

THE THREE C's

- Compassion
- Communication
- Common Sense



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Letter from Julie Lee, Principal

Greetings Shadle Students and Families,

We hope this message finds you and your family safe and well! I appreciate your patience as my staff and I navigate the uncharted experience of the coronavirus (COVID-19) school closure and provide students meaningful virtual teaching and learning. Today, we developed a SPS Continuous Learning Plan (attached) which is in alignment with the elementary and middle school schedules throughout Spokane Public Schools. We are committed to finding positive solutions to a challenging time for our high school students and especially our seniors. Class of 2020 and senior parents can expect a separate communication from Principal Julie Lee shortly with more details about how Shadle Park will ensure you earn the credits you need to earn a high school diploma.

We are sensitive to the fact that learning from home presents its own set of challenges. You are encouraged to reach out by email to your teachers, counselors, advisors and grade level administrators for support whenever you need it. Students, we have an amazing staff of professionals who are eager to assist you. Difficult times such as right now requires us to embrace one another as a large Highlander Family!

We are committed to providing students the essential concepts necessary to earn a competency-based credit in each of their high school courses. This is taking ingenuity on the part of teachers in collaboration with their content specific departments. It is important that students make a "good faith effort" at learning for the remainder of the school year. In addition, "good faith" also means that students reach out to their teachers and counselor when they are presented with challenges in distance learning.

Technology is the primary tool used to deliver instruction. We know that in some cases families are experiencing challenges with navigating the computer and the internet at home to engage in learning. My teaching staff is compassionate and understanding of that since some of them are experiencing the same issues! I highly recommend that if you are in need of technology please request laptop(s) and hot spots for the internet from: <https://www.spokaneschools.org/Page/3963> Also, if you need to speak with a Digital Tools Specialist, please call 354-7636 and a person will be available to assist you. Mr. Andre Wicks, Assistant Principal is our technology administrator at Shadle Park High and he can be reached at AndreW@spokaneschools.org

Our hope is to demonstrate compassion and empathy when assessing and grading assignments, quizzes and tests during this school closure. Teachers are committed to "no harm done" to students as a result of school closing and "F" grades will not be issued for 2nd semester. Since March 16, when we closed our school doors, we are thinking about students as if they are on the ground floor of continuous learning. The grades they held at the time of closure will be considered along with students' current engagement for continuous learning. Our staff is thinking about learning occurring similarly to being on the first floor or on the ground level of a building. It is up to the student as to how far they want to extend their learning by meeting the competency-based expectations for each course.

Information about grading is forthcoming as a result of State Superintendent Reykdal's guidance to school districts last night (04.21.20) which encourages engaging students in learning while providing an opportunity for students to improve their course work. Indeed, students will not earn a F grade, but I am awaiting clarification about whether No Credit-NC or Incomplete-INC will be issued for students who are unable to meet the core competencies. It is with a good faith effort and continuous communication with teachers that students will be supported to complete their coursework successfully.

Students with an NC grade (or INC) will have access to credit recovery programs in the future in the same way that students with Fs have in the past.

Our hope is to provide compassionate support to all students, remain acutely aware of and thoughtful about the barriers that exist to continued online learning, and do our best to support their progress toward graduation. Please reach out to me at juliel@spokaneschools.org if you need further assistance.

In partnership,

Julie S. Lee, Shadle Park Principal

Dear SVL/iCAN Parent,
Parents and Guardians have access to an observer account in Blackboard to monitor their student's progress in their SVL or iCAN courses.

To login, access Blackboard at bb.spokaneschools.org and login with

Username: **parent email address**
(parent email on file in PowerSchool)
Password: observer

***Please note:** all passwords are initially set to "observer". We ask that you reset your password to an original, secure password by clicking on the link below and then following the steps on the attached file, [Resetting Passwords](#).

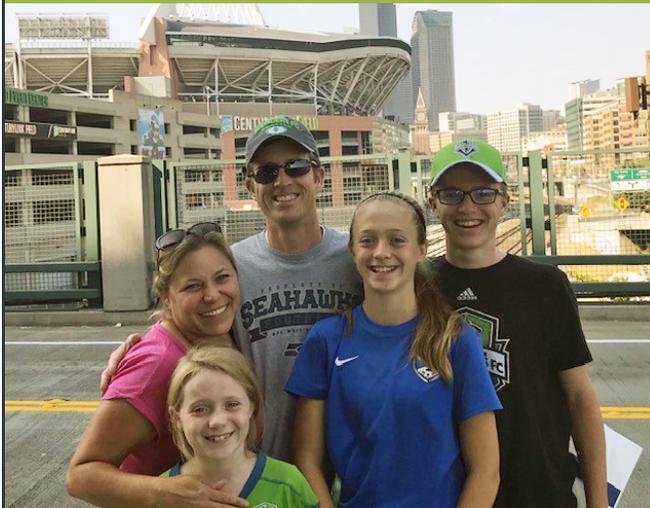
Once your password is reset, use this account to follow your child by clicking into their enrolled courses. This may include some courses that are using a "blended learning" model, not just SVL courses. In the actual SVL courses, you will have access to view "My Grades".

If you have multiple students attached to your observer account you will need to switch between the individual users using the "parent dashboard" on the right side of your home tab within Blackboard.

If you have questions about resetting the password for your parent observer account or trouble accessing the account, please contact our Help Desk by emailing blackboardhelp@spokaneschools.org.

Thank you,
the SVL & iCAN Team

[Link for Resetting Password - Parent Observer Account.pdf](#)



This week's Featured Teacher is: **Rob Archer**

Sharing Knowledge and
Building Highlander
Community

How would you feel if suddenly, out of the blue you were told that your work is now to ride a unicycle blindfolded while serving hot tea to 26 people? That may be what some of our teachers feel like now that we have transitioned to online learning for the rest of the school year due to the Covid-19 School Closure.

In an effort to help our Highlander families feel connected and part of our thriving Shadle community, I will be publishing this weekly newsletter each Wednesday. Each edition will feature a different Shadle teacher. This week I caught up with Rob Archer, from our Language Arts department to see how he's doing.

M: Tell me about an unexpected "silver lining" to this Covid-19 stay home order.

RA: I've made it a point to carve out time to begin an exercise routine. When my

poor little girly-man peers do finally get to see me again, they may not recognize the massive, muscle-bound gym-rat strutting down the SP hallways and pushing nerdy English teachers into the lockers and out of my way. (My apologies in advance)

"This is an opportunity for all to become better - better at reading, better at thinking, better at self-motivation, better at creating structure, better at appreciating school and teachers. Just better."

M: What has been your greatest challenge with Distance teaching during this Covid-19 crisis?

RA: So much of the pleasure that I take from teaching is the interactive discussions I have with students, so not having those in any real sense has made me less motivated.

Simply assigning work electronically and having a poorly attended Zoom meeting here and there are not replacements – in any way, shape, or form- for the classroom time. So as much as I get frustrated with the knuckleheads in those desks, it's their energy (when there is, at least, a bit of focus) that keeps me going.

M: What have you done to overcome that challenge?

RA: I've tried to do what we want our students to do; that is, find a source of intrinsic motivation when it comes to the career I've chosen. (I'm living "above the line"!)

Therefore, I've read for my own pleasure; I'm "working out" (although I may be using that term very generously); I'm trying to learn some of these virtual tools at my disposal; and I'm enjoying my family. Each of these activities helps me focus on improving me for me, and that kind of self-care is giving me a



a new focus. (Wow. That “self—care” mumbo-jumbo sure doesn’t help with that new “massive, muscle-bound gym-rat” persona that I’m trying to create for myself right now. Gotta work on that.)

M: How are you keeping connected with your students?

RA: Remind app, emails, and Zoom meetings, mostly. Although, there are several of my students who somehow know where I live and wave at me as they walk by my house every now and then.

M: Has that been successful?

RA: Not really, if I’m being honest. Is that a function of our school’s population’s lack of technology access? Is that a function of a lack of structure for these kiddos, structure that school forces on them? Is that a function of our culture’s general apathy towards formal schooling? Or does it come back to me and my not doing enough? It’s probably a combination, but I would like us as a school to explore some of these issues.

M: How do you stay motivated each day?

RA: By looking myself in the mirror each morning when I wake up and repeating Stuart Smalley’s Daily Affirmations – “I’m good enough; I’m smart enough; and, by golly, people like me.” I also like to sit out in a rocking chair on my front

yard and yell at the neighborhood kids to get off my lawn. But seriously, just watching my own children learn helps keep me moving forward each day.

M: What would you say to encourage a student to keep learning during the remainder of the year?

RA: My classroom mantra is “Becoming is better than being,” so I would emphasize the wisdom behind that quote right now. This is an opportunity for all to become better – better at reading, better at thinking, better at self-motivation, better at creating structure, better at appreciating school and teacher. Just better.

M: What are you doing to “recharge your batteries”?

RA: Doing some outside home-improvement projects. I’m not real good at those naturally, so they take me longer than basically anyone else on the planet, but I’ve enjoyed many of the pretty days by just being outside in my yard.

M: Do you have any teaching tips for your colleagues?

RA: Nope. I’m old and jaded at this point. But I wish someone out there would pass a few along to me. I’m needing the help right about now.

OK, I guess, in a serious vein, I could quote Joseph Campbell and say, “Follow your bliss.” If you’re in this profession for the right reason, then continue

making yourself happy as you teach. Sure, the platform of teaching has been drastically altered as of late, but ultimately, you are still a teacher. So, re-discover that teaching happiness...whatever it takes.

M: What are you most looking forward to doing once the Covid-19 crisis passes and the stay home order is lifted?

RA: I’m not sure. I’m a bit of an introverted homebody, so this stay-at-home stuff hasn’t been much of a challenge for me. However, maybe a night out at a locally owned restaurant with the family or a soccer trip across state with my daughter’s club team or hiking at Bowl and Pitcher – it all sounds pretty solid right about now.

HIGHLANDER RAVE REVIEWS

Greetings Highlander staff, students, and families! This weekly newsletter will have a section we like to call “Highlander Rave Reviews”. Parents, students, and staff are encouraged to email Margie Wordell to share positive news in the form of Shout Outs, Kudos, High Fives, and Rave Reviews! The staff has been doing this for four years and it’s always a bright spot in our week to recognize a Highlander who has gone above and beyond.

Please send your Rave Review email to:

margiew@spokaneschools.org

RR’s received by 12:00 p.m. on Tuesday will be included in this week’s edition. Late submissions will be held for the following week.



This week's Senior facts:

- How many years have you been at Shadle Park?
- What is your favorite subject?
- What is your favorite food?
- What is a favorite memory from your time here at Shadle Park?

Senior Spotlight

- We miss you, seniors! Stay tuned for more information shortly.

PLEASE SEND ME NAMES OF ANY SENIOR(S) YOU THINK

WOULD BE GREAT TO INTERVIEW. – Margie

MargieW@spokaneschools.org

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SHADLE PARK HIGH SCHOOL

CONTINUOUS LEARNING PLAN

COVID-19

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Morning Time (Academic Preparation/Work Time for Secondary Students)	Content Focus: Math	Content Focus: Science/CTE	Content Focus: English/Social Studies	Content Focus: Electives (World Language, Health & Fitness, Visual and Performing Arts, Other)	<ul style="list-style-type: none"> ✓ Teacher Office Hours ✓ Staff Meetings/Department Meetings ✓ Teacher Collaboration ✓ Connect w/ Advisory Students ✓ Connect w/ Struggling Highlanders ✓ Counselor/Teacher Collaboration to Engage & Support Students
11:00am – 12:00pm	LUNCH (time for SPS Nutrition Services Meal Distribution)	LUNCH (time for SPS Nutrition Services Meal Distribution)	LUNCH (time for SPS Nutrition Services Meal Distribution)	LUNCH (time for SPS Nutrition Services Meal Distribution)	
Afternoon Time (Virtual Live Sessions/Check-Ins)	Virtual Math Sessions (20 min)	Science/CTE Live Sessions (20 min) CTE 11:30am - 1:30pm Science 1:30pm - 3:30pm	English/Social Studies Live Sessions (20 min) English 12:00pm - 2:00pm Social Studies 2:00pm - 4:00pm	Electives Live Sessions (World Language, Health & Fitness, Visual and Performing Arts, Other) (20 min) Art 11:30am - 1:00pm World Language 1:00pm - 3:00pm PE/Health 3:00pm - 4:00pm	
After Hours/Evening	***Please note that all club/activity/athletic/etc. communication should occur after "school hours" unless it connects directly to a course (i.e., DECA, FCCLA) in an effort to support dedicated space during the school day for learning and academic support to occur***				

Updated: Tuesday April 21st, 2020