinator. Communicate with students and their families to offer needed accommodations.	Elissa Farmer (erfarmer@seattleschools.org)
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Science

How can I determine critical/power standards?	Where can I find guidance on the scope and sequence?	Where do I find instructional materials (e.g., daily lesson plans, Schoology, online courses)?	Where do I find supports for students who have IEPs, are English Learners, or need other supports?	How can I connect with CAI specialists and/or colleagues to exchange ideas?
Standards are embedded in the Adopted Instructional Materials. For Semester 2 those courses are Chemistry A, Biology B, Physics B	Your curriculum specialist in collaboration with teachers will provide guidance as to shifts in the scope and sequence at this unprecedented time. You can find these on your content-area Microsoft Team	Your content-area Microsoft Team and Schoology. Please check Microsoft Teams first to direct you to the resources or use this link to our webpage: https://www.seattleschools.org/cms/One.aspx?portalId=627&pageId=18448	Contact your building level support personnel for guidance and resources in order to continue to provide accommodation for students who need those. 504 Plans: Refer to the 504 plans on Schoology and/or consult with your school based 504 Coordinator	Your content-area Microsoft Team. Curriculum specialists: Chem A: joshuatashimaboyd@gmail.com Bio B: jmwilson@seattleschools.org

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				Physics B: mjacobs@seattleschools.org
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Arts

How can I determine critical/power standards?	Where can I find guidance on the scope and sequence?	Where do I find instructional materials (e.g., daily lesson plans, Schoology, online courses)?	Where do I find supports for students who have IEPs, are English Learners, or need other supports?	How can I connect with CAI specialists and/or colleagues to exchange ideas?
WA State Arts Learning Standards (WASALS)	For now, use the existing curriculum maps to guide instruction. We will be	Visual & Performing Arts Schoology Group (Access Code F8VR5-3DXJZ) has	Follow the guidance in the 21 st Century Arts Common Assessments on	We have Discipline Specific, Grade Band Job Alike Groups with

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<p>guide the power standards teachers should use.</p> <p>WASALS books are located in the Visual & Performing Arts (VPA) Schoology Group (Access Code F8VR5-3DXJZ)</p> <p>If teachers haven't already, they should take the Schoology online PD in the WASALS.</p>	<p>updating these to align with the new WASALS, but for now this will be enough guidance.</p> <p>Curriculum Maps are located in the job alike groups for each arts discipline and grade band. Go to the Visual & Performing Arts Schoology Group for the document that lists all job alike Access Codes (Access Code F8VR5-3DXJZ)</p>	<p>a resources folder called, "Arts Extended Learning Activities for Students and Families" with access to lessons, units, and resources. This is a place for teachers to share learning.</p> <p>The SPS TV and YouTube Channels have videos with essential concepts that the Scope & Sequence team has agreed upon.</p> <p>Our Creative Advantage Initiative is creating videos by teaching artists that will be available as instructional tools located on the SPS TV and YouTube Channels.</p>	<p>differentiation. These are located in the Visual & Performing Arts Schoology Group (Access Code F8VR5-3DXJZ)</p> <p>Teachers should follow the guidance at the building level on accommodations for students.</p> <p>504 Plans: Refer to the 504 plans on Schoology and/or consult with your school based 504 Coordinator</p>	<p>Facilitators than manage meetings times and agendas.</p> <p>Microsoft Teams for Job Alike Groups will be created.</p> <p>The VPA department will communicate to teachers about existing and new resources that become available.</p>
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Physical Education

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How can I determine critical/power standards?	Where can I find guidance on the scope and sequence?	Where do I find instructional materials (e.g., daily lesson plans, Schoology, online courses)?	Where do I find supports for students who have IEPs, are English Learners, or need other supports?	How can I connect with CAI specialists and/or colleagues to exchange ideas?
SPS PE Schoology Registration P5BKR-7QZN9	SPS PE Schoology Registration P5BKR-7QZN9	SPS PE Schoology Registration P5BKR-7QZN9	SPS PE Schoology SPS Adapted PE Schoology Registration P5BKR-7QZN9	<ul style="list-style-type: none"> • Schoology • Team Meeting • Lori S. Dunn, Manager • Jennifer Hendrickson, Instructional Services • Toni Bader, Adapted • Linse Hill, Secondary

Library Services

How can I determine critical/power standards?	Where can I find guidance on the scope and sequence?	Where do I find instructional materials (e.g., daily lesson plans, Schoology, online courses)?	Where do I find supports for students who have IEPs, are English Learners, or need other supports?	How can I connect with CAI specialists and/or colleagues to exchange ideas?
OSPI, district Curriculum Sites and National organizations AASL/ISTE	Library Steering Committee or Job- Alike leaders Future Ready Librarians	Schoology- Digital Learning templates <ul style="list-style-type: none"> • Library Websites • https://catlintucker.com/ 	Council For Exceptional Children (currently free) https://www.ccc.sped.org/	<ul style="list-style-type: none"> • Teams • Zoom

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	Common Sense Media	<ul style="list-style-type: none"> • https://www.cultofpedagogy.com/ • http://pennykittle.net/ 	Mango Languages (available via SPL for free) https://mangolanguages.com/	
English Learners				

How can I determine critical/power standards?	Where can I find guidance on the scope and sequence?	Where do I find instructional materials (e.g., daily lesson plans, Schoology, online courses)?	Where do I find supports for students who have IEPs, are English Learners, or need other supports?	How can I connect with CAI specialists and/or colleagues to exchange ideas?
			Beth Roodhouse will be the 9-12 support along with CCR point person	High School TBE meetings

World Languages

How can I determine critical/power standards?	Where can I find guidance on the scope and sequence?	Where do I find instructional materials (e.g., daily lesson plans, Schoology, online courses)?	Where do I find supports for students who have IEPs, are English Learners, or need other supports?	How can I connect with CAI specialists and/or colleagues to exchange ideas?
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SPS Educator Guidance and Expectations for Continuity of Learning

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<p>ACTFL Proficiency Level Descriptors</p>	<p>Varies by language:</p> <ul style="list-style-type: none"> • Spanish – Senderos Scope and Sequence or previous Ven Conmigo or Avancemos. • French levels Scope & Sequence • Japanese levels Scope & Sequence • Chinese levels Scope & Sequence 	<p>All languages post current curriculum materials on Schoology.</p> <p>Share additional free online resources to practice language – Teams of Schoology page.</p> <p>Spanish (Senderos 1, 2, 3) access to Online Student Accounts & Print out materials for those without technology.</p>	<p>Create a Schoology or Teams group to discuss accommodations and share ideas for supporting universal access and language demands/supports.</p>	<p>Twice weekly Teams check-in around instructional support and curriculum resources.</p> <p>Teams folder to upload sample plans and communications that we are each doing with our content teacher teams.</p>
<p>Career and Technical Education</p>				

<p>How can I determine critical/power standards?</p>	<p>Where can I find guidance on the scope and sequence?</p>	<p>Where do I find instructional materials (e.g., daily lesson plans, Schoology, online courses)?</p>	<p>Where do I find supports for students who have IEPs, are English Learners, or need other supports?</p>	<p>How can I connect with CAI specialists and/or colleagues to exchange ideas?</p>
<p>CTE Frameworks</p>	<p>CTE Frameworks</p>	<p>Teacher and CTE pathway schoology pages</p> <p>Advanced CTE</p>	<p>Special Education Supports: Refer to individual student IEP for guidance</p> <p>504 Plans: Refer to the 504 plans on Schoology and/or consult with your</p>	<p>CTE specialists are reaching out via email and Schoology to post updates, resources, etc. to our pathway specific teachers.</p> <p>Pathway specific Schoology pages</p>

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			school based 504 Coordinator	CTE Schoology resources
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Health

How can I determine critical/power standards?	Where can I find guidance on the scope and sequence?	Where do I find instructional materials (e.g., daily lesson plans, Schoology, online courses)?	Where do I find supports for students who have IEPs, are English Learners, or need other supports?	How can I connect with CAI specialists and/or colleagues to exchange ideas?
Washington State Health Education Standards	Washington State Health Education Standards	<ul style="list-style-type: none"> • EVERFI Health and Wellness • SPS Health Education Schoology page • https://www.teenlink.org/ • https://amaze.org/ • https://www.cdc.gov/ • https://kidshealth.org/ • https://www.calm.com/ • https://www.kingcounty.gov/depts/health.aspx • https://www.hsph.harvard.edu/nutritionsource/ • https://teens.drugabuse.gov/ 	<p>SPS SpEd website</p> <p>504 Plans: Refer to the 504 plans on Schoology and/or consult with your school based 504 Coordinator</p>	<p>See your Health Education Schoology page or contact Lisa Love at love@seattleschools.org</p>

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		<ul style="list-style-type: none"> • SPS Social Emotional Learning Activities • MySPS Social Emotional Learning page 	
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School Counseling

How can I determine critical/power standards?	Where can I find guidance on the scope and sequence?	Where do I find instructional materials (e.g., daily lesson plans, Schoology, online courses)?	Where do I find supports for students who have IEPs, are English Learners, or need other supports?	How can I connect with CAI specialists and/or colleagues to exchange ideas?
<p><u>B-SMS 7.</u> Demonstrate effective coping skills when faced with a problem</p> <p><u>B-LS 1.</u> Demonstrate critical-thinking skills to make informed decisions</p> <p><u>B-SMS 6.</u> Demonstrate ability to overcome barriers to learning</p> <p><u>B-LS 7.</u> Identify long- and short-term academic, career and social/ emotional goals</p>	<ul style="list-style-type: none"> • Schoology- K-12 School Counselor Group • School Counseling Manual 	<p>Schoology- K-12 School Counselor Group</p> <p>MySPS – Department-Counseling, School</p>	<p>Schoology- K-12 School Counselor Group</p>	<ul style="list-style-type: none"> • Schoology- K-12 School Counselor Group • School Counselor Team • Email School Counseling Specialists

Additional Guidance for 12th Grade Educators

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English Language Arts

How can I determine critical/power standards?	Where can I find guidance on the scope and sequence?	Where do I find instructional materials (e.g., daily lesson plans, Schoology, online courses)?	Where do I find supports for students who have IEPs, are English Learners, or need other supports?	How can I connect with CAI specialists and/or colleagues to exchange ideas?
Standards focus: <ul style="list-style-type: none"> • Determined by course title and online provider 	9-12 ELA Distance learning course descriptions per recommended online provider	Distance learning courses recommended for 9-12 ELA for credit retrieval (tbd)	Special Education Supports: Refer to individual student IEP for guidance 504 Plans: Refer to the 504 plans on Schoology and/or consult with your school based 504 Coordinator	<ul style="list-style-type: none"> • Publication of email addresses for lead contact • Monthly Microsoft Teams with high school ELA department chairs • Schoology discussion page by request

Social Studies

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How can I determine critical/power standards?	Where can I find guidance on the scope and sequence?	Where do I find instructional materials (e.g., daily lesson plans, Schoology, online courses)?	Where do I find supports for students who have IEPs, are English Learners, or need other supports?	How can I connect with CAI specialists and/or colleagues to exchange ideas?
Standards focus: <ul style="list-style-type: none"> • Determined by course title and online provider 	9-12 ELA Distance learning course descriptions per recommended online provider	Distance learning courses recommended for 9-12 ELA for credit retrieval (tbd)	Special Education Supports: Refer to individual student IEP for guidance 504 Plans: Refer to the 504 plans on Schoology and/or consult with your school based 504 Coordinator	<ul style="list-style-type: none"> • Publication of email addresses for lead contact • Monthly Microsoft Teams with high school ELA department chairs Schoology discussion page by request

Physical Education

How can I determine critical/power standards?	Where can I find guidance on the scope and sequence?	Where do I find instructional materials (e.g., daily lesson plans, Schoology, online courses)?	Where do I find supports for students who have IEPs, are English Learners, or need other supports?	How can I connect with CAI specialists and/or colleagues to exchange ideas?
<ul style="list-style-type: none"> • We have access to Physical Education Level 1 (PE1 - geared toward 9th) and 	SPS PE Schoology Registration P5BKR-7QZN9	SPS PE Schoology Registration P5BKR-7QZN9	SPS PE Schoology SPS Adapted PE Schoology	<ul style="list-style-type: none"> • Schoology • Team Meeting • Lori S. Dunn, Manager

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<ul style="list-style-type: none">• Physical Education Level 2 (PE2 - geared toward 10th)			Registration P5BKR-7QZN9	<ul style="list-style-type: none">• Jennifer Hendrickson, Instructional Services• Toni Bader, Adapted• Linse Hill, Secondary
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English Learners

How can I determine critical/power standards?	Where can I find guidance on the scope and sequence?	Where do I find instructional materials (e.g., daily lesson plans, Schoology, online courses)?	Where do I find supports for students who have IEPs, are English Learners, or need other supports?	How can I connect with CAI specialists and/or colleagues to exchange ideas?
			World Language Credit testing is going to happen for Seniors needing credit	

World Languages

How can I determine critical/power standards?	Where can I find guidance on the scope and sequence?	Where do I find instructional materials (e.g., daily lesson plans, Schoology, online courses)?	Where do I find supports for students who have IEPs, are English Learners, or need other supports?	How can I connect with CAI specialists and/or colleagues to exchange ideas?
ACTFL Proficiency Level Descriptors	Identify seniors in level 2 where this might be a requirement concern.	Language teachers can share current curriculum materials and activities they are using on Schoology.	Create plan and timeline of work for seniors in level 2 or level 3 language courses to ensure successful completion. Teachers monitor.	Twice weekly Teams check-in around instructional support and curriculum resources. Teams folder to upload sample plans and

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		<p>Spanish Teachers - SRTDT-7HWN2 Chinese Teachers – PVCQ4-JDPGF Japanese Teachers – GBM9S-WKRPC French Teachers - TRNK2-KNW6J Dual Language Teachers- PV3DZ-NHV4Q</p>	<p>Create a Schoology or Teams group to discuss accommodations and share ideas for supporting universal access and language demands/supports. World Language Credit Retrieval is also an option. Contact Thad Williams for more info.</p> <p>World Language Competency Testing is an option for seniors if needed. Contact Thad Williams for more info.</p>	<p>communications that we are each doing with our content teacher teams.</p> <p>Contact Thad Williams, World Language Program Manager – twilliams@seattleschools.org</p>
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Career and Technical Education

How can I determine critical/power standards?	Where can I find guidance on the scope and sequence?	Where do I find instructional materials (e.g., daily lesson plans, Schoology, online courses)?	Where do I find supports for students who have IEPs, are English Learners, or need other supports?	How can I connect with CAI specialists and/or colleagues to exchange ideas?
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CTE Frameworks	CTE Frameworks	<p>Spring Semester CTE Running Start courses at Seattle Colleges</p> <p>Specialists are reviewing courses that could move to Schoology based course, i.e. Career Connections</p>	<p>Special Education Supports: Refer to individual student IEP for guidance</p> <p>504 Plans: Refer to the 504 plans on Schoology and/or consult with your school based 504 Coordinator</p>	<p>CTE specialists are reaching out via email and Schoology to post updates, resources, etc. to our pathway specific teachers.</p> <p>Pathway specific Schoology pages CTE Schoology resources</p>
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School Counseling

How can I determine critical/power standards?	Where can I find guidance on the scope and sequence?	Where do I find instructional materials (e.g., daily lesson plans, Schoology, online courses)?	Where do I find supports for students who have IEPs, are English Learners, or need other supports?	How can I connect with CAI specialists and/or colleagues to exchange ideas?
s B-SS 9. Demonstrate social maturity and behaviors appropriate to	See Email Guidance FAFSA/Seattle Promise Completion Support	School Counselor Schoology Group		Teams Email School Counseling Specialists

SPS Educator Guidance and Expectations for Continuity of Learning

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the situation and environment		Microsoft Senior Call Forms MySPS – School Counseling Department Page		
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