



Date: 6/30/2020 & 7/2/2020
 Name of Work Group: Instructional Planning- Elementary

Name of Recorder: Rich Mellish

Workgroup OBJECTIVE or TOPICS Considered in today’s meeting (You are welcome to attach an agenda if that is easier):
 Today focused on moving toward recommendations for the application of Learning Management Tools: Provide input on digital learning platform and structure to enable adaptable learning

Leads: Rich Mellish, Dana Bailey, Alaina Sivadasan.

Committee members present:

- Lindsay Myatich, Director of Special Services
- Pam Ridenour, Director of Student Interventions
- Diana Eggers, Director of Educational Technology
- Kathy Connally, Director of TLS
- Laura LaVassar, Instructional Coach
- Kris Coleman, PE Teacher / Tech TOSA
- Tori Sylvers, Teacher / IEA Representative
- Margie Gerrity, Teacher / IEA Representative
- Marcelle Waldman, Parent
- Toni Hunter, Parent
- Noreen Awan, Parent
- Alice Zhou, Parent
- Jill Ravenscraft, Elementary Principal
- Michelle Pickard, Elementary Principal
- Nancy Young; Director of Elementary Education
- Cim Dew, Instructional Coach

What about your discussion do you feel is ultimately non-negotiable? It either MUST BE or MUST NOT BE part of the plan:

MUST BE PART	MUST NOT BE PART
<p>Students needing tech will be identified during enrollment verification and receive district provided tech on or before the first week of school, including the distribution of assistive technology per IEP and 504 plans.</p> <p>Ensure all staff have access to a laptop when needed.</p> <p>Support staff, students and families with access to guides, training and technical support in the use of hardware and digital software tools.</p> <p>Students will be provided lessons, practice and guides for using digital learning tools during live instruction when in a hybrid schedule.</p> <p>Establish clear expectations on the uses of the learning management tools.</p>	

<p>Establish a plan for district and school monitoring access and engagement using learning management tools.</p> <p>Establish clear and consistent classroom schedule and routines when using learning management tools.</p> <p>ISD will clearly set Social Emotions supports and learning as an ongoing expectation for all classes.</p> <p>ISD resources and Essential Learning Plans will integrate social emotional learning.</p> <p>Provide school teams and families clear, written modified Scope & Sequence documents with Essential Learnings identified.</p> <p>Feedback, Assessment and Grading practices should be aligned to essential learnings and the modified Scope & Sequence.</p> <p>Provide resources for assessment & personalized learning resources to identify and address proficiency gaps and instructional needs, and to monitor progress.</p>	
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What challenges do you foresee that you are taking into consideration or that you do not have an answer to:

CONSIDERATIONS:	UNANSWERED:
<p>Need for ongoing monitoring of efficacy of our tech support.</p> <p>Concerns about families not prepared to support online learning – will address mitigation in a meeting next week.</p> <p>Concern about number of students with more extended absences and the ability of a teacher to support those students while maintaining the ongoing learning plan.</p> <p>If all remote, could we have a Zoom recess or Zoom lunch – monitored but less structured. Foster social interaction.</p> <p>Tech support for parents is in discussion with ISF. We may need to ramp that up based on today’s conversation.</p> <p>May need help from communications / web site development to make a more robust site for tech tips,</p>	<p>Would computer labs/desktop need new keyboards that can be sanitized?</p> <p>Can we check the inventory to ensure that there are enough elementary computers in each school to provide for student distribution and some left in schools for modeling and providing practice / instruction for learning management and use of digital tools? Do we need to think of an equitable distribution to ensure all schools have equitable access and some schools are not drained of tech by family requests.</p> <p>Have we prepared for the retirement of Flash? Some of our students use flash with district tools/sites. What support can we give to help them transition?</p> <p>Not sure if current guidance still applies – just need to confirm or address compliance questions and liability concerns when live streaming or using tools designed for</p>

<p>videos, etc. Do we need to add a Robert Miller type to this committee?</p>	<p>in-class use that unavoidably reveal identities of other students. (FERPA/COPPA concerns definitively addressed.)</p>
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What concerns have surfaced regarding today's Objective or Topics?

Mostly equity – concern that there is a huge access gap for our most needy families.

What questions, input, or feedback must you have from the Steering Committee in order to move forward with your work group discussion to reach a recommendation?

QUESTIONS	INPUT OR FEEDBACK
<p>There was a strong sense that predictable schedules for elementary are important. For elementary, this falls under the Instructional Planning Workgroup not Scheduling correct?</p>	

What are general questions or considerations that arose as part of the work group discussion that may not be part of your task, but that the group felt should be considered by the Steering Committee?

PARKING LOT QUESTIONS or CONSIDERATIONS:

- Lunch and recess – how does it happen. If it doesn't – instructional impact
- How will exclusion work (cold or COVID?)
- Teacher workload and management
 - Create learning plans that don't cause teachers to have to manage two separate learning plans at once.
 - How will we deal with the likelihood of more students on extended absences? (Quarantined, cold symptoms that cause more exclusion than in the past...)
 - Consideration of amount of copying during hybrid learning (materials going back and forth)
 - In hybrid how do we avoid double planning for teacher? Does 1-week on, 1-week off.
- Supporting unpredicted transitions
 - Can we build a system that is nimble enough to do full remote for some while some are in school? Nimble enough to seamlessly switch between in person and remote? who needs what help to move in this direction?

- Communication /engagement: come families struggle with keeping up with communications in normal times, how do we develop strategies to both help families manage communications and provide for the differences in communication needs and styles?
 - translation and multiple modalities
 - Don't over-rely on e-News
- Tech Specification
 - Are we prepared with all of our digital tools for the retirement of Flash in 2020?

Other: Please use this space to capture notes and other ideas not easily categorized in the above. If you are taking notes and are categorizing later, please attach the notes to this document and include them in your email.

Please email the completed form and any accordant notes to your Work Group Lead(s); Superintendent Ron Thiele at thieler@issaquah.wednet.edu with a copy to Assistant Superintendent Lisa Hechtman at hechtmanl@issaquah.wednet.edu.