

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

Date: June 8, 2020

Committee Name: English Language Development Services

Attendee Names:

Heather Richardson (ELD Director and Chair)	present
Larry Quisano (Admin - Sheridan Elementary)	----
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)	----
Naomi Hagen (Recording Secretary)	present

Meeting Notes:

9:00 Member Introductions

9:10 Overview

- Waiting for OSPI models for the fall
- Today's purpose to set up to dive into the meeting on Wednesday morning
- Questions for group developed by Heather and Naomi so far
 - o How will ELD services be provided at each level
 - o Should special considerations be made for MS and MS Newcomer centers
 - o What professional development will staff need to provide services in a blended learning model specific to ELL students?
 - o How will assessment be delivered?
 - o How will the ELPA21 screener be administered to new students?
 - o How will the 6-12 grade placement test be administered to new students?

Elementary

- 1) Locations for pull-out with appropriate social distancing (current ELD rooms not appropriate)
- 2) With split classes, split groups – teacher workload (up to double the # of groups)
- 3) Hours for face-to-face interaction in hybrid model (esp. levels 1-3)
- 4) If split classes, days or weeks . . . students in regular classroom for limited hours to obtain instructions for work at home. Pull out will decrease those hours even more. Students may miss crucial instruction/technology hours necessary to complete work at home, but need ELD hours/

Secondary

- 1) Both newcomer centers
- 2) Levels 1-3 . . . number of necessary face-to-face hours for research-based interaction for appropriate language acquisition

9:15 Questions/Considerations from the group

Maria – How do we ensure equity for our students?

Lisa – How to ensure ELLs can understand language around technology in order to access materials for online learning? Common, district-wide language? How to ensure multiple platforms are understood by all ELLs?

Molly – How to ensure that language from admin and teachers are understood, concise and accessible to ELL students? Collaborate with ELL teams at schools before sending out for translations or interpretations?

Lisa – Large group communication to the home? Especially through platforms that are inaccessible to students?

Heather – General communications

Maria – How to align collaboration better between ELD teachers and classroom teachers to meet the actual content and language needs of EL students?

Kent – Create *Continuity of Learning Plan* (addressing Maria's concern above), similar to SpEd plans?

Maria – Newcomer center for elementary to provide equity or students? (Heather addressed current policy and infrastructure needs around this request).

Molly – Any discussion regarding accountability for attendance under the new model? (Heather discussed current “no harm” policy; may change or next year but waiting for direction from OSPI for this).

Tommi – Need different modes of communication for ELL families. Emails alone not working. Currently very time consuming for individualized phone calls. Tracking system? New platform?

Tommi – Need to get information from and to students during the days that we meet with students.

Kent – Find out from parents: what do you have at home, what is your preferred mode of communication?

Heather – Every student needs a computer.

Kent, Lisa, Tommi, Heather – Equity issues regarding communication across the board.

Lisa – communication process with ELs much more time-consuming and arduous

Lisa – Visual supports for ELLs, videos, ELD supports from classroom transferred to online learning platform; building visual supports into online learning?

Lisa – Phonetic/phonological teaching for development of phonological awareness and pronunciation in Newcomer center?

Molly – How to work through the following barriers: Difficulty collaborating between ELD teachers and gen ed classes. Need stronger and more specific guidelines for meeting EL needs. Cultural barrier for many gen ed teachers. (Kent addressed the issue of many teachers being first-timers regarding online learning).

Kent – Need some strategies for teachers: here are ways to incorporate universal design elements and ways to provide multiple access points.

Heather – May need to team with SpEd and intervention committees to develop ideas together.

Kent – Differentiation tools.

Maria – Need a technology model in the beginning of the year in order to teach and practice the technology that will be needed for distance learning. Need to prepare students for future shut-downs and distance learning.

Maria and Molly – Need classroom teachers to be persistent in addressing student needs and contacting families rather than giving up after only a few attempts. Cultural mindset adaptation around communication as well. Consider the social-emotional impact around communication and support.

Maria – Teachers in multiple buildings – logistics as well as health issues.

Tommi – Frontloading technology information also important for secondary. Will tech be provided on days that students are face-to-face? Bringing laptops to school daily?

Sally – Can we use face shields instead of masks for face-to-face language instruction and development of phonological awareness.

Sally – Possible to move limited number of students from .1 and .2 schools to larger schools to provide better services for students and limit both teacher travel and transmission of virus.

Kent – Standard-based grading with implication of standard-based teaching . . . need to revisit standard-based teaching in this environment? PD for running a flipped classroom. What can be taught in virtual vs. face-to-face classroom.

Bhakta – Teachers and everyone is doing great, but it is also the students' responsibility. How do we make them more accountable for their learning, attendance, involvement?

10:00 Meeting adjourned