

Site Council Agenda & Notes: January 25th, 2021

In attendance: Ginger Taylor, Amy McBride, Kimberly Hultgren, Abigail Webb, Jenny Staab, Tim Christy, Grazia Cunningham, Marian Berger, JaneAnne Peterson, Gabriel Corona

AGENDA

- Approval of [November minutes](#)
- SCIP goals - keeping as is because SCIP is really meant to span three school years. 2019-20 to 2021-22
 - School-wide student engagement goal &
 - Teachers are focused on providing effective feedback for students
- MAP - window for assessment in February
 - [Parent Guide](#)
- Limited In-Person Instruction (LIPI) - targeted support, voluntary
 - Small student cohort, 1-2 days per week
 - Combination of SEL, work completion/turn-in, in-person assessment, IEP implementation
 - Grades 1-3 & 6
 - Phase III - first(ish) week of March
- Math assessments processes and procedures--would be great to have transparency around the process, especially as we are about to start the application cycle
 - [2020-21 SY W2M](#)
- Any update on the Terwilliger site?

[Chat thread](#)

MEETING NOTES

- November Minutes approved
- SCIP Goals: We left the goals as they were set. Abigail Webb wondered whether the three year cycle repeats. ACCESS will need to reevaluate at the end of year 3.
- MAP - Window is open in February. ACCESS testing coordinators are figuring out the logistics of testing during CDL.
 - JaneAnne (Parent): ACCESS teachers use MAP results well, so it should be a good testing opportunity.
 - Abigail (Elementary teacher): What about having parents proctoring? Smaller group settings for taking the test? Difficult to designate one day for testing. Kids are all in different environments.
 - Amy (7th ELA teacher): Has lots of concerns. Even IN the building, it is tough to get the students all set up. Over Zoom/Google Meet, that may be really difficult. The data may not be true indicator. MAPS is supposed to be LOW stakes, but the online test may cause anxiety. "I like MAPS, the reading portion especially is a good test, but it could be tough."

- Tim (parent to elementary school student): No concerns for own child but sees potential issues.
- Grazia (parent to MS and elementary school): Parents need to know in advance what their role will be.
- Kim (8th ELA teacher): Will students opt out and how will that change data?
- LIPI - Limited In-Person Instruction.
 - There are formal agreements in place between the unions and district. Providing extra time for planning, the LIPI time is a voluntary, extension of duties.
 - ACCESS is looking at inviting students to participate. Perhaps, the student is not engaged in CDL, their IEP needs to be met, or a social/emotional need supports the desire to include the student in LIPI. Students/parents can always decline.
 - JaneAnne: "How will kids get to school?" Ginger: bus routes, but logistics are being worked on. Also, "Covid safe? How?" Ginger: ACCESS would be a phase 3 school, and that looks like maybe early March?
 - Anything "taught" at LIPI will be supplemental.
 - Priority now are grades 1-3.
 - Grazia: Wonders about the logistics and the communications. Testing protocols are needed.
- Math Assessments
 - JaneAnne mentioned that parents require transparency and we need to ensure practices that don't disadvantage girls.
 - Ginger shared communication sent out earlier in the year to families.
 - Ginger asked for suggestions from parents to make Walk to Math Assessment communication more transparent.
 - Jenny: Communication is not transparent.
 - JaneAnne stated that the subjective assessments seem (historically and still) to be weighted more than quantitative assessment
 - Tim: Proposed that tests be open. Questions to be open for placement. He relayed his experience with his family. Suggested to have concepts to be tested.
 - Abigail described her experience as faculty and second year teacher with WTM assessments. She suggested offering practice tests to families for pure math skills. Abigail wants to learn more about the learner profile, e.g. what do you have to have to be where you want to be etc. Learning targets can be clarified.
 - Marian: Shares her experience with his son in 3rd grade Math and how he was kept behind. Spent 3rd grade Math bored. Finally skipped in 5th. Described difficulty and frustration for her son (and mom).
 - Amy: concern with too much advancement. Get to a point when kids end up online, on their own.
 - JaneAnne: shared her kids' experience with online math class. Her kids did fine. The thought of staying in a lower math class for their kids was worse than the reality of online classes. Lack of transparency and vague subjective factors play too big a role.
 - Gabriel: Reminded that this year was supposed to be the year with better testing. Both Ginger and Gabriel recognized the need to properly assess students for

Math. Agreed with need for transparency and communication from teachers re: placement. Assessments can be made public for families and students. Gabriel explained the 'learner profile' piece of advancement. He also agreed with making learner profile can be more objective (e.g with clear examples for families).

- Marian: Emphasized third grade as a place to revamp math placements, etc. Stamina/learner profile was not assessed accurately for her son (and others who are similar re: perfectionism etc). As a second time parent, she knew what to expect but if she were a first time parent, she would have been very concerned.
- Abigail: Can we do a Math lab or something like this? Do parents have suggestions?
- JaneAnne: fluidity, ongoing assessments to move at any time.
- Gabriel noted in chat that fluidity requires a different model.
- Tim (in chat): You could tie the trial of moving up a level to getting some consistent score - like if you are getting 90
- Ginger noted the challenge with ACCESS Walk to Math and what the District supports.
- Jenny: role of the assessments during the year. What role do the pre-assessments play? Has rate been discussed at all? Offer opportunities who want kids to move at their rate to move up.
- Amy: teachers mentioned having assessments available so it's clear and transparent, all year.
- Abigail talked about her experience at a different school. Whole school process - kids were always moved around throughout the year. Is it possible to assess throughout the year? Learning targets out and available. No secrets.
- Ginger: lots to think about and how do we operationalize this? Bring back the elementary team to prioritize, etc.
- Abigail suggested to create a workgroup of stakeholders that might spell out concerns, suggestions, etc.
- Terwilliger Site
 - Ginger: Common knowledge District will break lease with Montessori school currently in the Terwilliger site. Nothing new. Meeting on Friday with Claire Hertz et al to discuss "boots on the ground" kind of details. Expectation is a mid-year move next year. She is still using Fall 2022 until more details come through. She expects to learn project mgmt timeline this Friday, Jan 29. Once Board approves, work permits need to be submitted and those need to be approved/in place before work can start on site. Ginger to meet with District Labor Relations team; also need to be communicated to staff re: mid-year move. She is hopeful by February Site Council, she will have more details.
 - Abigail: has the parent community started a wish list? She shared some ideas of what she is hoping to add in the new site (e.g. equity bookshelf addition,
- Meeting adjourned: 5:12

site council chat thread 1-2021

You3:37 PM

<https://docs.google.com/document/d/172nThrHElbuVQU2j2wg6bhAOUrnsFJvYh6Mj7-MEZ1s/edit>

You3:39 PM

https://docs.google.com/document/d/11dDnD0_WasGVjSZ5JF3OT1Rm8EBIbzQiKvFkKVIUtxQ/edit

Grazia Cunningham3:47 PM

That link doesn't work for me

You3:49 PM

https://docs.google.com/document/d/1HC5iHQMqo5er7Z8ldqPYVvpDk9wIWK_Sg5dl8T8QvBQ/edit

JaneAnne Peterson4:03 PM

Hi Dahlia!

Grazia Cunningham4:04 PM

She comes in for hugs throughout the day. :)

Grazia Cunningham4:05 PM

How are these kids getting to school?

Kimberly Hultgren4:19 PM

PPS is so different from out here in the burbs... parents and students here are protesting to get back.

Grazia Cunningham4:20 PM

Burbs may have better buildings, more money to make necessary changes and perhaps \$ to implement testing.

Grazia Cunningham4:22 PM

Also, are the teachers protesting to get back?

Kimberly Hultgren4:23 PM

Grazia, no, the teachers are not protesting to return... but I think a bigger percentage are willing/wanting to return?

JaneAnne Peterson4:24 PM

The first guinea pigs.

Kimberly Hultgren4:26 PM

But can't you get vaccinated and still be a carrier?

Kimberly Hultgren4:28 PM

I have to head... Grazia, are you able to finish up?

Grazia Cunningham4:28 PM

Yes.

Amy McBride4:28 PM

I can also finish note taking

You4:28 PM

W2M <https://docs.google.com/document/d/1f0nI03n6s3AbuceEGpVxt6o45PJSbny-pXskbW2YePU/edit>

JaneAnne Peterson4:33 PM

Jenny can you mute?

Never mind

Grazia Cunningham4:36 PM

3rd grade....ugh

Why are parents having to advocate so much for math placement?

Abigail Webb4:37 PM

Marian I'm sorry that happened. That sounds frustrating.

Marian Berger4:38 PM

Thank you! Can you tell it still gets me going?

Timothy Christy4:49 PM

I agree! It should be easy to move up for a trial period.

Abigail Webb4:49 PM

more fluidity with placement throughout the year

Grazia Cunningham4:49 PM

I feel like that came from District and with Admin three years back.

Abigail Webb4:53 PM

so common expectations and routines in all math classes, shared language across the program, visible program-wide learning targets for WHOLE community

Gabriel Corona4:53 PM

fluidity calls for a different model that requires teacher flexibility in what parts of the standards they may teach

Timothy Christy4:53 PM

Yes. You could tie the trial of moving up a level to getting some consistent score - like if you are getting 90

percent and WANT to move up, let them try

Abigail Webb4:54 PM

also kids who are off task and DON'T get 90% BECAUSE they'r ebored.

JaneAnne Peterson4:54 PM

Exactly.

Abigail Webb4:54 PM

aka not withhold the next math level b/c of distrgrulation or special/exceptional needs

JaneAnne Peterson4:54 PM

But also if we offer "if you want to," the cultural presupposition is that girls won't want the additional challenge.

Abigail Webb4:55 PM

VISIBILITY

what do other schools like ACCESS do?

Grazia Cunningham4:55 PM

not all girls, JA :)

JaneAnne Peterson4:56 PM

They tolerate WTM. I think they think we'll eventually give it up. Ha!

Abigail Webb4:56 PM

exclusively

Timothy Christy5:00 PM

I would gladly write a math assessment based on the Bridges concepts if I knew if would be used

Abigail Webb5:02 PM

adhoc parent/studnet/teacher team

JaneAnne Peterson5:02 PM

When do we start recruiting for Brigid

's replacement

Abigail Webb5:03 PM

7 access teachers 9-10 opinions

Grazia Cunningham5:06 PM

not our garage. kept 4 feet of old wall :)

JaneAnne Peterson5:06 PM

We kept a little more than that, but not a lot--maybe 10 feet?

Grazia Cunningham5:09 PM

USABLE GREEN SPACE

Vestal has a new playground. I just saw that today.

Timothy Christy5:12 PM

Thank you all!