



Date: June 25, 2020

Name of Work Group: Instructional Planning

Name of Recorder: Dana Bailey

Workgroup OBJECTIVE or TOPICS Considered in today's meeting (You are welcome to attach an agenda if that is easier): Review committee structure, plan, and key commitments; reviewed relevant documents from district, OSPI guidance both reopening and from special education. Communicated the purpose of this group focused on the teaching and learning for students, both in a full remote and in a hybrid model. Today focused on the remote plan, after scheduling committee proposal, will build the hybrid model.

Leads: Rich Mellish, Dana Bailey, Alaina Sivadasen.

Committee members present: Lindsay Myatich, Nancy Young, Pam Ridenour, Diana Eggers, Kathy Connally, Dawn Wallace, Stacy Zachau, Jill Ravenscraft, Michelle Pickard, Stacy Cho, Erin Connolly.

IEA Members:

Parents: Marcelle Waldman, Toni Hunter, Noreen Awan, Alice Zhou, Freya Thoreson, Katie Berry, Diana Gonzales, Maria Elena Graham.

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
Common teacher understanding of the ENL impacts to Scope & Sequence, and common experiences for students across buildings, etc.	Multiple log ins, platforms, communication avenues
Teacher led instruction – not <i>only</i> printed materials, and not <i>only</i> in English	No access to teacher
All staff available; and available to check in, connect, guide, coach, etc.	Punishment based approach to the teaching of all the new safety rules
Direct and early support to those students who struggled this year in remote learning.	Posting assignments only, no teaching, no support, no accommodations, no formative feedback.
Students needing tech will get it, and the support to use, at home at the beginning of the year	
Considerations for the whole child, SEL lessons, safe interactions, opportunities to work together and socialize	
Developmentally appropriate considerations: our youngest students cannot engage with a computer for hours on end, and cannot independently manipulate the devices	
More contact time for students with learning difficulties (of any sort)	

<p>Live time and static lessons for parents and students in tech support.</p> <p>Communication plan that is organized, predictable, and goes both ways.</p> <p>Home supplies such as manipulatives and books (and everything else)</p> <p>Office hours for all staff</p> <p>Clear and common thresholds for students to move from Tier 1 to Tier 2 while in remote learning</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>Building a schedule to reenter students to in-building school, worry that teachers will feel compelled to teach double time.</p> <p>Where and how to provide training to parents on tech, on learning targets, on how to know how much help to give?</p> <p>What are the many ways that students can express learning, and how can we capture this for teachers?</p> <p>Can we/should we differentiate between what is required, and what is optional? How to help parents prioritize when they cannot do it all? (or should someone from the school do this?)</p>	<p>Screeners (academic and emotional) and assessments? Who holds the decisions on this?</p> <p>Can we have individual students in zoom meetings with teachers/paras</p> <p>Can we have students in zoom meetings without an adult? (as in breakout rooms)</p> <p>Absent spring 2020 standardized assessments, what benchmarks will be used?</p> <p>When in full remote (or remote days) are we aiming at a full student day of content?</p>

What concerns have surfaced regarding today's Objective or Topics?

<p>Universally we heard the need for direct contact with teacher and adults. Live lessons, video lessons, anything more than what we did in 1.0 remote.</p> <p>Lack of consistency (accountability) with teachers heard throughout the discussion, some teachers were present, some were radio silent - this cannot continue.</p>

How do we support remote learning when parents cannot or do not support the student (both working, etc).

Parent PD: who to deliver? requests for tech support, but also learning support such as how much help is too much, and maybe a parent meeting weekly to lay out the expectations

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?

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>Who are our community volunteers (especially for the live time tech support)</p> <p>What would it take to send home the unplugged activities such as stem kits, art box, library books?</p>	<p>We need to be ready to go after kids who aren't engaging remotely. This year for special education students we did; two teacher contacts, two principal contacts, registered mail and then a Montalvo safety check.</p> <p>We know there has been concern expressed by IEA about the use of live-streaming. Is this resolved? We will need clear, commonly understood and accepted legal guidance to successfully implement remote learning to our expectations. (We created one this year, do we stand by that guidance?)</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:

How to support students who are fully online for family reasons, academically and especially socially?
 How does a teacher take a sub day for training or due to illness while in remote teaching ?
 What options will the district provide for teacher's children child care if we are full or partial remote? This presents a barrier for families with elementary aged students.

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.