



December 2, 2020



## Principal Post

Hello Families and students,

We are just a few short weeks from Winter Break, and for many of our families, the holiday season has already begun. I would like to take a moment to reflect on the many traditions and cultures in our community, and while we all worship differently and celebrate different holidays we are bound together by a common goal to raise our children to be good, kind humans. The ongoing pandemic has challenged all of us in different ways, and as we move into our fourth month of remote learning the challenges you and our students face may have evolved. I hope that if you are experiencing challenges that you reach out to your child's teacher, our school counselor Leyla MacLean, or directly to me. Ms. MacLean has created a tool for families to use to request assistance or to meet with us to discuss concerns directly with her, me, or other members our staff that you can find it [HERE](#).

We are just about halfway through this school year, and I would like to take this opportunity to share with you some of the work that our staff has engaged in behind the scenes.

Equity

Our teachers and staff have been on personal journeys to learn more deeply about equity and the practices that perpetuate inequalities in our school system. We have examined the ways white culture permeates the news, media, literature – basically every aspect of our personal and professional

lives. We engaged in conversations about negative stereotypes and the subconscious messages about marginalized populations that are reinforced, and we reinforce without realizing. In our learning, we have started to uncover the implicit bias we carry with us and have started to become more aware of how these biases and “color-blindness” impact our relationships with each other, our students, and our community.

In the new year, we will continue to deepen our understanding of race and equity through continued dialogue and reflection, centering our learning on culturally responsive practices, recognizing microaggressions, combating “white fatigue,” and anti-racist actions we as can take in our community and classrooms.

### Social-Emotional Learning and Teaching

We recognize that when initiatives happen in isolation, it is likely that the initiative is picked up and then put aside without ever seeing the impact we were hoping to. Considering this, we are embedding our work toward equity into our work of supporting our own and students’ social and emotional development. All relationships are built on a foundation of trust, and in the fall we spent time learning about the different types of trust and building our relationships. Many of our teaching teams welcomed new members this year, and we know that to best serve our students, we need to have common language and expectations to ensure high levels of collaboration. We spent the fall learning about building trust with each other and positive ways to manage stress. This month, we will be learning how to teach our students the strategies that will help them navigate their stress with gratitude and empathy.

We have also taught our students common language to describe their emotions using the Zones of Regulation curriculum, and we continue to develop our students’ abilities to self-advocate and advocate for others through our lessons on Courage. We strive to create an inclusive environment for all our students and teaching students to have courage helps move us along in our path toward that goal. When the students share the responsibility for learning, making our school community a safe space, and hold each other accountable, they are learning valuable lifelong lessons that will have a profoundly positive impact on our society. As we work into the new year, we

will be focusing on Gratitude to teach students about the U in our PUMAS - Understanding and caring.

### Remote Learning

In addition to the hours of training and learning our teachers have spent developing their understanding and competency in our two main objectives for equity and SEL, our teachers have also had the difficult task of learning entirely new ways to teach, just as you have had the arduous task of helping your students to be learners in a new, virtual environment. Our staff have participated in many additional hours of district training to learn about our reading and math screeners, the student Panorama survey and results, and MS Teams including: OneNote, assignments, and break out rooms.

We appreciate all the work you have done to support your students through the first half of the year, and I hope you have a wonderful and happy holiday season filled with love, laughter, gratitude, and good health.

Best,

Melissa Doering  
Principal  
Rosa Parks Elementary School



## Student password reset

Student passwords need to be reset every 90 days.

Students can change their password from home, following District Password Guidelines of 10 characters including a lower-case letter, UPPER case letter, number, and symbol.

Instruct students to do the following on their district issued laptop:

1. **Depress Ctrl+Alt+Delete and choose Change Password.**
2. **Insert your existing (old) password followed by your new strong password 2 times for confirmation.**
3. **Launch an Office 365 product such as Word or Teams to re-activate your Office 365 License.**

Passwords must not contain part of your name, login ID or email address.

Previous passwords will not work and cannot be used.

Students can also sign up for the self-service [Password Registration and Recovery](#) tool by following the instructions on the LWSD website “FOR STUDENTS AND FAMILIES” portal.

Contact the LWSD Technology Helpdesk at x61366 or [helpdesk@lwsd.org](mailto:helpdesk@lwsd.org) with any questions.



## **Student Library Book Checkout**

- The safety of students and staff will be our top priority. All LWSD libraries are deploying a system that includes safety measures during the checkout and return processes.
- We are currently working with grades 4 and 5.
- Grades 2 and 3 will start December 16 and Grades K and 1 will start January 13.
- Books will be distributed every two weeks on Wednesdays.
- Students must select books using the Destiny Catalog in order to place a hold on the books they are interested in. Students will receive instructions about the process during library lessons, and will also be available at any time in the Checking Out Books channel on all Library TEAMS pages.
- Book requests must be received by Friday 12:00 p.m. in order to be filled by the following Wednesday.

- Books will be due 2 weeks after they were checked out.
- All books being checked out will be placed in individual bags marked for each student.
- Book pick up time will be on Wednesdays from 9:00 – 3:00.
- A book return bin will be located outside the office during hours.
- The books will be in bags located by the office.
- As possible, we ask that parents park their cars in a parking space while picking up books.
- Please direct any questions or suggestions to me at [jaanderson@lwsd.org](mailto:jaanderson@lwsd.org)



## CALENDAR

### DECEMBER

12/10-11 PTSA Stem and Art Smart pick-up 9am-3pm

12/21-1/1 No School

### JANUARY

4 - Welcome back to school



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