



Teaching and Learning During Covid-19: How Washington Leaders are Planning for the Fall

Live Typed Q&A Chat with Panelists

Dr. Ivan Duran, Superintendent of Bellevue School District
Janel Keating, Superintendent of White River School District
Abby Cedano, Chief Academic Officer at Impact Public Schools
Georgia Heyward, Research Analyst at Center on Reinventing Public Education

Distance Learning

1- What is the role of relationship and climate in the COVID distance learning program?

I have noticed that there is significantly higher student engagement in our smaller choice/alternative schools locally - schools where deep and broad relationships are the key focus of practice.

CRPE has seen that schools with existing social-emotional learning (SEL) programs and practices in place were able to pivot to offer SEL instruction remotely. Schools that had mentor systems before Covid-19 were also well-positioned to use that model to maintain contact with families and students.

2- When schools add tutoring successfully, are they typically integrating that into the school day, or adding during out-of-school time?

They do both, from our understanding. The [slide deck](#) includes links to research, which provide more information. The most important factors for effective tutoring are for it to be frequent; prolonged; and based in a structured, high-quality program. Some experts hypothesize that those things may even be more important than who the tutor is. Tutoring, or any remediation for that matter, should not get in the way of students' engagement with grade-level content.

3- We're hearing that there are not enough laptops (supply issues) and that the connectivity challenge continues to be hard to address. What is your sense of where things are now? Is there more attention needed on this issue?

This is an ongoing issue that needs to be addressed. Stand for Children is working to [support families with internet connectivity](#). Ensuring students have access to some type of device is important, since most districts provide instructional material online. We also believe that wifi/broadband needs to be treated like a utility that everyone has access to in their homes. We need our technology partners, county, and city leaders to help lead this effort with districts and school leaders.

4- What online platforms are panelists using for K-2 students?

Panelists are using or looking into KickStart and Seesaw. In the spring, Impact built a Google Site website to host their K-2 students' online platform because they found Google classroom was too text-heavy for the youngest scholars. One panelist used Microsoft Teams as the remote learning platform. But that panelist heard that it has been difficult to utilize, and parents have had to play a critical role supporting their students in the remote learning experience.

5- Is anyone thinking about doing 100% remote for HS students in the fall?

No

6- How is Impact handling those students whose families cannot follow the synchronous learning schedule? Is a fully asynchronous model available?

We have a fully asynchronous plan. It is not as powerful as our synchronous plan, but we do have it as an option. Teachers call those families to do 1-1 check-ins at a time that is good for the family.

Summer & Returning in the Fall

1- What types of assessment platforms are schools thinking about using in the Fall?

CRPE has only seen evidence of districts using existing state and district assessments. CRPE is convening a panel of researchers, which will offer recommendations around assessments and diagnostics. We will publish a report on our findings in July.

2- Superintendent Duran mentioned 20% of Bellevue School District teachers were out the week before 3/12. I've heard teachers are concerned they won't have enough protection if in-person learning resumes this fall. But kids find in-person learning more effective and enriching. Can the panel address how districts will make it feasible for teachers (and kids) to want to come back in-person, even in a hybrid scenario, this fall?

Health and safety are top of mind for all of us in our planning. At Bellevue School District, we are currently setting up classrooms following current physical distance guidelines. This will allow us to build models to determine how many students we can have in classrooms. We are also examining how we can use all of our learning spaces (gym, auditoriums, etc.) and other buildings that may not be used by local businesses.

3- In Bellevue, with the A or I grading system this spring, how will GPA or college applications be affected? I have a sophomore in HS.

We received a joint statement from our institutions of higher education. Here is a quote from the statement that addresses your question: "All of Washington's public colleges and universities are integrating flexibility into admissions processes to ease, to the extent possible, the disruption for fall 2020 and fall 2021 applicants. We recognize that while students must satisfy high school graduation requirements and meet minimum admission requirements, our institutions will not disadvantage 2020 fall applicants due to the pandemic's effects on education delivery."

4- Superintendent Duran, will the A and I grading system continue this fall?

We have not made a decision about grading for the fall. We will gather stakeholder input next week and our community will have the opportunity to provide input. We are also waiting for guidance from the Office of the Superintendent of Public Instruction.

5- Is the Bellevue School District considering summer school or year-round school?

We are currently planning on offering remote learning to our current 2nd and 3rd-grade students, current 5th-grade students, and credit recovery and support for students who may have an "incomplete" at the end of the school year. We have not made any decisions about year-round school, and it did come up as an idea.

Family and Student Engagement

1- What resources do panelists have for families interested in talking to their children about the demonstrations specifically and racial equity generally?

WA Charters is cultivating a growing [list of resources](#) for anti-racism, which includes ways to talk to kids about race. Impact Public Schools has put together a [list of books](#) that celebrate diversity for young readers and their families. This list aims to name books that celebrate diversity in everyday life and do not introduce characters of color in traumatic circumstances.

2- How best to engage student-voice in fall planning? Are we hearing what the students have to say about re-opening school?

The youngest students have been having family town halls. Families and students get to answer questions about the fall and ask questions. We do multiple sessions so that we have small groups. I am sure there are different ways to do this with our older students!

3- What resources are your school districts using to translate materials and videos when communicating with families?

The panelists have utilized some staff to do written translations. They are using Google translator to do a basic translation and then have our staff review them to ensure we are communicating effectively. Impact Public Schools uses Parentsquare. All communication goes through that app and families can choose what languages they want the message translated into.