Objectives

● Approve an Electronic Meetings Policy to ensure that virtual meetings are in line with state law.

● To update the DPS Board of Education on how the district is approaching remote learning, how we are serving our most vulnerable students, what lessons we’ve learned this first week, and what challenges and opportunities we’ve encountered.

● To discuss how the DPS Board of Education will perform its progress monitoring function during this time of remote learning.
## Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Agenda</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-9:05 a.m.</td>
<td>Welcome and Opening</td>
</tr>
<tr>
<td>9:05-9:15 a.m.</td>
<td>Special Meeting: Electronic Meetings Policy</td>
</tr>
<tr>
<td>9:15-9:30 a.m.</td>
<td>Update on Remote Learning</td>
</tr>
<tr>
<td>9:30-9:50 a.m.</td>
<td>How We Are Serving Our Most Vulnerable Students</td>
</tr>
<tr>
<td>9:50-10:10 a.m.</td>
<td>Supporting Students’ Mental Health</td>
</tr>
<tr>
<td>10:10-10:40 a.m.</td>
<td>Voices from the Field Panel</td>
</tr>
<tr>
<td>10:40-10:55 a.m.</td>
<td>Governance Discussion</td>
</tr>
<tr>
<td>10:55-11:00 a.m.</td>
<td>Closing</td>
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</table>
Special Board Meeting
Electronic Meetings Policy
Proposed Electronic Meetings Policy

Electronic Participation in School Board Meetings

Board members may attend and participate by electronic means in regular or special meetings of the Board in accordance with this policy and state law. For purposes of this policy, "electronic means" shall be defined as attendance via telephone, video or audio conferencing, or other electronic device.

Board members may attend and participate by electronic means in a regular or special Board meeting only when extenuating circumstances prevent the Board member(s) from physically attending the meeting.

A meeting at which any or all Board members attend and participate by electronic means shall be open to the public, except for periods in which the Board is in executive session. If the Board convenes in executive session, the Board member(s) attending and participating by electronic means shall ensure confidentiality during that portion of the meeting. A quorum of the Board is required to convene a meeting.

For full language, check BoardDocs:
http://go.boarddocs.com/co/dpsk12/Board.nsf/goto?open&id=BNFM8U5A05E8
Remote Learning Update
Board of Education Remote Learning Update
April 10, 2020

Hamilton Morning Meeting
Welcome Back Huskies!
April 7th, 2020

Ya llego Aili a clase 😊
Our Approach to Remote Learning
Equity as our core identity

Equity remains our foundational cornerstone for remote learning. DPS remains committed to:

- Providing access to all students and families
- Black Excellence Resolution and progress monitoring
- Culturally Responsive Education and SEAL best practices
- Ensuring guidance is provided in all consent decree languages
- Designing instruction with our most vulnerable student populations at the forefront
Our Approach to Remote Learning

Principles of Remote Learning

**SUPPORTING CONTINUOUS INSTRUCTION**

The District will continue to support instruction through a variety of digital and non-digital materials and instructional activities to maintain academic growth while schools are closed due to emergency.

**PROVIDING ACCESS FOR ALL STUDENTS**

Denver Public Schools is committed to providing device and internet access to all students K-12. We are working closely with community partners to meet this goal.

**MAINTAINING CONNECTEDNESS TO THE COMMUNITY**

The District has facilitated partnerships with local internet service providers to secure additional Internet access and/or increased bandwidth to students in our community while schools are closed.
# Maintaining Connectedness to our Community

## Equity and Connectedness

<table>
<thead>
<tr>
<th>Description</th>
<th>Current State</th>
<th>Data</th>
</tr>
</thead>
</table>
| DPS has facilitated partnerships with local internet service providers to secure additional Internet access and/or increased bandwidth to students in our community while schools are closed. | - Comcast is offering two free months of Internet service to new customers (and now hand delivering equipment)  
- Educating users on ‘mobile tethering’ as many providers have expanded data plans  
- Xfinity WiFi hotspots are available to anyone who needs them for free – including non-Xfinity Internet subscribers  
- A plan is currently in place to deploy hotspots to communities most in need | - ~8% of students do not have access to internet  
- 4000 hotspots have been purchased |

**A holistic approach to connectedness:**
- Food pick-up and delivery at multiple sites across the district
- Student-based health centers are up and running
### Providing Access for All Students

#### Equity and Access

<table>
<thead>
<tr>
<th>Description</th>
<th>Current State</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Device distribution includes assistive technology for students with disabilities</td>
<td>Device distribution includes assistive technology for students with disabilities</td>
<td>22 MyTech schools have 1:1 access</td>
</tr>
<tr>
<td>Prioritized HS and 6-12s on 4/7</td>
<td>Prioritized HS and 6-12s on 4/7</td>
<td>39,000 devices and 700 hotspots have been distributed to students in need</td>
</tr>
<tr>
<td>Additional device pickups for all grades in progress (including today 4/10)</td>
<td>Additional device pickups for all grades in progress (including today 4/10)</td>
<td>Another 35,000 have let us know that they are already equipped with technology</td>
</tr>
<tr>
<td>Mitigation plans in place for students who do not have access to technology</td>
<td>Mitigation plans in place for students who do not have access to technology</td>
<td>Awaiting a shipment of 6000 chromebooks and 3500 hotspots to distribute to our students as soon as possible</td>
</tr>
</tbody>
</table>

DPS is committed to providing device and internet access to all students K-12. We are working closely with community partners to meet this goal.

In addition, DPS is committed to ensuring that our most vulnerable students have access to instructional materials, by providing robust supports to ECE students, English Learners, and students with disabilities.

**A holistic approach to access:**
- Ensure we are keeping the avenues through which students can access remote learning flexible and nimble
- Focus on equity of access to learning for our students with disabilities, second language learners, and ECE students
- Working with DPS Foundation to get school supplies out to support remote learning work
Supporting Continuous Instruction

Equity and Instruction

<table>
<thead>
<tr>
<th>Description</th>
<th>Current State</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>DPS will continue to support instruction through a variety of digital and</td>
<td>DPS has focused on three options for remote learning:</td>
<td>3,260 DPS staff attended online training to prepare for remote learning on March 25-27.</td>
</tr>
<tr>
<td>non-digital materials and instructional activities to maintain academic</td>
<td>• Option 1: District-provided Instructional Materials with Teacher Support</td>
<td>Anticipated % of teachers leveraging each option (from self-reported surveys 3/25-27)</td>
</tr>
<tr>
<td>growth, for grades ECE - 12. Materials are available to all students,</td>
<td>• Option 2: Teacher-led Hybrid Instruction</td>
<td>• 25% Option 1</td>
</tr>
<tr>
<td>including English Learners and students with disabilities.</td>
<td>• Option 3: Teacher-led Full Digital Instruction access to technology</td>
<td>• 60% Option 2</td>
</tr>
<tr>
<td></td>
<td>• Plan to mail learning packets home to students in the core content areas, if internet/device</td>
<td>• 15% Option 3</td>
</tr>
<tr>
<td></td>
<td>access is unavailable</td>
<td></td>
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</tbody>
</table>
**Option 1: District-Provided Instructional Materials with Teacher Support**

**Equity and Instruction**

<table>
<thead>
<tr>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Digital instructional materials are provided by the district for students to access independently. This allows teachers to focus on continuing to build relationships by offer online office hours and/or telephone feedback for students.</td>
<td>● Resources are available ECE-12</td>
<td>● &gt; 1,400 lessons have been produced (9 days of lessons across 13 grade levels in 12 content areas)</td>
</tr>
<tr>
<td>These materials are available outside of an LMS to allow equitable access to all students.</td>
<td>● Across all content areas, including art, music, physical education and health</td>
<td>● 66 sessions offered for orienting teachers to the district-provided instructional materials</td>
</tr>
<tr>
<td></td>
<td>● Translated into Spanish</td>
<td>● “Thank you again for the hard work you’ve all put in to make this the best possible situation.” - email from teacher in DPS Remote Learning inbox</td>
</tr>
<tr>
<td></td>
<td>● Videos available for grades ECE-5th for core content</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Teachers encouraged to use for Options 1, 2 and 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● All lessons are available independent of a Learning Management System (LMS), which mitigates any outages</td>
<td></td>
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</tbody>
</table>
Secondary: 8th grade science

Middle School Science, Option 1
Natural Selection
8th Grade, Day 1

I can define an adaptive trait. I can explain several adaptive traits of a rough-skinned newt.

Directions for Students
1. Respond to the quick question to spark your thinking.
2. Read the article pages from Part 2.
3. Respond to the questions in Part 3.

Part 1 (5 min)
When you hear the term “Natural Selection”, what do you think of? Use words, phrases, and pictures to share your initial ideas.

Part 2 (15 min)
Read pages A1 and B1 - B2 of the Natural Selection Article Packet. After you have read Part 3, respond to the following questions.
## Option 2: Teacher-Led Hybrid Instruction

### Equity and Instruction

<table>
<thead>
<tr>
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<th>Current State</th>
<th>Data</th>
</tr>
</thead>
</table>
| This model of instruction can occur at any time. Teachers curate and provide materials digitally, which students work on independently and submit. Students are able to communicate with their teachers through Google Classroom, other digital platforms, and/or by phone. Teachers can design their own lessons, or use the lessons available in Option 1. | - Ed tech partners for each region working directly with educators  
- School leadership continues to ensure that relationships are a focus area for all classrooms | - 40 Sessions offered for Option 2 for teachers  
- 1,467 teachers across the district plan to use Option 2 (from self-reported survey) |
## Option 3: Teacher-Led Full Digital Instruction

### Description

This model leverages fully digital instruction. Teachers design the sequence of learning based on where they left off and what their students are working on. Resources are housed in Schoology and/or Google Classroom (e.g., videos, live instruction). Students can communicate with teachers through Google Classroom, other digital platforms, and/or phone.

Option 1 lessons are still available to teachers as a resource.

### Current State

- Ed tech partners for each region working directly with educators
- Phase 2 for leadership moves - ensure relationships at the classroom level are additional area of focus
- This option is recommended for MyTech Schools, 1:1 Schools, and teachers with a high degree of proficiency in online learning
- My Tech coaches are supporting teachers, leaders, and families and orienting teachers to additional online platforms

### Data

- 35 Sessions offered for Option 3 for teachers
- 370 teachers across the district plan to use Option 3 (from self-reported survey)
Serving Our Most Vulnerable Students
Remote Learning for Our Most Vulnerable Students

Early Childhood Education (ECE)

DPS is committed to supporting preschool-aged children through providing meaningful lessons that will be accessed by parents and caregivers. We want to encourage caregivers to follow developmentally appropriate practices by limiting the use of technology for preschoolers. Therefore, each lesson is specifically developed to be used with few resources and materials.

**Students**
- ECE students will continue to receive supports through video lessons and activities that caregivers can implement at home.
- Students will receive support across developmental domains (cognitive, social, emotional, physical) through activities.

**Families**
- Families will receive step by step instructions to engage their children in meaningful early learning experiences.
- Families maintain linkages to classrooms through intentional teacher strategies (e.g., video conferences, office hours and check in calls.).

**Instructional Staff**
- ECE lessons offered for Option 1.
- ECE Remote learning resources available and support connection with families.
- Continued support to teachers and leaders from Regional Specialists.
Remote Learning for Our Most Vulnerable Students
English Language Learners

DPS is committed to Equity, which includes providing high-quality services and programs for English Learners. This also means ensuring strong support for our instructional staff, and families.

**Students**
- Students are continuing to receive ELA programming, including TNLI instruction
- All in-program English Learners are receiving daily dedicated English Language Development (ELD).

**Families**
- Google Read&Write is already installed; makes Google documents accessible in many languages. Includes text and picture dictionaries, translators, text to speech, speech to text, and simplify/summarize text features.
- The ELA Hotline is available for any questions about ELA related programs and services.

**Instructional Staff**
- K-12 ELD lessons offered for Option 1, including a Newcomer option in grades 6-12.
- Remote learning ICLD, Bilingual, and Newcomer resources available.
- Continued support to teachers and leaders from ELA Partners.
Remote Learning for Our Most Vulnerable Students

Students with Disabilities

DPS is committed to continuing to provide diverse services to over 10,000 students who receive special education services. We are also providing support for our instructional staff, and families.

### Students
- Special Education services has resumed under remote learning to the “greatest extent possible” and we are following the federal guidance.
- Some children will be owed compensatory services once face-to-face instruction has returned.

### Families
- We are collaborating with AdvocacyDenver on webinars for parents to listen to their concerns and provide additional resources to families.
- Special Education Instructional Specialists continue to work with individual families to address unique needs.

### Instructional Staff
- Multiple trainings were offered to address the diverse needs of our students:
  - Low Incidence Disability (Deaf and Hard of Hearing and Visual Impairments)
  - Preschool and 18-21 programs
  - Center programing (Autism, Intellectual Disabilities, Affective Needs)
  - Specialized Service Providers including Speech Language, Motor, Nursing, Mental Health
Supporting Students’ Mental Health
Supporting Students’ Mental Health

● Professional Development provided for all School Psychologists and Social Workers
  ○ Webinar on how to provide remote services
  ○ Access to ReThink and Social-Emotional learning Schoology Course to support instruction for students and parents

● Priority is given to serve:
  ○ Students with disabilities on IEPs/504 plans
    ■ Prior to the extended break, SPs/SWs reached out to their caseloads and students with mental health needs to be sure these students and families know how to contact them.
    ■ Counseling groups and individual counseling are taking place remotely via tele-sessions
  ○ Students experiencing safety issues

● ALL School Psychologists and Social Workers are hosting open office hours AND providing information on how to contact them.
  ○ Out of Office messages include community health resources/information
  ○ Each SP and SW is working with their school teams so school leadership and staff also know how to contact them regarding concerns they may have regarding student safety or mental health.
School Based Community Providers

Sites: Lincoln, North, Place Bridge and Evie Dennis

<table>
<thead>
<tr>
<th>Date</th>
<th>Physical</th>
<th>Mental Health</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 23rd-27th</td>
<td>125</td>
<td>416</td>
<td>541</td>
</tr>
<tr>
<td>March 30th-April 1</td>
<td></td>
<td>-</td>
<td>285</td>
</tr>
<tr>
<td>*two sites open (Place Bridge/Evie Dennis)</td>
<td></td>
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</tbody>
</table>

School based community providers typically see 60 mental health and 60-70 physical health patients per week.
Voices From the Field
Panel Discussion
Voices from the Field
Panelists

Shayley Levensalor, Cowell Elementary, Option 1 and 2
Karen Powell, Montbello Career and Technical High School, Option 1 and 2
Chris Gibbons, Strive Prep, Option 2
Jamie Roybal, Ellis Elementary, Option 2
Melissa Boyd, Bruce Randolph, Option 2/MyTech
Scott Wolf, North High School, Option 2/MyTech
Jodie Carrigan, Doull, Options 2 and 3
Voices from the Field

Questions:
All Panelists:
- Describe your school’s approach to remote learning and why this is the best way to serve your students.
- In this first week, what worked well?/What obstacles did you encounter?

How schools are implementing the options:
- What we are learning:
  - What is working with the option and approach you chose?
  - What is not working with your current approach?
- What we are encountering:
  - What are the challenges your school is having?
  - What opportunities/bright spots can you lift up for others?

(Time permitting)
- What unexpected opportunities did you find?
- What tweaks will you make going into week two?

All Panelists:
- How can the board support schools during this time?
Governance Discussion
Governance Discussion

How can the board support through its progress monitoring role?
Upcoming Board Discussions

● 4/16/2020 4:30-6:30 p.m.
  Updated Financial State of the District

● 4/20/2020 4:30-6:00 p.m.
  April Work Session

● 4/30/2020 4:30-7:30 p.m.
  April Regular Meeting & Public Comment