

SPS- Safe School Reopening Task Force - Sub Committee Meeting Notes

Date: June 15, 2020

Committee Name: English Language Development Services

Attendee Names:

Heather Richardson (ELD Director and Chair)	present
Larry Quisano (Admin - Sheridan Elementary)	present
Kent Hibbard (Admin - Garry Middle School)	present
Lisa Henderson (Admin - Ferris High School)	present
Bhakta Giri (Bilingual/Language Specialist)	present

Teachers

Molly Palermo (HS)	present
Tommi Palm (MS)	present
Maria Esther Zamora (ES)	present
Sally Dueweke (SEA Rep)	present
Doresty Daniel (Parent)	present
Naomi Hagen (Recording Secretary)	present

9:00 OSPI Update

- -- Heather: document received Friday
 - Three options:
 - Most Restrictive – distance learning
 - Have to have a continuous learning model regardless of other options
 - Phased in Opening
 - Least Restrictive - In-person split with rotations
 - (puts us out of legal compliance with EL services)
 - Health and safety guidelines
 - Technology guidelines – one platform, make accessible, train families
 - Communication
 - Virtual or face-to-face contact with families
 - Single point of contact for each family

9:15 Open Discussion

- Heather: single point of contact?
 - o Molly: ELD took lead for ELs at Rogers; seemed to work well
 - o Kent: advisory already set up for this; teachers need time to collaborate for this to occur
- Heather: Rotating option?
 - o Kent: morning/afternoon option more managerial and curriculum issues than rotating days
 - o Molly: child care for rotating days?
 - Heather: Most likely siblings – OSPI document indicated rotating days with all siblings same day; Daycares will most likely responsive once mode is adopted
 - o Sally:
 - Same rotation - cleaning between
 - sibling care – difficult for older students to complete work
 - ELD rotations at middle and high school
 - Heather – still have to rotate for highly qualified teachers
 - o Maria:
 - What about structure for one-day on/one-day off starting with elementary, then add older students

9:15 Conversation Point #1: How will we specifically teach technology information to ELL students to ensure they have equitable access to content?

- Heather: two computers per family challenge – need to have one-to-one device for each time frame
 - o Need to eliminate struggle between siblings
- Kent: who brings the device to school if don't have one-to-one?
- Heather: regardless of model, will need a one-to-one device
- Heather: some lag time for connectivity
- Molly: many Rogers students doing work late at night
- Sally: issue for elementary
- Larry: hot spot at school site; better than nothing; need hot spots throughout the city
- Kent: middle school doing a lot of 1 AM work also
- Maria: hot spots not working properly
- Maria: parking lot hot spots make create a social distancing issue; need to instruct how to do this
- Maria: need to work something out with companies that provide internet; affordable fees for students
- Heather: not all parents understood options low income available for internet

Recommendations:

Need one-to-one device

Improve communication to access internet services

Ensure all families have appropriate access to internet

9:45 Conversation Point #2: How will we specifically teach technology information to ELL students to ensure they have equitable access to content?

- Tommi: blended environment consistent from day one/ part of protocols: need to be able to teach students how to use tech IN PERSON; have user guide for students and families
- Molly: LC teachers could lead in this regard – already doing it; need videos made for how to access; same process across schools for how to access tech
- Heather: District wide videos with voice overs for different languages
- Molly: what district-wide platform?
- Kent: use Teams/ Microsoft office platform; teachers use Blackboard as guide and put curriculum into Teams/OneNote
- Sally: need to know what teachers are using in the classroom so we can show students how to work that process; newcomers need more one-on-one through distance learning; is there a way to look at help and support with low-level vs. high-level kids?
- Heather: newcomer students may need to access live education every day; more support for elementary ELLs; definitely need more collaboration between ELD teachers and mainstream teachers at elementary – consistency at all levels; need to be on the same page
- Maria: need to partner with classroom teachers; commit to supporting how to use platform and how to find all videos that instruct on different technology; need time for this collaboration
- Molly: Fundamentals (lowest levels) also need the daily support; special consideration for dual served

Recommendations:

Collaborate at elementary level with mainstream teachers

Teach/reinforce in person

Create “cheat sheet” for this

Need one platform across board

Use Microsoft Office/Teams as district platform; Blackboard as teacher resource

Make sure no barriers for elementary ELD teachers to set up classes for ELs

Meet daily with lowest levels

10:25 Conversation Point #3: What professional development will staff need to provide services/ scaffolded instruction in a blended learning model specific to ELL students?

- Heather: need PD for the single platform determined by the district
- Sally: this should be required
- Heather: require all to take SOME PD; but need differentiated pr
- Larry: building should use tech people to lead PD; used TIS (Technology Integration Specialist) to help staff improve tech capacity
- Kent: should be required differentiated PD around that; don't know that we could do it now, as PD is set for Summer Institute; but principals could lead around this; may not be able to require it at this time
- Sally: would probably need to be part of new MOU and part of LID days
- Maria: some families requested paper only and no tech; this was not effective for students; feel we are not meeting student needs if sending only paper packets home

- Heather: good point – does disadvantage students; however, some students in Special Programs will need this support – always exceptions; need to provide capacity for Differentiation when online learning not appropriate for the student; generally, need to ensure that teachers are supporting all students in accessing online learning
- Bhakta: how will bilingual/language specialists going to be trained on this technology
- Heather: built into translations for language specialists; can add bilingual specialists to teacher trainings or cover during bilingual specialist training
- Heather: training day could be built into new planning day outlined in MOU
- Sally, Maria, Kent, Naomi: need to train teachers in how to create multiple access points for ELs, training on scaffolding online learning, etc.
- Molly: accountability element of online learning?
- Heather: ODPI document states that incomplete will not be reinstated; students will be accountable in credit bearing classes and may receive an F if not engaged in course learning
- Tommi: would be nice to have models of classes in Teams/OneNote
- Heather: planning to video tape summer sessions;
- Larry: helped ELD – using ELD teachers to lead around PD
- Sally: mainstream teachers who are already scaffolding successfully should be involved in this PD

Recommendations:

Require PD for teachers regarding Microsoft Office- Teams/OneNote

Provide PD for Bilingual and Language Specialists in learning platform

Offer PD to classroom teachers for scaffolding online learning for ELs

Provide models of online ELL instruction that GenEd and ELD teachers have access to

In the Chat Conversation Point from last week: How will we provide communications to ELL parents that need interpreters?

- Kent: Webinars for parents about how to navigate the tech/learning platforms in native language, using an Advisory class/section to be single point of teacher contact so families are not receiving communication from 6 different teachers.