

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

Date: June 22, 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)	--

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
 - District goal: Elementary
 - In person 4 days; some at-home learning
 - 1 day online instruction and teacher prep
 - Spacing and social distancing in place
 - Spread out to other areas; remove furniture
 - Will not look like traditional teaching; need teacher flexibility
 - Many parents may still choose not to send students to school
 - District goal: Secondary
 - Goal is same BUT may be A/B model; M/W, T/TH rotation with F online
 - Spacing and social distancing in place
 - Face shields:
 - Waiting to hear from health office
 - Hoping to have face shields for classrooms; system-wide decision

- Will continue to partner with businesses to provide internet for families
- PD for staff for online learning

9:15 Open Discussion? (none)

9:15 Conversation Point #1: Should special considerations be made for the Middle and High School Newcomer Center?

- Heather: if an A/B schedule at middle and high school level, would it make sense to have them attend all four days and keep student for all six periods when elective class not meeting? These students need as much interaction as possible at beginning stages of English. Class sizes are small enough to meet social distance requirements.
- Molly: definitely agree if we can do this safely; these students need the consistent interaction; even Fundamentals
- Maria: agree with this idea; can gather information of progression of English in this intensive setting as compared to the A/B model; students less familiar with the technology;
- Maria: some families have family members who came here temporarily during the pandemic; can we register these students (Heather: yes, we will register them; need to bring in same paperwork to enroll; we don't ask about immigration status because illegal)
- Lisa: how will it work; newcomer center has more than one teacher; where does the second teacher go when other is teaching; logistics of making this happen
- Kent, Doresty, Sally: all agree with the newcomer idea
- Sally: what does online work look like for Newcomer; (Heather: home work would be based on teacher decision; may be paper/pencil for this group for 5th day)
- Kent: can FTE be added for additional time/space Lisa is referring to? (Heather: can do if needed and budget allows)
- Tommi: I think Fundamentals 1 also needs to be at middle school as much as possible as well; definitely need this or Newcomer
- Maria: do we have a way to communicate with these new families; need to take additional steps to communicate with the new families to find out what decisions they are making (Heather: we have been dialoging with the newcomer families; only one of these families wants to continue at-home learning)
- Kent: disaggregate this subgroup for parent info in the district survey (Heather: may not represent group)
- Sally: to get good data for this group, need to have an audio option

Recommendations:

Newcomer centers at middle and high school meet every in-school day
May need to extend FTE to make Newcomer center available all 4 days
Add audio option for future parent surveys

9:45 Conversation Point #2: How will ELD services be provided at each level (elementary, middle and high school)?

- Heather: secondary schedule should reflect general secondary recommendations with one caveat, CANNOT provide legally required EL services if district goes with 3-credit semesters (Molly and Tommi echoed this recommendation, with concerns regarding space)
- Kent: yes, ELD teachers can follow schedule for other secondary teachers
- Lisa: I would like to meet regularly with ELD, but not logistically possible; can reflect other classes at secondary
- Heather: understand that Molly and Tomi are recommending Fundamentals meet daily if logistically possible
- Maria: alternative for students approved for New Tech? (Heather: already applied/approved this year for next year)
- Heather: reviewed differences between elementary and secondary ELD service models
- Heather: elementary logistics are not possible to pull one-on-one for each student (can't pull kids from different classes together) and not enough space to social distance in many EL rooms; what should services look like at this level: push-in? all ELs in one class per grade level? ELs in no more than two classes? Ideas?
- Larry: this is opportunity to encourage school sites to shelter/cluster classrooms; my ELD teachers cannot maintain the social distancing in their pull-out room; have thought about hall ways, but a fire hazard; push-in – with 18-20 students already in room, where does additional teacher go?
- Heather: recommend that all schools move to a sheltered model; this will support either push-in or pull-out to keep kids from intermixing
- Sally: agree that sheltered is important; currently have to compete for time with reading and math specialists - will this continue to be an issue for push-in? ; will we have small group in classroom or co-teaching with classroom teacher and supporting ELs that way?
- Heather: need more information regarding other specialists' decisions and/or schedules; can't fit the tables in larger classes; also, language development is loud; cannot go back to ELD teachers treated and used as paraprofessionals
- Sally and Maria: Can we meet with students fewer times a week but for longer periods of time?
- Maria: would like to have flexibility to push-in as well as pull-out
- Heather: this makes sense for full-time ELD teachers; also need to think about teachers who are split between multiple buildings – can't do longer time frames due to time and numbers; may need to have different recommendations for full-time teachers vs. teachers who move to different teachers
- Sally: could we move students from small schools to a single "cluster" school? What about teachers who move – scheduling for A/B days? When students in the same class, can provide more efficient service model
- Maria: could teachers remote into a blended classroom to offer one-on-one services?
 - Collaboration with classroom teachers will be key!

Recommendations:

Meet with Fundamentals daily if logistically possible

ELD teachers need a space for instruction; co-teaching would require new PD for all

Push for sheltered/clustered classes in 1-2 classrooms at each grade

Move the .1/.2 school students into single "cluster" sites

Consider online service at low number schools if high intermediate/ early advanced +

Next Meetings: Thursday, June 25 @ 9-11 AM; Monday, June 29 @ 3-5