

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

Date: June 25, 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)	--
Sally Dueweke (SEA Rep)	present
Doresty Daniel (Parent)	--
Naomi Hagen (Recording Secretary)	present

9:00 Conversation Point #1: How will ELPA 21 screener/6-12th placement be delivered?

- Heather: Middle and high school is screened at the FROC. Need to decide whether or not elementary ELD staff screens new students in new environment?
- Sally: Need to test at the buildings. If looking at one-to-one district-wide tech then computers will not be a problem, need to know how to . Concern around kinder, because have to be closer than six feet to conduct.
- Heather: No direction from OSPI yet, definitely need face masks, maybe use a mouse to create more distance when they point to screen. Will still have to be six feet away. Not sure what OSPI will say. Will definitely be harder to get them in to FROC to screen.
- Heather: Continue current process for screening secondary and offering 6-12th placement test at FROC? (All secondary agreed).

Recommendations:

**K-5 ELPA21 will do our best to screen as many as possible at FROC when test opens
Elementary staff will have to test remainder at sites using social distance guidelines
Will continue to screen/test secondary students at FROC before enrolling in school**

9:15 Conversation Point #2: How will assessment be delivered?

- Heather: reviewed program assessments – less concerned about end-of-year assessment; more concerned about beginning year assessments right now. Usually have a 2-week window for pre-test and a 2-3 week window for unit assessments. With a split schedule, is this still doable?
- Tommi: barely able to meet guidelines in regular school year, don't see that happening with A/B schedule.
- Molly: agree with Tommi; usually tight – probably not possible
- Sally: agree with Molly and Tommi – just don't think it is going to happen
- Heather: so do we move the window out 4 weeks, or do we proceed and find out when people are ready?
- Kent: I think we need to double the timeline, which means December/January for unit 1
- Heather: if district waives benchmark assessments, do we waive ours; if they choose to implement benchmarks, adjust timeline?
- Kent and Tommi: would like to adjust the timeline; still want the data
- Lisa: would like to keep the assessment but adjust timeline for A/B scheduling
- Sally: space and monitoring an issue at elementary
- Heather: need a recommendation to provide space for the ELPA21 test in spring; will need to secure at least a classroom space for each ELD teacher to test at elementary
- Sally: agree, need a larger space to test in fewer sittings, but will need headphones
- Heather: may need to talk about a Friday testing schedule? Would need to address in an MOU. Will need to wait until

Recommendations:

Administer benchmarks, but adjust timeline based on the new schedule

Extend window in which assessment is given

At elementary, will need to collaborate to offer benchmarks in quiet class

Will need to ensure that elementary can have a moderator for the test

Send note to elementary admin and gen ed teachers letting them know that we would need to test in classrooms with ELD teachers monitoring

Schools need to provide space for the ELPA21 test in spring

9:45 Conversation Point #3: How will ELD services be provided at each level?

- Heather: A/B model is the discussion at the secondary; elementary will try to do everybody daily, and if not, will do primary grades daily and rest on A/B; 4 instructional days with 1 planning and collaboration day;
- Lisa: can we have ELD there every day regardless of level
- Heather and Kent: 1 and 2s possible; unlikely for all levels
- Heather: at elementary - can't mix students from multiple classrooms; sheltered model is not only best for students in the absence of bilingual options but also allows ELD teachers to meet with only a single class at a time for services

- Larry: the benefit of sheltered instruction teachers is supporting all low-language students; not just helpful for some but helpful for all; met with push-back in beginning but worth it!
- Heather: what does space look like at elementary schools?
- Larry: no room to push in if 21 kids in a room with the teacher
- Naomi: where are kids being served if push-in not an option?
- Heather: need a recommendation for designated area for ELD services
- Maria: agree that we need designated area for ELD services; don't want ELs to be left on the sidelines; also need classrooms that have high expectations for EL students/ not "whatever they get is enough"
- Sally: what about schools that have 4 students vs. schools that have 30+; collaboration needs to happen between all services regarding shared spaces
- Kent and Lisa: concerns around planning geographically vs. alphabetically; may overload on certain days in some classes; looking at alphabetical designation
- Heather and Naomi: we need to have eyes on that schedule, because alphabetical designation will mismatch over half of our student families
- Sally: what about families that choose continuous learning
- Heather: will can use the additional FTE that isn't needed and assign to continuous learning

Recommendations for secondary:

Newcomer 4 days a week and may need additional staffing at HS

Will attempt to have levels 1 and 2 go 4 days a week as well; ask about 3-5

Need schedule based on addresses, not names

Training for flipped classroom in an A/B schedule; strategies for continuous learning

Communication btwn teachers, ELD teachers, and counselors around work turned in

Dual served students would need to attend every day

After A/B schedules are set; Special Programs will need to have eyes on the list to check for families that are not grouped together

Have district look at a sheltered option for content area SVL options if families choose continuous 2.0 OR offer ELD training for SVL teachers with ELs

Recommendations for elementary:

Recommend sheltered or clustered classes at each school site

Do not pull students from multiple classes for ELD services

Collaboration between ELD and Gen Ed, SpEd, and intervention teachers

Option of pull-out or push-in for ELD depending on space

Designated area for ELD services with appropriate social distancing

Collaborate with interventions to designate shared times for all services

Next Meeting: Monday, June 29 @ 3-5