

June 2, 2020

Site Council Meeting Minutes

| Time | Speaker/Topic | Notes |
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| 1:03 | All | Introductions: Seth, Yuan, Ismail, Kris, Alison, Min, Shirley, Brian, Teri joined at 1:08 |
| 1:05 | Seth/Report Cards | Reset the context due to the pandemic. Guidance should come from the state next week regarding what to expect in the fall. Knowns and Unknowns 1. Report cards - classroom teachers will mark kids in one area only, “evidence” or “no evidence” or participation in online learning and have a small space to add comments. These will be mailed home the week of June 15. This is a significant shift from what was done in the past. Students in immersion classrooms will receive only one report card each. |
| 1:10 | Kris/Report Cards Seth | Question: Evidence or No Evidence for both immersion and not immersion? Answer: Yes. Even if a child only participates in one of the two classes. |
| 1:12 | Seth/School Calendar | Our calendar/schedule for next year has not been published beyond what was already known about days off, holidays, etc. For Woodstock’s calendar, we just don’t know. If we are starting the year with distance learning it will be a new challenge for us. |
| 1:14 | Seth/Staffing | In early March we were in our first round of hiring... |
| 1:16 | Brian/Report Cards Seth and Teri | Question: With limited information on report card how will teachers assess new students next year? Answer: There are many pieces behind the scenes that we know about students. We look at reading, writing, speaking, listening, math, social emotional aspects, etc. when we form classes and we communicate with one another. Reports cards are usually used for file reviews and history of a kid over time. We have MAP and other types of data available for students. |
| 1:19 | Seth/ Staffing | We filled vacancies in the spring, but the process was put on hold with the pandemic. We haven’t been able to share any information because we don’t even have all of our teachers hired yet. We will |

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| | | share information in late July or early August when the hiring freeze is over. |
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| 1:22 | Seth/SCIP (School Continuous Improvement Plan) | We were set to work on math in the fall and our staff was ready to dive into that work. Now, we are dealing with a new situation. We will review our SCIP and decide what is still applicable if we are working in a virtual mode. The goals are still relevant, but we don't have any spring data, so it will force us to adjust. (Seth paused and asked for questions and none were posed.) |
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| 1:24 | All/ Successes and Challenges | <table border="1"> <thead> <tr> <th>Speaker</th> <th>Successes of Distance Learning</th> <th colspan="2">Challenges and Suggestions</th> </tr> </thead> <tbody> <tr> <td>Brian</td> <td></td> <td colspan="2">Very few highlights</td> </tr> <tr> <td>Teri</td> <td>Allowing students to have more options for sharing their learning and creativity. Teachers can see the potential of using more technology.</td> <td colspan="2"></td> </tr> <tr> <td>Kris</td> <td>Flexibility of distance learning was good for her family.</td> <td colspan="2"></td> </tr> <tr> <td>Seth</td> <td>Some students are doing really well with this model.</td> <td colspan="2"></td> </tr> <tr> <td>Alison</td> <td>Her third grade child has grown more confident , sets his own schedule, and takes homework more seriously.</td> <td colspan="2"></td> </tr> <tr> <td>Alison</td> <td></td> <td colspan="2">First grader is not a fan at all!</td> </tr> <tr> <td>Seth</td> <td></td> <td colspan="2">Many younger children struggle more than older ones.</td> </tr> <tr> <td>Seth</td> <td></td> <td colspan="2">Kids miss having time with their friends.</td> </tr> <tr> <td>Ismail</td> <td>Relative lack of structure allows the teacher to be flexible and nimble and focus on issues.</td> <td colspan="2"></td> </tr> <tr> <td>Kris/Brian</td> <td>Hosford has DL nicely organized with standards spread across many class periods.</td> <td colspan="2"></td> </tr> <tr> <td>Min</td> <td>Classroom teacher is doing an amazing social justice unit due to having more freedom to respond to current events.</td> <td colspan="2"></td> </tr> <tr> <td>Seth</td> <td></td> <td colspan="2">We might have teachers specialize and make it so not every teacher has to teach every subject.</td> </tr> <tr> <td>Seth</td> <td></td> <td colspan="2">Do we create ONE immersion classroom per grade level so</td> </tr> </tbody> </table> | | | Speaker | Successes of Distance Learning | Challenges and Suggestions | | Brian | | Very few highlights | | Teri | Allowing students to have more options for sharing their learning and creativity. Teachers can see the potential of using more technology. | | | Kris | Flexibility of distance learning was good for her family. | | | Seth | Some students are doing really well with this model. | | | Alison | Her third grade child has grown more confident , sets his own schedule, and takes homework more seriously. | | | Alison | | First grader is not a fan at all! | | Seth | | Many younger children struggle more than older ones. | | Seth | | Kids miss having time with their friends. | | Ismail | Relative lack of structure allows the teacher to be flexible and nimble and focus on issues. | | | Kris/Brian | Hosford has DL nicely organized with standards spread across many class periods. | | | Min | Classroom teacher is doing an amazing social justice unit due to having more freedom to respond to current events. | | | Seth | | We might have teachers specialize and make it so not every teacher has to teach every subject. | | Seth | | Do we create ONE immersion classroom per grade level so | |
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| | | Brian | | Very few highlights | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Seth | | Do we create ONE immersion classroom per grade level so | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | | | families have just one access point? How do we structure things in the fall so they work better for families. |
| | | Min/Brian | Parents feel more involved with what is going on in the classroom (Chinese) because they are sitting right next to their children as they are working. |
| | | Seth | Teachers typically work in isolation. What we're learning is that some families appreciate being more involved. How can we fine tune this and provide more opportunities for participation. |
| | | Seth | Some parents are doing the work for their children and offering support that is not allowing kids to struggle and learn. |
| | | Min | Having everything online every day is really helpful. Kids also can work at their own pace on assignments. Parents can check on what is expected and assigned. |
| | | Seth | Could teachers continue to use SeeSaw or Google Classroom for posting assignments? |
| | | Min | Parents are getting used to checking email. |
| | | Kris | There are fewer distractions with distance learning. |
| | | Kris | It is easier to communicate with teachers in Google Classroom. |
| | | Shirley/Kris | Distance learning allows parents to sit next to her child and know exactly what is going on. Parents who are Chinese speakers benefit from the technological features of online learning. |
| | | Alison | Things are more centralized. |
| | | Seth | It is a huge ask to have our teachers change so much of their jobs in such a short time. |
| | | Seth/Kris | Review and reteaching in the fall is going to be significant. How do we get kids up to speed? How do we make this modality work for all kids? How do we measure how kids are doing? (Cindi wonders about the kids who are not participating at all.) |
| | | Yuan | Kids have a lot of distractions at home. Kids have a lot of |

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| | | | | background noise - TV, family, pets, siblings. The quality of access and the learning environments for kids varies a great deal. |
| | | Seth | Our staff have been very aware of families needing support. They have been getting grants, making deliveries, going above and beyond. (While supporting their own families.) | |
| | | Seth | | What about more parent seminars for how to get kids to attend and engage. For example, don't let kids do grid view. |
| | | Seth | | We need to provide better feedback to students and their families. Just saying "evidence" or "no evidence" doesn't tell us much. |
| | | Seth | | More small groups and less time spent in whole class meetings might meet kids' needs better. What about more pre-recorded meetings? More office hours? |

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| | Seth/All | <p>If we are doing distance learning in the fall, what does your family need?</p> <p>Min: Kids are distracted by each other and by the closed captions (in Chinese) and by the chat feature. Whole group meetings with both immersion groups are really overwhelming.</p> <p>Ismail: Fewer emails! More consistent and clear communication. Simplify the platforms and technology/apps.</p> <p>Kris: Grade assignments (or give specific feedback?) because kids feel assignments don't "count."</p> <p>Alison: The group interactions are distracting. Pre-recorded lessons work better for her younger student because they are flexible and can be one alone. For the third grader, the group lessons and meetings are better. For middle school, office hours are working well for kids.</p> <p>Brian: His children have adapted pretty well. They are mainly missing being at school.</p> <p>Shirley: Classroom sessions need to be longer for each subject. A half hour is not enough time to teach anything.</p> |
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| 2:06 | Seth/Recorded Lessons | We cannot record and post lessons with children showing on the screen, but we can record teachers alone and post. |
| 2:07 | Min/Assessment | <p>Question: How do we communicate with parents during the summer to help kids who need support in catching up get what they need?</p> <p>Answer: We are making a summer resource document with suggestions for work to do over the summer. We know we are going to have to do a lot of reteaching. We don't know the long-term impact on students who have missed months of school.</p> |
| 2:10 | Alison/Chinese Support | <p>Question: We need more robust online practice for Chinese. Level Chinese doesn't have enough books for kids at their levels. The next level up is too hard. The online reading resources are hit and miss. Wa-Wa Ya-Ya was a better resource.</p> <p>Answer: The district has provided daily activities for students at each grade level. Seth shared the resources offered by the district. It includes lots of slides and links for families. Checking in with teachers is a really good idea.</p> |
| 2:17 | Seth/Final Questions? | <p>Site Council Members for next year? Who wants to continue? Do we want to add more representation?</p> <p>We need to find out more about what is going to happen in the fall. Perhaps there will be a less formal meeting in August to discuss things.</p> |
| 2:20 | Seth | Meeting Adjourned |
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