

From: [JoAnn Todd](#) on behalf of [JoAnn Todd <toddj597@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Fwd: Resource Management and Professional Development
Date: Sunday, August 23, 2020 8:14:10 PM

Thought you should see this.

JoAnn

JoAnn Todd

she/her

Director of Elementary Education and BEST Induction

Edmonds School District

toddj597@edmonds.wednet.edu

425-431-7204

----- Forwarded message -----

From: **Kristyn O'Connor** <kristyno@icloud.com>

Date: Sun, Aug 23, 2020 at 4:49 PM

Subject: Resource Management and Professional Development

To: <balderasg@edmonds.wednet.edu>, <kilgored952@edmonds.wednet.edu>,
<NobleG@edmonds.wednet.edu>, <chaseca@edmonds.wednet.edu>,
<McMurrayA@edmonds.wednet.edu>, <katimnsn@edmonds.wednet.edu>

Cc: Andi Nofziger <anofziger@washingtonea.org>, <toddj597@edmonds.wednet.edu>, Chris Lindblom <lindblomc@edmonds.wednet.edu>

Dear Honorable Members of the Edmonds School Board,

I am writing to share my concerns about the misuse of our valuable resources: teacher time and district money. I also wish to urge action on providing time and professional development to help prepare us for Distance Learning 2.0.

Last week I attended two of three required training sessions for the Lucy Calkins Units of Study for Reading. I was skeptical of the training but hopeful it would be relevant to remote learning. I was surprised and frustrated after attending this training because it became apparent that it was redundant to training I have now attended **three** times.

As many of you know, I was a part of the pilot group for the Units of Study for Reading. I spent last summer reading the new materials to familiarize myself with the curriculum. I attended the training provided for the pilot group and I successfully implemented the curriculum in my classroom last fall. I spent the last year teaching the Units of Study to my 4th grade students.

After we officially adopted the materials, pilot teachers were required to take the orientation training for the Units of Study again. I didn't understand why or agree. I advocated for myself and the other pilot teachers to not be required to attend training we had already had. I even asked my admin to advocate on my behalf. He was unsuccessful and the Teaching and Learning team insisted we take the training again. It makes no sense to me to pay teachers to attend training they have already had for curriculum they are already successfully implementing in their classrooms. **How does our district justify this gross misuse of resources, teacher time, and district money?**

After the training last week, I wrote to JoAnn Todd sharing these same concerns with her. I asked her why teachers like me, who have had the training and have been teaching the curriculum, were required to take redundant training instead of being included as facilitators in the training or been allowed to take a pass. Her reply, which I will include below, admitted that the district is not ready to provide differentiated instruction for teacher professional development, and challenged me to approach the training with a mindset to refine my practice and find a valuable experience from collaborating with my colleagues. I felt unheard and dismissed. So I am escalating my concerns to you.

JoAnn said, "It is a goal of ours to get to the point of differentiation. That need is not lost on us." This statement is an admission that Teaching and Learning is not ready to provide differentiated instruction for teacher professional development. If that is the case, why are teachers being required to take redundant training on the district's dime? How in this unprecedented time with an urgent need for quality professional development (so we can effectively and successfully teach remotely) are we wasting valuable time and money on duplicate training? For that matter, why are we not putting all of our resources and energy into learning the new Learning Management Systems and how to effectively engage students and teach remotely? Or how to address and serve the social emotional needs of our students related to the trauma of this pandemic?

To JoAnn's point, challenging my mindset, I consider myself a lifelong learner. I am constantly seeking to refine and improve my practice. I am confident my administrators and colleagues will vehemently affirm that. I am very interested in quality professional development that pushes my teaching and collaboration to the next level. The duplicate training that I have now been required and paid to attend three times fails to meet those needs. It is an insult to my professionalism, a waste of my personal and family time, but most of all a disservice to our students to waste valuable and scarce time and money. Resources that could be better spent if put into differentiated instruction or compensating experienced staff, like me, to help support training in curriculum that we have experience and expertise with. I would relish the opportunity to help facilitate training and collaboration with colleagues. I would love to be included in planning and implementing training for staff who need it. Use me as an asset and a resource to others. Or allow me to use the time to collaborate and plan with my grade level colleagues to effectively implement these materials remotely. That would be a far better use of district time and funds than forcing me, and others, to repeatedly attend duplicate training.

There were at least three other teachers I had discussions with during the recent training. All of us had piloted the program and didn't understand why we were being required to take it a third time. How many teachers piloted the program? How many teachers have now taken the required training three times? How much money was wasted paying us for redundant training? I believe that JoAnn's team of coaches worked hard to plan and facilitate the training for staff who were new to the curriculum. However, the training did not provide new content to those of us who have had it already. The training was not geared toward teachers who have been successfully teaching the curriculum for the past year or more and it should not have been required again.

I miss Lara Drew and Maggie Cramer. Lara and Maggie knew their teachers district wide. They visited our schools and our classrooms. They knew our skills and our deficits and if they didn't, they asked us what we needed or what we could offer. They used us as assets and facilitators of learning for our colleagues. They supported us in taking quality training that propelled our practice to the next level. They didn't require us to take training they knew we didn't need. When they were running Teaching and Learning, teachers like me were valued and included. Our insights and opinions, both supportive or contrary were heard and valued. It was a collaborative relationship that nurtured professional growth and improved instruction district wide. I really miss that collaborative relationship and support of learning for all.

The current Teaching and Learning department continues to push their own agenda, to force one-size-fits-all professional development and to shut down anyone who doesn't eagerly jump on board. Differing opinions and alternative ideas are unwelcome and met with defensiveness. Experienced teachers are not treated as assets or allowed to decide for ourselves when training is needed. Teachers are forced to take unnecessary training. For the sake of students, educators, and learning district wide, this dynamic needs to change!

We have 17 days until the first day of school. I have no idea when my first day to report will be. I have no clear idea what Learning Management System I am using or how to use it. I have no idea what technology resources I will be allowed or expected to use. Word is we will be using Canvas and Seesaw. As an educator and first time parent in the district, I will need to learn both. Time is running out to effectively learn and plan for a robust delivery of quality

instruction for our remote learners. Please help me understand why I've now taken the same content, for pay, three times, but I have had no training to prepare me to engage and teach effectively and successfully remotely? What is your plan to support teachers and students in this HUGE undertaking? When will time and quality differentiated professional development be provided to make Distance Learning 2.0 the improved success I keep hearing about?

Thank you for your time to read and respond to these concerns. I hope to hear back from you about your thoughts on these matters. As a new kindergarten parent and an established district educator, I look forward to learning more about your plan moving forward; ASAP!

Kristyn O'Connor, M. Ed., NBCT
Kindergarten Parent
4th Grade Teacher
Cedar Way Elementary

Below you will find my email to JoAnn and her reply to me. I am including it for reference and context.

----- Forwarded message -----

From: **JoAnn Todd** <toddj597@edmonds.wednet.edu>

Date: Tue, Aug 18, 2020 at 5:26 PM

Subject: Re: Reading Units of Study Redundant Training x 3

To: Kristyn O'Connor <[oconnork@edmonds.wednet.edu](mailto:connork@edmonds.wednet.edu)>

Cc: Brandon Lagerquist <lagerquistb835@edmonds.wednet.edu>, Christopher Lindblom <lindblomc@edmonds.wednet.edu>, Nofziger, Andi (EEA) <anofziger@washingtonea.org>, Gustavo Balderas <balderasg@edmonds.wednet.edu>, Joelle Mertel <mertelj236@edmonds.wednet.edu>

Hi Kristyn,

It is a goal of ours to get to the point of differentiation. That need is not lost on us. However, given the pandemic circumstance we are in, the classroom teacher team of literacy leads and the coaching team felt there was great benefit in providing a solid foundation for all to know the newly adopted curriculum and the online resources that will be utilized in 2.0 Continuous Learning teaching.

The next two sessions build off that common foundation and are focused on instructional practices for in person teaching and online instruction using the adopted curriculum. The literacy lead classroom teachers have really put a lot of time and thought into these sessions.

I know from our previous conversations, as a Nationally Board Certified Teacher, you value reflective practices and the mindset of examining one's practice to continually refine one's craft. I trust you'll come to the learning with that lens and find some valuable experiences from collaborating with your colleagues. Not everyone has had the opportunity to be part of the pilot team like you have.

I'll remind the facilitators to be aware that there are knowledgeable teachers in the groups who have had the fortune of doing some pre-learning or additional experience. One reason for utilizing the breakout sessions is for collaboration among those who have varying experience.

As we start planning for differentiation in future sessions, what is it that you, as an experienced teacher, would like to study or develop further in your teaching of reading and writing?

All the best,
JoAnn

JoAnn Todd
she/her

Director of Elementary Education and BEST Induction
Edmonds School District
toddj597@edmonds.wednet.edu
[425-431-7204](tel:425-431-7204)

On Tue, Aug 18, 2020 at 10:43 AM Kristyn O'Connor
<ooconnork@edmonds.wednet.edu> wrote:

Hello,

I am writing out of great frustration related to the continued one-size-fits-all mandatory training for the Calkins Units of Study in Reading.

Beginning in the spring of 2018, I have reviewed and provided input regarding the Calkins Units of Study in Reading. I familiarized myself with the curriculum and volunteered to pilot in the fall of 2019. On August 27th, 2019, I participated in the training for the pilot group. I took the books home and read them in depth on my own time. I successfully piloted the program in my 4th grade classroom, engaged meaningfully and contributed to the pilot process, and have taught the curriculum for a year now.

Following the adoption, mandatory training was scheduled for all staff who will use the materials. Including those of us who were already trained and who had piloted the materials. I sought help in not being required to take training I had already had a second time. I am a district resource. My time is valuable. My knowledge and expertise are valuable. The money the district pays me to attend required training is valuable. Despite my efforts, I was still required to participate in redundant training on April 24th, 2020. I did so reluctantly.

Now, I am being required once again to attend training I have already had for the THIRD time. I participated in the Units of Study Session One this morning. This first of three required sessions took us on a book walk of the first Unit and provided videos of Lucy Calkins. Everything offered was redundant. The district is compensating me to attend redundant training for a third time. This information is not new to me. I fail to understand how the district can justify paying me to take the

same training THREE times? Help me understand how the district justifies this waste of district resources (teacher time and district money)? I know there are many other teachers like me who have already had this training, who have piloted these materials, and who have been teaching from this curriculum for a year or more.

Wouldn't it make better sense to include experienced teachers in helping facilitate the training for staff who are not familiar with the materials? I would feel more useful and more valued if I could be included in training as a resource. Compensate me to run a training session or to help facilitate breakout groups. Or let me abstain from the training and spend my time more wisely to fit the needs of our students. It is extremely difficult to engage in a learning session that I have had twice before. I fail to understand the continued push of one-size-fits-all professional development being mandated by Teaching and Learning. Where is the differentiated instruction that leads to meaningful and engaging professional development for professional educators?

Going into this summer training, I had hoped that the training would be geared toward modifying and teaching these materials effectively and successfully remotely. However, now that I have observed identical materials and information to my first two training sessions, I am disappointed and frustrated at this egregious misuse of district resources and my personal time.

I'm facing two more required sessions for which I have already had extensive training and practice: Interactive Read Aloud and Brief and Lively Mini Lessons. I don't agree that an experienced educator who has already attended in depth training and successfully implemented the curriculum in the classroom should be required to take the training redundantly. I know there are many teachers in my shoes. As we face teaching and learning remotely, we need to be spending our valuable time learning our new teaching platforms and how to teach, plan, and implement effective, engaging, successful remote lessons. Our time and resources (money) would be better spent supporting teachers in teaching remotely.

Please reconsider requiring teachers who are experienced with the Units of Study to take redundant training. In future, provide opportunities for experienced staff to help plan and facilitate training for others. Stop pushing a one-size-fits-all approach to professional development. Our district staff are as diverse as our student population. Much like we value differentiation for student learning needs, we need to value differentiation for staff professional development as well. Start honoring and valuing the experience, expertise, opinions, and ideas of your diverse teaching staff.

--

Kristyn O'Connor, M. Ed., NBCT
4th Grade Teacher
Edmonds Education Association Building Rep.
Cedar Way Elementary
Edmonds School District

From: [JoAnn Todd](#) on behalf of [JoAnn Todd <toddj597@edmonds.wednet.edu>](#)
To: [Darcy Becker](#); [Brandon Lagerquist](#); [Robert Baumgartner](#)
Subject: Fwd: Summer 2020 Update
Date: Thursday, July 2, 2020 10:45:20 AM

Hey! Remember pre-COVID when we were having conversations about the OSPI required Dyslexia Screener soon to be implemented?

Yeah, me too.

Got this from OSPI last night. Something else the Student Services and Student Learning Team is going to have to wrap our collective heads around.... soon. Darcy is already getting pinged about it.

Thoughts?

JoAnn

JoAnn Todd

she/her

Director of Elementary Education

Edmonds School District

toddj597@edmonds.wednet.edu

425-431-7204

----- Forwarded message -----

From: **OSPI** <waospi@public.govdelivery.com>

Date: Wed, Jul 1, 2020 at 6:37 PM

Subject: Summer 2020 Update

To: <toddj597@edmonds.wednet.edu>

Implementing Early Screening of Dyslexia Banner



Books of different shape and size Separator

Summer 2020 Update

Contact us!

Email:
dyslexia@k12.wa.us

Other Resources are available on the [OSPI English Language Arts Website](#).

OSPI will be offering tools

Meeting Statute Expectations

On June 1, 2020 the Dyslexia Advisory Council submitted to Superintendent Reykdal the following resources developed by the Council during the 2019-2020 School Year. Upon Superintendent Reykdal's approval the resources will be released to school districts (RCW [28A.300.720](#)) and will be made available on the

and resources throughout the year including webinars and videos highlighting work across the state. Stay tuned.

OSPI website.

(a) Best practices for school district implementation of screenings as required under RCW [28A.320.260](#), including trainings for school district staff conducting the screenings;

(b) Best practices for using multi-tiered systems of support to provide interventions as required under RCW [28A.320.260](#), including trainings for school district staff in instructional methods specifically targeting students' areas of weakness;

(c) Sample educational information for parents and families related to dyslexia that includes a list of resources for parental support; and

(d) Best practices to address the needs of students above grade two who show indications of, or areas of weakness associated with, dyslexia.

Over the next academic year, the Dyslexia Advisory Council will work on refining the recommendations by soliciting feedback from school districts, parents/families, and stakeholders.

Additional Literacy Screening Tools

Currently the Dyslexia Advisory Council is reviewing additional academic screening tools to be added to the [current list of recommendations](#). The Council will be announcing their recommendations later this summer. To learn more about the process for selecting additional tools, please review the [Request for Qualification and Quotation](#).

Professional Learning Opportunities

Identifying and Teaching Children at Risk for Dyslexia

Wednesday August 5, 2020, 8:30-4:30PM

<https://www.pdenroller.org/catalog/event/103027>

OR

Friday, August 14, 2020, 8:30-4:30PM

<https://www.pdenroller.org/catalog/event/105226>

These workshops introduce participants to characteristics of dyslexia and related learning disabilities, including common deficits and strengths, clarify common misunderstandings, and introduce participants to the framework and specific elements of systematic, explicit literacy instruction, which is essential for students with dyslexia but beneficial to all literacy learners. Participants will learn ways to assess young children for indicators of dyslexia and strategies to support their successful literacy learning.

Summer Update Webinar

Join us for an update on the implementation of the Early Screening of Dyslexia!

Thursday, August 6th at 3PM

Register in advance for this meeting:

<https://zoom.us/meeting/register/tJEpd-6qqjsjG9MZZxQZlizpatg5YnvGSDOe>

After registering, you will receive a confirmation email containing information about joining the meeting.

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Led by State Superintendent Chris Reykdal, OSPI oversees K-12 public education in Washington state. Our mission is to provide

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funding, resources, tools, data and technical assistance that enable educators to ensure students succeed in our public schools, are prepared to access post-secondary training and education, and are equipped to thrive in their careers and lives.



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This email was sent to toddj597@edmonds.wednet.edu using GovDelivery Communications Cloud on behalf of: Washington Office of Superintendent of Public Instruction · 600 Washington St. S.E. · Olympia, WA 98504



From: [Lauren Wishkoski](#) on behalf of [Lauren Wishkoski <wishkoskil631@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Fwd: The Six Conversations
Date: Wednesday, August 5, 2020 1:04:18 PM

Rob,

I mentioned this in chat. Elena is awesome, and I think her focus both on resilience and equity is so fitting. Her PS mentions the digital keynotes. I'm pasting that part below.

P.S. I'm [taking requests for back to school keynotes](#) or kick-offs on equity and resilience! I have to admit, I love doing virtual keynotes. I make them interactive in a way that I couldn't when I did in-person events, and my introverted-self feels exceptionally relaxed and animated in Zoom!

----- Forwarded message -----

From: **Elena Aguilar** <elena@brightmorningteam.com>
Date: Mon, Aug 3, 2020 at 9:30 AM
Subject: The Six Conversations
To: <lswolter@gmail.com>

[View in browser](#)



Dear friends,

Last week a close friend told me about a conversation she'd been in with her colleague, in which the colleague had said, "I know I'm not supposed to say this, but I just think that all lives matter." Both of these women are non-Black POC. My friend was surprised and she froze. She couldn't think of what to say. Later she felt shame that she hadn't challenged this statement--she's heard it many times, unfortunately. "I went blank," she told me.

"Yup." I said. "That happens. So what are you going to do now? What's the conversation you want to have with her?"

"I don't know. My mind is spinning," my friend said. "I don't know where to start."

"Well," I said, "you could have an 'I'm sad,' conversation, or a 'Help me understand,' conversation or a 'Would you be willing to unpack this?' conversation."

I explained that I think we can categorize equity-focused conversation into some six

different categories, each one with a different purpose and leading towards different outcomes. I also described the decision-making process I go through to decide which conversation to have, with whom, at what point. Fifteen minutes later, my friend had a plan for the conversation she'd have first with her colleague. We'd also talked about what she could do if she froze again.

With all that there is to know and understand about equity, and given all the emotions that surge and swirl when we talk about racial equity, I'm working on keeping things simple. So that we can remember and take action. My new Coaching for Equity Masterclass is organized around the **Six Conversations** we can have to interrupt inequities and create schools where every child thrives. The more we practice these conversations, the more primed we'll be to have them when we're confronted with the need. Our minds won't go blank if we've practiced and practiced. And that's also what we'll do in the Coaching for Equity Masterclass. Once we understand the structure of the conversation, its goals and purpose, and how to have the conversation, and once you've observed me demonstrate these conversations, we'll practice.

If you are committed to interrupting racial inequities in your school or organization, join me for this Coaching for Equity Masterclass. I know that my new book, [Coaching for Equity](#), will transform your *thinking*, but without practice using the strategies--its impact will be limited. You need to practice.

With love,

Elena



P.S. I'm [taking requests for back to school keynotes](#) or kick-offs on equity and resilience! I have to admit, I love doing virtual keynotes. I make them interactive in a way that I couldn't when I did in-person events, and my introverted-self feels exceptionally relaxed and animated in Zoom!

What's New with Bright Morning

- **This week on the [podcast](#)** Elena talked to Caitlin Schwarzman about her travels across the Pacific Ocean in a sailboat that she built with her partner and teenager kids. You'll hear Caitlin's reflections on courage, consumerism, and parenting in this episode and hopefully be inspired to reflect on the big dreams you want to undertake. [Listen wherever you find](#) podcasts - and be sure to [rate and review us](#).
- **New online course offering:** This past spring we offered the Coach's Toolkit Virtual Summit. It was a huge hit and since we won't be offering that particular set of sessions again we decided to adapt the content to be evergreen and live as an online course - and we're thrilled to announce that it is available! [Check it out here](#).
- **Another new book!** Elena just sent the [Art of Coaching Workbook](#) to the publisher! And yes, [you can pre-order it!](#) Originally envisioned as a straight-up workbook with lots of activities, it's turned out to be more of a companion to [The Art of Coaching](#), full of new content. It'll be out in October!
- **What's on Elena's shelf:**
 - I'm working through the books that I somehow have never read and [The Autobiography of Malcom X](#) is sooooo good. I usually read for an hour after getting up and now I wake up all itchy to find out what happens next.
 - I'm also deeply into [I'm Still Here: Black Dignity in a World Made for Whiteness](#) by Austin Channing Brown and [Intimations: Six Essays by Zadie Smith](#). Check them!
- **What's on our minds as schools get ready to re-open:**
 - "[Pandemic Pods](#)" - Lifeline or threat to equity?
 - As schools start to head back (some schools in Tennessee start this week), here's a very useful guide on ["How to Plan When You Don't Know What to Plan For"](#)

Bright Morning

Oakland, CA

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Lauren

she/her/hers

425.341.7299 [for voicemail only during school closures]

Resources during the Closure: [For Families](#) / [For Staff](#)

Currently reading:

Untamed by Glennon Doyle

The Mindful Self-Compassion Workbook by Kristin Neff & Christopher Germer

Summer reading:

Nine Lies About Work by Marcus Buckingham

Alias Grace by Margaret Atwood

On Earth We're Briefly Gorgeous by Ocean Vuong

A Tale for the Time Being by Ruth Ozeki

The Untethered Soul by Michael A. Singer

Crucial Conversations by Kerry Patterson et al.

From: [Lydia Sellie](#) on behalf of [Lydia Sellie <selliel812@edmonds.wednet.edu>](#)
To: [@Cabinet](#); [Harmony Weinberg](#); [Megan de Vries](#)
Subject: Fwd: Update:USDA Extends Free Meals for Kids Through December 31, 2020
Date: Monday, August 31, 2020 11:11:15 AM

Fantastic!

----- Forwarded message -----

From: **OSPI Child Nutrition** <waospi@public.govdelivery.com>
Date: Mon, Aug 31, 2020 at 11:08 AM
Subject: Update:USDA Extends Free Meals for Kids Through December 31, 2020
To: <selliel812@edmonds.wednet.edu>

Child Nutrition Banner



Update: USDA Extends Free Meals for Kids Through December 31, 2020

Today, U.S. Secretary of Agriculture Sonny Perdue announced the U.S. Department of Agriculture (USDA) will extend several flexibilities through as late as December 31, 2020. The flexibilities allow summer meal program operators to continue serving free meals to all children into the fall months. This will help ensure children have access to nutritious food as the country recovers from the COVID-19 pandemic.

Next Steps

OSPI CNS awaiting USDA guidance and will release additional information as it becomes available. Please join us for our [food services webinar](#) on Wednesday at 2pm PT.

Background

The USDA's Food and Nutrition Service (FNS) is extending a suite of nationwide waivers for the Summer Food Service Program (SFSP) and Seamless Summer Option (SSO) through the end of 2020, or until available funding runs out. This includes:

- Allowing SFSP and SSO meals to be served in all areas and at no cost;
- Permitting meals to be served outside of the typically-required group settings and meal times;
- Waiving meal pattern requirements as necessary; and
- Allowing parents and guardians to pick-up meals for their children.

Collectively, these flexibilities ensure meal options for children continue to be available so children can access meals under all circumstances. USDA is taking this unprecedented action to respond to the needs of its stakeholders, who have shared concerns about continuing to reach those in need without enlisting the help of traditional summer sites located throughout communities across the U.S.

For more information on FNS' response to COVID-19, visit fns.usda.gov/coronavirus.

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This email was sent to selliel812@edmonds.wednet.edu using GovDelivery Communications Cloud on behalf of: Washington Office of Superintendent of Public Instruction · 600 Washington St. S.E. · Olympia, WA 98504



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Lydia Sellie
Executive Director of Business and Finance
Edmonds School District
(425)431-7015

From: [Kris McDuffy](#) on behalf of [Kris McDuffy <mcduffyk278@edmonds.wednet.edu>](#)
To: [@Cabinet](#); [@School Board](#); [Gustavo Balderas](#)
Subject: Fwd: Updated DoH and OSPI Guidance
Date: Friday, June 12, 2020 11:25:31 AM
Attachments: [SummerGuidanceK-12.pdf](#)
[FallGuidanceK-12.pdf](#)
[20.09.2 COVID19 Phased Reopening of K12 Schools.pdf](#)
[Reopening Washington Schools 2020 Planning Guide.pdf](#)
[DOH-OSPI-DYCF-SchoolsChildCareGuidance.pdf](#)
[image003.png](#)

FYI. K

----- Forwarded message -----

From: **Larry Francois** <lfrancois@nwesd.org>
Date: Fri, Jun 12, 2020 at 11:17 AM
Subject: Updated DoH and OSPI Guidance
To: Larry Francois <lfrancois@nwesd.org>
CC: Joni Morrell <jmorrell@nwesd.org>, Jessica Haag <jhaag@nwesd.org>, Pam Estvold <PEstvold@nwesd.org>, David Forsythe <dforsythe@nwesd.org>, Fredrika Smith <fsmith@nwesd.org>

This message is being sent to NWESD supts...

You've likely received all of these documents in separate emails, but to make sure I'm providing them here and will add them to our regional shared drive.

K-12 Summer Guidance – DoH guidance for K-12 summer programming.

K-12 Fall Guidance – DoH guidance for fall re-opening

Governor Proclamation – Gov proclamation addressing the Phased Re-Opening of K-12 Schools

Re-Opening Schools 2020 Planning Guide – OSPI guidance for all re-opening of schools; note that this is an updated version of the original guidance issued Thursday morning and includes a new section on employee safety on school worksites including a requirement for districts to create written procedure (see pgs. 24-26).

Childcare, Youth Development and Summer Day Camps Guidance – DoH guidance for summer programs; potential K-12 implication for programs held at K-12 facilities.

Larry



Larry Francois

Superintendent

Northwest Educational Service District 189

360-299-4003 (O) | 360-299-4070 (F) | 425-210-9398 (C)

Together We Can

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--

Dr. Kristine McDuffy
Superintendent

[425.431.7003](tel:425.431.7003) Phone

[425.431.7182](tel:425.431.7182) Fax

mcduffyk278@edmonds.wednet.edu

From: [Kimberlee Armstrong](#) on behalf of [Kimberlee Armstrong <armstrongki@edmonds.wednet.edu>](#)
To: [@Cabinet](#)
Subject: Fwd: Updated Flyer for POC Event, please share with your district
Date: Monday, June 8, 2020 9:22:20 AM
Attachments: [Screen Shot 2020-06-02 at 3.20.08 PM.png](#)

Dr. Kimberlee Armstrong

Executive Director of Equity & Public Relations

armstrongki@edmonds.wednet.edu

425-431-7098


Twitter: @DrKArmstrong



----- Forwarded message -----

From: **Tanisha Felder** <tanisha.felder@shorelineschools.org>
Date: Tue, Jun 2, 2020 at 3:26 PM
Subject: Updated Flyer for POC Event, please share with your district
To: Kimberlee Armstrong <armstrongki@edmonds.wednet.edu>
Cc: CHELSEA CRAIG <chelsea_craig@msv1.k12.wa.us>, Grant, Joi <jgrant@everettsd.org>, Ebalaroza-Tunnell Gerry A. <ebalarozatunnellga@mukilteo.wednet.edu>, <dsmith-aikens@everettsd.org>, John Balmer <john_balmer@lkstevens.wednet.edu>, William Nelson <wnelson@asd.wednet.edu>, Henderson, Gloria <ghenderson@lwsd.org>, Chris Bigelow <cbigelow@nsd.org>, Joseph Valenti <valentij756@edmonds.wednet.edu>

BLACK VOICES
IS PROUD TO PRESENT



**SNO-KING EDUCATORS OF COLOR:
A TIME TO GATHER**

MONDAY, JUNE 8TH 2020
2:30-4:00 PM

JOIN EQUITY LEADS, CLASSIFIED, CERTIFICATED AND AREA DISTRICT STAFF FOR A TIME OF CONNECTION OVER ZOOM. COLLECTIVELY, WE SUPPORT AND UPLIFT OUR COMMUNITIES, LET'S GATHER IN SUPPORT OF ONE ANOTHER.

LED BY: DR. TANISHA BRANDON FELDER, DIRECTOR OF EQUITY & FAMILY ENGAGEMENT, SHORELINE
MELYSSA STONE, EDUCATOR & AFFINITY GROUP LEAD & ERICA GONZALEZ-JONES, FAMILY ADVOCATE & PSESD EDUCATORS OF COLOR LEAD

THIS EVENT IS OPEN TO ALL SNO-KING AREA SCHOOL STAFF OF COLOR

ZOOM LINK: [BIT.LY/SNO-KINGEOC](https://bit.ly/Sno-KingEOC)

FOR QUESTIONS, EMAIL BLACKVOICES@SHORELINESCHOOLS.ORG

Tanisha Brandon-Felder Ed. D (she/her)
Director of Equity and Family Engagement
Shoreline School District
Courageous Conversations About Race Affiliate Practitioner
[Equity and Family Engagement Webpage](#)
206-393-4775

"I am the change my ancestors were waiting for"

*Due to the district closure impacted by COVID 19, I am working remotely offsite. Please send an email to tanisha.felder@shorelineschools.org or call 206-393-4775 and you will receive a response within the day.

Thank you.

From: [JoAnn Todd](#) on behalf of [JoAnn Todd <toddj597@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Fwd: [EXTERNAL] Fwd: 9/30 or 10/1- Science online curriculum PD - Save the Date!
Date: Monday, September 21, 2020 12:04:41 PM

JoAnn

JoAnn Todd

she/her

Director of Elementary Education and BEST Induction

Edmonds School District

toddj597@edmonds.wednet.edu

425-431-7204

----- Forwarded message -----

From: **Andi Nofziger [WA]** <ANofziger@washingtonea.org>

Date: Sat, Sep 19, 2020 at 9:13 PM

Subject: RE: [EXTERNAL] Fwd: 9/30 or 10/1- Science online curriculum PD - Save the Date!

To: JoAnn Todd <toddj597@edmonds.wednet.edu>

JoAnn—

I'm going to be honest. I think this, on top of iReady and the reading training emails that went out, may push some folks over the edge. Student Learning is pushing too many new things too quickly on folks at a time while they are still learning the LMSs AND we will have about 13 schools with classroom/teacher shuffles, which are always tough.

I think that it would be helpful if you offered more science sessions later in October for those who just can't absorb more new stuff right now, as well as reinforce the message that implementing iReady is optional this year. While the training might be mandatory, folks need to be reminded that if something needs to give, iReady can be on the back burner until they are ready for it.

This is a chance for Student Learning to demonstrate that they are listening to the needs of teachers during this very stressful year. I think this is a pivotal moment for the department.

The SEL needs of teachers need to be considered, just as they are expected to be in tune with the SEL needs of students.

Andi

From: JoAnn Todd <toddj597@edmonds.wednet.edu>
Sent: Friday, September 18, 2020 2:50 PM
To: Andi Nofziger [WA] <ANofziger@WashingtonEA.org>
Subject: [EXTERNAL] Fwd: 9/30 or 10/1- Science online curriculum PD - Save the Date!

CAUTION: This email originated from outside of the organization. Do not reply, click links, or open attachments unless you recognize the sender and know the content is safe.

Hi Andi,

FYI- I reluctantly sent this out today. A number of teachers are starting to ask about science materials... but I also realize this may not be the best time for others. It's just a "save the date" and they have lots of options for taking it in October. The classroom teachers who put together the PD with Olga are really excited about it and excited about how much time teachers will save using the online curriculum.

Hope you get some time to rest this weekend,

JoAnn

JoAnn Todd

she/her

Director of Elementary Education and BEST Induction

Edmonds School District

toddj597@edmonds.wednet.edu

425-431-7204

----- Forwarded message -----

From: **JoAnn Todd** <toddj597@edmonds.wednet.edu>
Date: Fri, Sep 18, 2020 at 2:35 PM
Subject: 9/30 or 10/1- Science online curriculum PD - Save the Date!
To: Olga Mashnitskaya <mashnitskayao217@edmonds.wednet.edu>

Good afternoon!

Congratulations on making it through the first full week! Thank you for your care, consideration, and support for our students!

I'll state up front that for some of you, this is information you have been waiting for and welcome... and for some of you, hearing about science pd at the end of September was not in your sightline. We promised an update, so here is the short version- [WATCH this explanation video](#)

SAVE THE DATE- Training on the new Amplify remote learning curriculum will be held on September 30th from 9:00-11:00am **OR** October 1 from 4pm-6pm. PD Portal #4054. This session will be led by the science teacher leaders of your specific grade-level and they have fantastic information for you to prepare for teaching science remotely.

Teachers will be timesheeted for attendance out of contract hours. Classroom teachers should only attend one of the sessions listed. Two hours of attendance total is all that is required.

This is the rescheduled required training for classroom teachers only that was originally scheduled in August. Because it is required, additional sessions are offered by Olga Mashnitskaya, our STEM lead, after school on October 6th and October 8th, 4:00-6:00. Teachers will be timesheeted. If sub release for the two hour session is preferred, contact Olga Mashnitskaya.

This [informational video](#) will tell you more of what to expect. Or, if you prefer to read about it, see below.

Have a wonderful weekend!

JoAnn

JoAnn Todd

she/her

Director of Elementary Education and K-12 BEST Induction

Edmonds School District

toddj597@edmonds.wednet.edu

425-431-7204

If you prefer to read, the video is transcribed below:

[Slides from Video Announcement](#)

Greetings, K-6 Teachers!

With everything that is going on in our local and global communities, it's not hard to rationalize science as being an essential part of student learning. Our goal is to prepare students to be critical consumers of information, that are able to collect, analyze, interpret, and take action on scientific data. In order to engage students in science instruction during remote learning, we have some exciting curriculum updates to share with you.

Science Remote Learning Resources Training:

Training on the new Amplify remote learning resources will be held on September 30th from 9:00-11:00am OR October 1 from 4pm-6pm. Teachers will attend one, 2 hour session. These dates provide 2 opportunities to choose from.

- These trainings will be hosted by your grade level science teacher lead who will model a synchronous lesson from your first unit as well as an asynchronous lesson.

- Your grade level science lead will show you how to utilize the Amplify remote learning resources through Seesaw and Canvas. We will review how students will submit work and complete assessments on these platforms.
- The science teacher leads have worked incredibly hard to make sure that you are prepared to teach science in this new way!
- If you are attending one of the options on September 30th or October 1st. **Please register using course code 4054** . The PD course will not ask you which session you wish to attend. We will be providing zoom links for all of the grade level specific sessions. Feel free to join whichever session makes sense for you.
- If you are unable to attend the two options above, other make-up training opportunities will be available. However, they will not include a live experience with your grade level science teacher lead.

General Updates:

- Teachers will be following the same grade level Amplify Unit rotation schedule ([see slides for rotation schedule](#)). If you are a combo class teacher, please review the Year at a Glance documents as your rotation schedules have been updated.
- Amplify has reduced the units to about 50% to ensure students are able to access science during these times. Amplify calls these units @home units.
- Amplify remote learning resources are found in the program hub ([see slides for instructions on how to access](#)). Grades K-6 students will not have access to these materials. Teachers will be pushing out the remote resources through Seesaw or Canvas.
- Resources include student friendly google slides and editable google docs ([see slides for sample resources](#)). These resources are also

available for grades 6-8th. 6th grade students will not be navigating through the Amplify portal, rather, they will be accessing Amplify resources through Canvas.

- No physical materials are required to teach these units, Amplify embedded videos of the hands-on activities that are included in the @home units slides.
- The schedule for science mirrors that of a flipped classroom model. For grades K-6, there are three, 45 min asynchronous blocks throughout the week, with an option for teachers to assign science on Wednesday. There will be one synchronous opportunity per week. Teachers may teach an additional lesson or reserve certain activities that make sense in a whole group setting, such as student discussions ([see slides for sample weekly schedule](#)).

We look forward to seeing you all in a couple of weeks!

Please reach out if you have any questions.

All the best,

Olga

From: [Lauren Wishkoski](#) on behalf of [Lauren Wishkoski <wishkoskil631@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Fwd: [EXTERNAL] Re: tech support for AECC
Date: Wednesday, September 23, 2020 8:31:07 PM
Attachments: [image003.png](#)

My draft response:

Andi,

Thanks for your message. I double-checked with Brian this morning before confirming the specific ways he was supporting AECC (following the training today), and he confirmed that he and West had worked out a plan for him to provide regular office hours at AECC. I will circle back with Brian, and I will also follow up with West about this so that the teachers know what support is available to them. And you're right - Brian IS awesome!

Thank you for your suggestion about that morning time. We have talked quite a bit as a team about the best ways we can support teachers right now and meet the most needs. Each elementary coach is offering either the kind of open office hours you're describing or short appointment slots before teachers meet with students each morning. The secondary coaches are all holding open office hours each morning before teachers meet with students as well. All are communicating out their availability for office hours, coaching appointments, and other supports on a weekly basis - in addition to sharing timely reminders and notes with teachers.

Thanks again for sharing this so that I can follow up!

Lauren
she/her/hers
425.341.7299 [for voicemail only during school closures]

Resources during the Closure: [For Families](#) / [For Staff](#)

Currently reading:

Untamed by Glennon Doyle

The Mindful Self-Compassion Workbook by Kristin Neff & Christopher Germer

On Wed, Sep 23, 2020 at 7:45 PM Andi Nofziger [WA] <ANofziger@washingtonnea.org> wrote:

Chris and Lauren—

I just forwarded the message to the BRs at AECC to share with their building so they would know the supports that have been put in place for them, and here is the response I just got:

Thank you for your work on our behalf. We had training with Brian this afternoon. He said he is currently working a 1.25 and can't take on another school. He said he could possibly provide support in the future. Not sure what he meant by that but he was clear in

saying he can't currently give us the support we need.

To be clear, this is not to reflect poorly on Brian—he's awesome. It's just to illustrate that somewhere there is a breakdown in communication from what folks in the ESC think is happening and what is being communicated to teachers in buildings. I have heard consistently from our teachers in the building that our tech coaches are spread way too thin, and as a result the folks in the building are not getting the timely support they need. It's probably the source of the biggest frustration right now. When the technology doesn't work, folks feel like they waste hours of time trying to figure it out on their own, often to no avail.

One suggestion from teachers at EWS is that there needs to be "all hands on deck" in the tech department every day from 7:00 – 9:00 when teachers have their morning planning time so there is a place teachers who need help before their classes can get it...sort of like a tech help hotline. Teachers would pop in to a Zoom and then be sent to a breakout room with a tech coach or prof tech person or even manager so that they could get on-the-spot help. Teachers are doing a LOT of Canvas work late into the night, and when things don't go well they really want the ability to be able to access someone during their morning planning time to hopefully get it resolved before classes start at 9:00. Is something like this possible for the next 3 – 4 weeks until folks hopefully develop a level of comfort and knowledge with Canvas?

Thanks for considering, and please let me know what gets resolved with AECC!

Andi

From: Chris Bailey <baileym@edmonds.wednet.edu>
Sent: Wednesday, September 23, 2020 6:29 PM
To: Andi Nofziger [WA] <ANofziger@WashingtonEA.org>
Cc: Dana Geaslen <geaslend338@edmonds.wednet.edu>; West Keller <kellerw744@edmonds.wednet.edu>; Sarah Luczyk <luczyks@edmonds.wednet.edu>; Lauren Wishkoski <wishkoskil631@edmonds.wednet.edu>
Subject: Re: [EXTERNAL] Re: tech support for AECC

Thank you both for weighing in on this; I was not aware of these specific needs, but I've spoken with Lauren Wishkoski, who shared that Brian Fulmer's established regular office hours for the AECC staff so they'll have frequent access to him. In addition, I asked Sarah to prioritize the 5 document cameras I am told have been requested to date, as well as to get an order going specifically for AECC to get an additional (up to) 8. Lastly, I know Victor Vergara was very interested in learning what opportunities we can provide teachers, as well as families, regarding the "family tech basics" West has mentioned previously (Clever, Skyward, and Email) - any more detail on what you anticipate this looking like would be helpful, as each of these topics is supported by a different group, and I'd want to make sure anything that is planned is responsive to what the audience needs.

Thanks for all, and please let me know if this leads to any additional questions or concerns.

Chris Bailey
Manager - IT Operations
x7101

On Wed, Sep 23, 2020 at 10:14 AM Andi Nofziger [WA] <ANofziger@washingtonea.org> wrote:

I know the AECC teachers have communicated that they really need a point-person/tech coach assigned to them so they have a go-to person when they have questions or issues. While I understand that our tech department is spread thin right now, it doesn't change the fact that our AECC employees should have the same access to tech support as other certificated staff.

They should also have the same tools as other teachers in the district. While I'm not sure why they weren't provided doc cams when other teaching stations got them, right now they seem to be an essential piece of technology for teaching remotely. I hope that issue can be solved!

Andi

From: Dana Geaslen <geaslend338@edmonds.wednet.edu>
Sent: Wednesday, September 23, 2020 10:08 AM
To: West Keller <kellerw744@edmonds.wednet.edu>
Cc: Andi Nofziger [WA] <ANofziger@WashingtonEA.org>; Chris Bailey <baileym@edmonds.wednet.edu>
Subject: [EXTERNAL] Re: tech support for AECC

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Let me send this on to Chris Bailey and see if he has thoughts or ideas on the doc cameras...

Dana Geaslen

She/Her/Hers



Dana K. Geaslen
Assistant Superintendent
Edmonds School District

geaslend338@[edmonds.wednet.edu](mailto:geaslend338@edmonds.wednet.edu)
20420 68th Avenue West
Lynnwood, WA 98036
(425) 431-7186

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特殊教育家长和学生权利(程序保障): / 특수 교육 학부모 및 학생의 권리 (절차 상 안전 조치): /

: (حقوق الوالدين والطالب في مجال التعليم الخاص) الضمانات الإجرائية: / Права родителей и учеников в специальной образовательной программе (процессуальные гарантии):

<http://www.k12.wa.us/SpecialEd/Families/Rights.aspx>

Section 504 Family/Student Rights

<https://www.k12.wa.us/policy-funding/equity-and-civil-rights/section-504-students-disabilities>

On Wed, Sep 23, 2020 at 9:29 AM West Keller <kellerw744@edmonds.wednet.edu> wrote:

I've asked instructional tech for a coach, and technology for a lead remote learning support. They are both stretched to their limits right now.

Lauren has been great about offering supports to specific problems: Brian Fulmer is conducting an 1.5 hours training today on Clever/Seesaw, and tech has been responsive to tickets that I submit but there are some things we've not been able to get (e.g. there are **no** document cameras right now, and the AECC admin declined them many years ago for whatever reason). I would gladly accept some creative problem solving. I was thinking of sending something to all principals asking if they have extra or unused document cameras AECC could have.?

I've heard from teachers many times that *parents* need tech support so the Family Engagement Liaison and I are planning some parent/admin chats or webinars to address basic tech support, and Q&A about ESD, AECC, sped, etc... We could record them and post to the AECC site.

Kind regards,

West Keller, Ph.D. | Interim Manager (he/him)

Each Student Learning Everyday

[Alderwood Early Childhood Center \(AECC\)](#)

Edmonds School District

📍 2000-200th Place SW Lynnwood, WA 98036

☎ 425-431-7596



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: (حقوق الوالدين والطلاب في مجال التعليم الخاص) الضمانات الإجرائية: / Права родителей и учеников в специальной образовательной программе (процессуальные гарантии):

<http://www.k12.wa.us/SpecialEd/Families/Rights.aspx>

On Wed, Sep 23, 2020 at 9:19 AM Dana Geaslen
<geaslend338@edmonds.wednet.edu> wrote:

Great idea, let me see what I can do! AECC sometimes gets forgotten:(

Dana Geaslen

She/Her/Hers



Dana K. Geaslen

Assistant Superintendent
Edmonds School District

geaslend338@edmonds.wednet.edu
20420 68th Avenue West
Lynnwood, WA 98036
(425) 431-7186

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Derechos de los padres y estudiantes de educación especial (garantías procesales): /

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: (حقوق الوالدين والطلاب في مجال التعليم الخاص) الضمانات الإجرائية: / Права родителей и учеников в специальной образовательной программе (процессуальные гарантии):

<http://www.k12.wa.us/SpecialEd/Families/Rights.aspx>

Section 504 Family/Student Rights

<https://www.k12.wa.us/policy-funding/equity-and-civil-rights/section-504-students-disabilities>

On Wed, Sep 23, 2020 at 8:10 AM Andi Nofziger [WA]
<ANofziger@washingtonea.org> wrote:

Hi Dana—

I heard from the BR at AECC that they have not been assigned a tech coach for

this year!? Given that they are using a LMS and are having to do everything via technology, they really need access to technology support and trouble shooting too! I don't know if this was an oversight or if someone thought that they wouldn't need support, but either way it needs to be addressed.

Are you able to help get a tech coach assigned to them? If that's not possible, is there some other way to provide tech support to them? I'm sure if we put on our problem-solving caps we can figure this out!

Thanks--

Andi

www.edmondsea.org



From: [Kris McDuffy](#) on behalf of [Kris McDuffy <mcduffyk278@edmonds.wednet.edu>](#)
To: [@School Board](#); [@Cabinet](#); [Gustavo Balderas](#)
Subject: Fwd: [External]Edmonds School District Waiver Request
Date: Tuesday, June 9, 2020 11:20:49 AM
Attachments: [Edmonds SY19-20 EmergWaiver Approval1408.pdf](#)

FYI. K

Dr. Kristine McDuffy
Superintendent

[425.431.7003](tel:425.431.7003) Phone
[425.431.7182](tel:425.431.7182) Fax
mcduffyk278@edmonds.wednet.edu

----- Forwarded message -----

From: **Allison Kaufmann** <kaufmanna@edmonds.wednet.edu>
Date: Tue, Jun 9, 2020 at 7:13 AM
Subject: Fwd: [External]Edmonds School District Waiver Request
To: Kris McDuffy <mcduffyk278@edmonds.wednet.edu>

FYI,

We are approved!

Warm regards,
Allison Kaufmann
Administrative Assistant
Superintendent's Office
Edmonds School District
425-431-7003

----- Forwarded message -----

From: **Waivers** <waivers@k12.wa.us>
Date: Mon, Jun 8, 2020 at 10:11 PM
Subject: RE: [External]Edmonds School District Waiver Request
To: kaufmanna@edmonds.wednet.edu <kaufmanna@edmonds.wednet.edu>

The Emergency School Closure Waiver for the 2019-2020 school year has been approved for your district. (Please see attached.) Thank you!

Kristin Murphy
Legal Services/Rules Coordinator
Office of Superintendent of Public Instruction (OSPI)

PO Box 47200 | 600 Washington Street SE
Olympia, WA 98504-7200
360-725-6133
Kristin.murphy@k12.wa.us

-----Original Message-----

From: ESC-COPIER-35@edmonds.wednet.edu <ESC-COPIER-35@edmonds.wednet.edu>
Sent: Thursday, May 28, 2020 9:08 AM
To: Waivers <waivers@k12.wa.us>; kaufmanna@edmonds.wednet.edu
Subject: [External]Edmonds School District Waiver Request

Here is our Waiver Request, Continuous Learning Plan and calendar to reflect the last day of school change to June 19th.

TASKalfa 4551ci
[00:17:c8:27:46:ae]

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From: [Kimberlee Armstrong](#) on behalf of [Kimberlee Armstrong <armstrongki@edmonds.wednet.edu>](#)
To: [@Cabinet](#)
Subject: Fwd: [sinc] In Solidarity with #BlackLivesMatter
Date: Monday, June 1, 2020 11:50:00 AM

Dr. Kimberlee Armstrong

Executive Director of Equity & Public Relations

armstrongki@edmonds.wednet.edu

425-431-7098

Twitter: @DrKArmstrong



----- Forwarded message -----

From: **Jill Perander** <peranderj@edmonds.wednet.edu>
Date: Mon, Jun 1, 2020 at 11:37 AM
Subject: [sinc] In Solidarity with #BlackLivesMatter
To: @SinC <sinc@edmonds.wednet.edu>

Please see the letter below with info and resources related to the recent distressing events. There is a vigil @ BEV this Wednesday night organized by the BEV PTA.

Jill Perander

Preferred pronouns: she/her

Student Intervention Coordinator

Seaview Elementary

(425) 431-1315

Every kid needs a fresh start every day.



Edmonds School District Contacts during school closure due to COVID-19

[Edmonds School District Family Resources & Supplemental Resources for Learning](#)

Chromebook Support Line: (425) 431-1211 or techsupport@edmonds15.org

Family Support Office Number: 425-431-1454

Family Support Email: familysupport@edmonds.wednet.edu

For updates on Closure: [CLICK HERE](#)

Additional Resources: <http://bit.ly/ESDfamilysupport>

----- Forwarded message -----

From: **Jeanne Petty** <jmillettpetty@gmail.com>

Dear Seaview Equity Team,

I'm writing this email as a parent and community member, not on behalf of the Equity Team specifically and not as a representative of the school or ESD.

It's been a heartbreaking, heavy and infuriating couple of weeks as we see, yet again, the brutality of the racist systems we live in played out before our eyes. We know these injustices are not new, not unique, but just visible, amplified instances of what happens every day. As we watch the collective pain manifest itself in demonstrations around the country, I know so many of us feel devastated and also called to do something.

The Beverly Elementary community, so often a leader in our district when it comes to addressing issues of systemic injustice and equity, has initiated participating in a candlelight vigil to honor George Floyd. You can find the details of this at the following Facebook link and I'll post them below for those not on Facebook. I plan to share this information on the Seaview Community FB page as well. They are also including a way to show up 'virtually' if you are not comfortable attending a gathering, but they are asking people to wear face masks and practice social distancing.

<https://www.facebook.com/events/687593628451991/>

Scroll to the bottom of this email for copied/pasted details.

Jessie and Heidi and I spoke today and assembled some other resources which I will also share with the community and which I've listed below.

Hope this email finds you all well. Thank you for participating in this work and for sharing a vision for a more just and peaceful world.
Jeanne

Education/Kids

Here's some distance learning ideas for black lives matter/justice for Floyd

<https://colorfulpages.org/2020/05/31/blacklivesmatter-k-8-distance-learning-activities-for-justice-for-george-floyd/>

Captivating Kids Stories To Recognize Privilege

<https://booksforlittles.com/silence-is-violence/>

Stop Lying To Your Kids – Teaching Kids About White Supremacy

<https://booksforlittles.com/anastasia-higginbotham/>

Reaching out to get people started on their anti-racism journey, guide to offer:

<http://antiracismforbeginners.com/>

The Edmonds Unitarian Universalist Congregation has assembled a great list of ways we can show up at this time:

[Sign the petition to stand with the Minnesota Black Visions Collective and Reclaim the Block in their demand to defund the police and redirect funding to community health and safety strategies.](#)

Donate (if you are able) to Black-led organizations leading the response and demanding justice for Black lives across the country in Minneapolis, Florida, and Louisville:

[Donate to Black Visions Collective](#) (Minneapolis)

[Donate to Reclaim the Block](#) (Minneapolis)

[Donate to Dream Defenders](#) (Florida)

[Donate to the Louisville Community Bail Fund](#) (Louisville)

Post "Black Lives Matter" signs in your window. Or your front yard.

Email or write letters (e.g., to your city's police department – do they use body cams regularly and provide de-escalation training for officers; legislators – prison and criminal justice reform; Twitter – thanking them for their policy condemning the promotion of violence.)

[Register for the Poor Peoples Campaign Mass Poor People's Assembly](#) and Moral March on Washington on June 20, 2020. It will be totally on-line.

Participate in the Online Virtual Event "Vigil for George Floyd and #Justice Speak" (<https://www.facebook.com/events/252978615926770/>) Sunday May 31, from 6:00PM - 7:30 PM. This is hosted by RAAP - Renton African American Pastoral Group and Renton-King County Alliance for Justice.

Give money. The attached list includes a number of anti-white supremacy organizations. Also consider [Washington Immigration Solidarity Network](#) (based in Snohomish County), [Coalition of Communities of Color](#) and the [Poor People's Campaign](#): A National Call for Moral Revival.

Now is a good time to read books on racial justice, Black history, white supremacy, and the history of other marginalized groups.

If you feel called to go to a mass gathering (which we are advising against due to COVID-19 safety protocols), please do so as safely as possible – wear a mask and gloves, bring your own signs, and practice social distancing. Also find out who is sponsoring the event; we recommend events sponsored by those who are trusted organizations and leaders. (There are many provocateurs – check out Washington Poor People's Campaign information on Facebook.)

BEVERLY EVENT:

The Beverly PTA is choosing to participate in this event because we believe:

Black Lives Matter, we stand in solidarity with our families of color and

we want to honor and respect the life of George Floyd and the other Black lives that have been senselessly taken.

* * Due to the interest in this event and the fact that Snohomish County is still in PHASE ONE of the Governor's Plan for re-opening we want to promote an alternative way to participate to keep within social distancing regulations. If you would like to participate from home, post a photo of you/your family participating in your neighborhood. * *

All members of the community are invited to join us for a united show of support and solidarity to people that otherwise might not be heard.

Wednesday, June 3rd from 8 pm to 9 pm.

🕒 From 8:15 to 8:30 we will observe a long and possibly uncomfortable 15 minutes of silence to demonstrate that sometimes standing for the right things is uncomfortable and sometimes speaking out doesn't involve speaking.

The sidewalks will be marked with chalk to enable the participants to maintain social distancing guidelines.

We will line 52nd Avenue W between 164th Ave W and (bordering St Timothy's Church) and 148th Ave W. Participants are asked to wear masks, bring family-friendly signs and candles with lighters, lanterns or flashlight for themselves.

--

You received this message because you are subscribed to the Google Groups "@SinC" group.

To unsubscribe from this group and stop receiving emails from it, send an email to sinc+unsubscribe@edmonds.wednet.edu.

To view this discussion on the web visit

<https://groups.google.com/a/edmonds.wednet.edu/d/msgid/sinc/CALFh1FfwkPSckRhS4UbrFT44r8HsuFccLU0tx8C5BVilqYOAfA%40mail.gmail.com>.

From: [Kim Hunter \(Google Docs\)](#) on behalf of [Kim Hunter \(Google Docs\) <comments-noreply@docs.google.com>](#)
To: baumgartnerr@edmonds.wednet.edu
Subject: Grading Policy Pr... - Second semester?
Date: Wednesday, August 26, 2020 10:00:20 AM

Kim Hunter replied to a comment in the following document



Grading Policy Proposal for Remote/Hybrid for Cabinet Review

All transcripts for second semester will have a Covid-19 designation included to capture the uniqueness of this time.



Kim Hunter

Second semester?



Robert Baumgartner

Cut and paste...I'd love to say this is an Easter egg to see if people are actually reading, but....



Kim Hunter

New

Do I get a prize because I actually read it?

[Open](#)

Google LLC, 1600 Amphitheatre Parkway, Mountain View, CA 94043, USA

You have received this email because you are a participant in this thread. [Change what Google Docs sends you.](#) You can reply to this email to reply to the discussion.



From: [Kim Hunter \(Google Docs\)](#) on behalf of [Kim Hunter \(Google Docs\) <comments-noreply@docs.google.com>](#)
To: baumgartnerr@edmonds.wednet.edu
Subject: Grading Policy Proposal for Remote/Hybrid for Cabinet Rev...
Date: Wednesday, August 26, 2020 9:35:19 AM

Kim Hunter added action items and comments to the following document



Grading Policy Proposal for Remote/Hybrid for Cabinet Review

New

1 action item, 1 comment

Action Items

Other notes:



Kim Hunter

New

Based on my memory of the spring, I don't see any red flags for Scriber to follow these same practices. The issue there was the "only improve grades" when many students didn't have a baseline grade to start with or improve upon.

Andrea, would you concur?

[@hillmana@edmonds.wednet.edu](mailto:hillmana@edmonds.wednet.edu)

Assigned to Andrea Hillman

[Reply](#)

[Open](#)

Comments

All transcripts for second semester will have a Covid-19 designation included to capture the uniqueness of this time.

Kim Hunter

New



Second semester?

[Reply](#)

[Open](#)

Google LLC, 1600 Amphitheatre Parkway, Mountain View, CA 94043, USA

You have received this email because you are a participant in the updated discussion threads. [Change what Google Docs sends you](#). You can not reply to this email.



From: [Jennifer Hershey](#) on behalf of [Jennifer Hershey <jhersheyj@edmonds.wednet.edu>](mailto:jhersheyj@edmonds.wednet.edu)
To: [Robert Baumgartner](#); [Kim Hunter](#); [McCloughan, Jennifer L. \(MW,ESC\)](#)
Subject: HS PE Course - Welnet module purchase
Date: Thursday, August 27, 2020 11:31:05 AM

Rob and Kim -

One of the things that came out of the HS level PE work group was potentially the need/desire to purchase the HS PE module in Welnet. Welnet is software developed by Focused Fitness - Move 60 has used their fitness module for years and teachers have had access to several modules to use in their teaching (fitness, behavior logs, rubrics, assessments). We do not have the Focused Fitness curriculum as a district, but the material is good and modify-able. Welnet has been used sporadically by teachers, even with a training in October last year. Welnet has been purchased by tech funds.

One of the modules that have is an HS PE course. The company made this available for free in the spring, but none of our teachers used it. However, with remote learning looming, this may be a really useful tool for secondary teachers. The working group has expressed an interest in using the tool. Would it be possible to purchase? The module is roughly \$1500-2,000 for district use. If it would be possible to add this module as a supplemental curriculum? Would there need to be some minimum use expectations? It is okay to use since it would be outside of Canvas (I think there could be a link to the website and we are working on getting it added to Clever as well).

Thanks!

Jennie Hershey

K-12 Physical Education and Health Coordinator

Move 60 Coordinator

Edmonds School District

[425-431-3312](tel:425-431-3312)

[Play Hard. Eat Healthy. Live Well.](#)

From: [JoAnn Todd](#) on behalf of [JoAnn Todd <toddj597@edmonds.wednet.edu>](#)
To: [Abigail Espegard](#); [Anna Stuart](#); [Joelle Mertel](#); [Kelly Ward](#); [Megan Hendrickson](#); [Olga Mashnitskaya](#); [Patricia Hathaway](#)
Bcc: [elem.principals@edmonds.wednet.edu](#)
Subject: In Solidarity
Date: Tuesday, June 2, 2020 3:10:50 PM
Attachments: [image.png](#)

Dear Elementary Staff,

As communities across our nation and the world, including our own, express frustrations and anger at the violence committed upon Black individuals and communities, we wanted to let you know that we are here for you. Even though COVID prevents us from physically being with each other right now, we are standing in solidarity alongside you.

With great appreciation,

The Elementary Student Learning Team

JoAnn Todd, Abigail Espegard, Anna Stuart, Joey Mertel, Kelly Ward, Megan Hendrickson, Olga Mashnitskaya, and Patti Hathaway

JoAnn Todd
she/her/hers

Director of Elementary Education

Edmonds School District

toddj597@edmonds.wednet.edu

425-431-7204

From: [Kim Hunter](#) on behalf of [Kim Hunter <hunterk@edmonds.wednet.edu>](mailto:hunterk@edmonds.wednet.edu)
To: [Amy Langston](#); [Amy Reinmuth](#); [Brown, Kristina R. \(TP\)](#); [Deborah Caldwell](#); [Donnelly, Elizabeth F. \(TP\)](#); [Jana Warncke](#); [Kennedy Montemayor](#); [Maria Hillman](#); [Mary Bauer](#); [Mattias Keese](#); [Megan Teeter](#); [Melanie Vanderhei](#); [Nicole Newsum-Chrisman](#); [Tollefsen, Lane E. \(TP\)](#)
Cc: [Margaret Aguilar](#); [Jennifer Hageman](#); [Robert Baumgartner](#)
Subject: Is it time to reconsider the Teachers College Materials?
Date: Tuesday, September 8, 2020 4:51:14 PM

Good Afternoon Teachers of Challenge,

First I wanted to say just how much I appreciate each and every one of you. The work, the changes of practice, the changes of mindset and everything you are doing to make this as successful of a year as possible for our students is just astounding. I want you to know that I am here to support you, to be a sounding board, or just a listening ear whenever you need.

Given that we are in a very different place today than when we made the decision to do an Alternative Core adoption for reading, I wanted to present the possibility to revise that decision. This is based on continued interest I have heard from teachers, some of the concerns I have heard about the time commitment and capacity to run an adoption process during COVID, and interest in Teacher College because they have more resources available for a distance learning model.

There are a few key elements to understand in this decision.

- If we decide to revise the adoption decision, we would need to move very quickly so that we could get resources and training to you and students. For this reason I am phrasing the questionnaire as a new vote on adopting materials.
- This would be a decision to formally adopt. We would not consider adoption of Core reading materials again until there is a general education adoption.
- As always, we can identify and support the use of common Supplemental materials to help meet the unique needs of students in Highly Capable with Teachers College as our Core Curriculum.
- If the decision remains the same then we will move forward with forming the Materials Review Committee and Pilot Committee for the Alternative Core adoption process. Please understand that the timeline might be longer than we originally anticipated. It is also important to note that in the future, only those that have participated in one or both of the adoption committees will participate in the final vote to recommend materials for adoption. This practice is in line with the adoption processes in our district.

Please take some time to consider this decision and to have conversations with your colleagues. When you are ready, cast your vote using this [google form](#). The votes will be counted the morning of September 17th. The form is collecting email addresses so that we may reach out to you regarding any comments or questions. Your vote will remain anonymous to all but Kim Hunter and Peggy Aguilar.

Thank You,
Kim Hunter
She/Hers Personal Pronouns
Director of Secondary Education and Highly Capable Programs
Student Learning Department
[Edmonds School District #15](#)
[Edmonds Canvas Login](#)
(425) 431-7149

Secondary Student Learning actively engages in practices that seek to disrupt institutionalized racism and inequities in the Edmonds community that impact historically marginalized peoples and impede fair and equitable opportunities for each member.

From: [Jennifer Longchamps](#) on behalf of [Jennifer Longchamps <jlongchamps@nwesd.org>](#)
To: [Gayle Everly](#); [Pam Estvold](#); [Amy Colburn](#); [Fredrika Smith](#); [Lara Cole](#); [Sarah Southard](#); [stevewhartonconsulting@gmail.com](#)
Subject: Join us - June 30th conversation re: reopening schools after a crisis
Date: Thursday, June 25, 2020 1:13:00 PM

This message is being sent to you on behalf of Gayle Everly, NWESD School Improvement Administrator.



Join us on **Tuesday, June 30th from 1:00 – 3:00 pm** to dialogue and build an understanding of the unique needs facing school teams as we re-open this fall. Manuhua Barcham, a Continuous Improvement Partner with OSPI will be joining us to share his experiences and takeaways from reopening schools after a crisis:

1. **Transitional:** Recognizing a huge shift to engage our community in the process.
2. **Trauma-informed:** Each family has been impacted by this crisis in a different way. Leadership, instruction and family engagement need to promote social and emotional healthiness.
3. **Transformational:** Our teams need to be nimble and agile as we respond to varied and unprecedented needs, possible school closures and new demands on community partners, students, staff, and families.

Join via zoom: <https://zoom.us/j/92879699122>

Invite colleagues, staff and community. We will learn together.

Gayle Everly

Administrator of School Improvement
Northwest Educational Service District 189
360-299-4082 (O) | 360-406-2038 (C)
Together We Can

From: [Lauren Wishkoski](#) on behalf of [Lauren Wishkoski <wishkoskil631@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Library funding
Date: Tuesday, August 11, 2020 5:36:20 PM

Rob,

A few questions related to 20-21 library funding that will help Leighanne and me plan:

- General district lib funding: I've understood that we still have \$10/fte. Is that correct?
 - Last year, we reserved 15% of this for Sora ebook and e-audio purchases, and no one balked. (These purchases are available to all students district-wide, not just some students.) Leighanne and I are talking about increasing the amount reserved for digital books due to remote learning. Do you have any reservations/concerns about this?
 - If we're able to provide students with physical materials during remote learning, then I don't see a reason to withhold funding for physical materials, but if it's determined that we cannot provide physical materials during closures, then I am wondering about making only \$5/fte available for physical purchases, so that we would be able to provide more digitally through Sora. That would damage the progress on the work we've been doing with our physical collections but would better meet the needs of students during this (I hope) unique year.
- Digital resources: This is on the Digital Tools doc I shared with SLLT from the workgroup docs.
 - Elem: Can we provide PebbleGo to all schools with Student Learning Tech Levy funding? Quote is ~\$37K for all schools to have this tool. It provides one of the only database-type sources for our K-2 students, and this quote includes both the primary and the intermediate tool, and the primary tool in both English and Spanish. (It's only \$3K cheaper to have only the primary tool--so worth it to get both K-2 and 3-5).

Lauren

she/her/hers

425.341.7299 [for voicemail only during school closures]

Resources during the Closure: [For Families](#) / [For Staff](#)

Currently reading:

Untamed by Glennon Doyle

The Mindful Self-Compassion Workbook by Kristin Neff & Christopher Germer

Summer reading:

Nine Lies About Work by Marcus Buckingham

Alias Grace by Margaret Atwood

On Earth We're Briefly Gorgeous by Ocean Vuong

A Tale for the Time Being by Ruth Ozeki

The Untethered Soul by Michael A. Singer

Crucial Conversations by Kerry Patterson et al.

From: [Jennifer McCloughan](#) on behalf of [Jennifer McCloughan <mccloughanj@edmonds.wednet.edu>](#)
To: [Amanda Drummond](#); [Amanda Drummond](#); [Annie Foltz](#); [Annie Foltz](#); [Arieal Foley](#); [Boyce, J.S. \(HW\)](#); [Brekkaa, Nicole \(OH\)](#); [Brian Kelly](#); [Cariker, Ryan K. \(SW\)](#); [Chloe Fenwick](#); [Chris Gonzales](#); [Corey Kerwin](#); [Davis, Thomas A. \(BV\)](#); [Deanna Silue](#); [Donnelly, Elizabeth F. \(TP\)](#); [Elizabeth Budidharma](#); [Evans, Whitney T. \(MD\)](#); [Grossenbacher, Diane S. \(LD\)](#); [Hailey Allais](#); [Hannah Smith](#); [Henson, Alex](#); [Hershey, Jennifer J. \(ESC\)](#); [Jack Shull](#); [Jackson, Maria H. \(SV\)](#); [Jason Mauch](#); [Jessica Azwol](#); [Jody Wallis](#); [Jody White](#); [Katie Demaray](#); [Kelly Libay](#); [Kleine, Barbara](#); [Kristi Yount](#); [Leah Bragalone](#); [Lee Padowitz](#); [Linda Park](#); [Lynnea Common](#); [Maria Scott](#); [Marrisa Malloy](#); [Matt Keese](#); [McCarthy, Timothy \(MT\)](#); [McCloughan, Jennifer L. \(ESC\)](#); [Middleton, Jennifer](#); [Middleton, Jennifer E. \(CW\)](#); [Mona McDonald](#); [Nick Adair](#); [Nick Economou](#); [Nyhammer, Annie](#); [Pacher, David C. \(CW\)](#); [Sarah Humphrey](#); [Schultz, Patricia J. \(ESC\)](#); [Shellena Nicol](#); [Shull, Errin E. \(MW\)](#); [Smithers, Gary \(TP\)](#); [Stephanie Whybark](#); [Studioso, Jackie L. \(SV\)](#); [Taylor Arbuckle](#); [Tracy Waldrop](#); [Vandermeer, Lois Hanks \(HT\)](#); [Yuki Adams](#); [Alisha Masoud](#); [Catherine Mathias](#); [Kristin McGee](#); [Kristy Eloranta](#); [Megan Wolfe](#); [Megan Wolfe](#); [Nikki Wiley](#); [Tom Davis](#); [April Schmid](#); [Barnes, Julian](#); [Edwards, Monica L. \(MA\)](#); [Escandon, Steven A. \(MA\)](#); [Harmon, James](#); [Heather Williams](#); [Kotik, Anita](#); [Lisa Davis](#); [Marelle Moehrl](#); [Michelle Luty](#); [Miles, Josh](#); [Olson, Jeffery D. \(LD\)](#); [Schellenberger, Henry C. \(CW\)](#); [Sellers, Susan I. \(LW\)](#); [Shirley Briones](#); [Somoza, Daniel E. \(ML\)](#); [Spoonier, Patrick K. \(CL\)](#); [Thain, Pamela](#); [Walton, Matt](#); [Wiley, Dean W. \(CP\)](#); [Wilkins, Tyler](#); [Zach Taylor](#); [Dustin Geveshausen](#); [Dinh Chang](#); [Zaynab Muhalhal](#); [nourmuhalhal@gmail.com](#); [Widad Gaddah](#); [Robert Baumgartner](#)
Subject: Move 60 2020-2021
Date: Friday, August 28, 2020 2:57:00 PM

Hi,

While you haven't heard from us much the past two months, rest assure, we have been hard at work behind the scenes this summer! Necessity is the mother of invention and we've been getting creative as we plan for Move 60 this school year. To continue to empower youth to live healthy lives and keep programming moving forward during the time of COVID-19, we know that at least for now, we've got to find a new way of doing things. We are committed to continue to provide a quality Move 60 program for the next 3 years in the Edmonds School District, however this school year will look different. The grant providers have requested an online virtual program for this school year. Here is the plan:

“Choose to Move 60!”

2020 - 2021



Move 60 Plans:

Move 60 will continue this school year, however it will look different. We will offer an online virtual Move 60 to **all** K-6 grade students in Edmonds School District. This program will be similar to the before/after school program we've had in the past. However, this year students can participate at home Monday-Friday. This program is free, and registration will begin Monday, September 14th. Students will have the opportunity to sign-up for a free "Move 60 At-Home Equipment Kit" when they register online.

Move 60 Programs for 2020-2021:

- We **will** offer an online virtual Move 60 program free for all K-6 students
- Move 60 Miles - No running clubs this school year

- Move 60 Early Learning - No Saturday or during the week early learning programs this school year
- Move 60 Champions Grants - No Move 60 mini-grant opportunities this school year

Two Sessions:

Fall = Monday, October 5, 2020 - Friday, January 29, 2021

Spring = Monday, February 8, 2021 - Friday, June 4, 2021

Instructors:

Each Move 60 program will have one Lead Instructor. Lead Instructor expectations:

- 60 minute Zoom call with students per week on Wednesdays
 - Social Emotional Learning lesson (provided) - 15 minutes
 - Exercise and activity using the at-home equipment kit - 45 minutes
- Lead Instructor will be expected check weekly emails, help with data collection, facilitate the use of Welnet for students, support students using accelerometers, Move 60 promotion, create a virtual Move 60 classroom/gym with current resources, and be a physical activity leader for the school
- Stipend \$1,500 per session (approximately 3 hours of work per week)
- This position will be offered to certificated staff at each elementary school first, then to a paraeducator in the building, and then we will open it up to any instructors from last school year who are interested in the job. We won't be hiring new lead instructors this year because we have plenty of certificated teachers, paraeducators, and instructors from last year who want the job.
- We won't have assistant instructors for Move 60 this school year.

Weekly Schedule:

Monday = Run/walk day and students will do this with their family at home

Tuesday = Yoga will be offered via Zoom district wide instruction

Wednesday = Zoom call with Lead Instructor and Move 60 students at their school

Thursday = REFIT dance will be offered via Zoom district wide instruction

Friday = Fun Friday Fitness! Videos on the virtual Move 60 classrooms and fitness lead instruction

district wide via Zoom

Communication:

- Every Thursday there will be “Move 60 Minutes” sent via email to the Lead Instructors with the weekly SEL lesson along with exercise and activity ideas/lessons along with program updates and expectations.
- There will be a district wide Canvas module with communication to students and families. This site will house information on how to register for Move 60, how to access the zoom calls, lessons and ideas of how to be active at home, activity tracking for run/walk while at home, fitness incentives for students, access to Welnet, and program information.

Data Collection for Move 60 grant:

- Accelerometers/pedometers for 4th-6th grade selected students
- Move 60 Student surveys on Welnet
- Move 60 Parent surveys on Welnet
- Activity logs (add items on the log to indicate that if the activity was done solo or with a family member)

Move 60 Instructor Training:

- Tuesday, September 22nd - Zoom call 5:00 pm - 7:00 pm
- Training will include:
 - Welnet use
 - Activity logs
 - Weekly expectations for instructors
 - Program expectations

We are hopeful and optimistic that future programming for Move 60 will be back in full swing

for the 2021-2022 school year with **all** programs running. For now, please know that these changes have been difficult but we know that we will stay strong and offer a free quality Move 60 program for all K-6 students who register. More information to come in the next few weeks.

Thank you for your support of Move 60!

Jenni and Jennie

--

Jenni McCloughan

Move 60! Coordinator, Edmonds School District

https://www.edmonds.wednet.edu/programs/move_60_

Like us on Facebook! <https://www.facebook.com/move60/>

PLAY HARD. EAT HEALTHY. LIVE WELL.



From: [Jennifer McCloughan](#) on behalf of [Jennifer McCloughan <mcccloughanj@edmonds.wednet.edu>](#)
To: [White, Sari S. \(WG\)](#); [Manuel Juzon](#); [Jennifer Hershey](#); [Robert Baumgartner](#); [Lydia Sellie](#)
Subject: No Move 60 Amendment Needed!
Date: Friday, August 21, 2020 9:40:07 AM

Hi Rob and Sari,

I had mentioned to both of you about the need for an amendment for our Move 60 grant from the changes we made to the program last spring due to COVID. I received an email from Jennifer Piplic at Verdant yesterday stating that we are okay at this time without an amendment. Instead of the suggested amendment we will just include a rationale for the changes to the winter and spring Move 60 program in our annual report that we turn into Verdant in November.

Jennie and I will work on writing up the changes we did last spring with the Move 60 program and the lack of data collection due to COVID-19. I am including Manny and Lydia in this email so they are both in the loop of this change.

Thank you to everyone for your support of Move 60!

Jenni

--

Jenni McCloughan

Move 60! Coordinator, Edmonds School District

https://www.edmonds.wednet.edu/programs/move_60_

Like us on Facebook! <https://www.facebook.com/move60/>

PLAY HARD. EAT HEALTHY. LIVE WELL.



From: [Lauren Wishkoski](#) on behalf of [Lauren Wishkoski <wishkoskil631@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: OSPI guidance
Date: Thursday, June 11, 2020 6:24:21 PM
Attachments: [image.png](#)

This piece caught my eye on p 31.

Split or Rotating Schedules with Distance Learning

One of the concepts the Reopening Washington Schools Workgroup determined would best meet the needs of Washington's schools is to build split or rotating schedules with distance learning. With this scheduling concept, OSPI and the Workgroup expect that time for face-to-face instruction will be prioritized, and that there will be time for educators to plan for continuous remote learning and engage in professional development.

Key Characteristics

- Split/alternating schedule on-site with continuous remote learning (online courses, videoconferencing, full alternate siting, organized system or assigning, exchanging, assessing off-site work).
- Flexible schedule provides equitable access to students requiring additional support.
- Consistent schedules for families, students, teachers, community childcare, tutoring, and activities.
- Students in the same family follow the same schedule.

Implementation Examples

- Two-day rotation, A/B rotation, or two-week rotation:
 - More time per day or number of days for students most impacted.
 - Students provided assignments to support learning on the days in which they do not report to school.
 - Staff uses one day for professional development, collaboration, and planning.
 - Teacher office hours available to students and families.
- Middle and high school students take three classes at a time rather than six:
 - Students complete one semester of work during a quarter.
 - Classes are twice as long to limit movement and interaction with peers.
 - Cohorts of students are kept together.

Lauren

she/her/hers

425.341.7299 [for voicemail only during school closures]

Resources during the Closure: [For Families](#) / [For Staff](#)

Currently reading:

Hiking With Nietzsche by John Kaag

Hallelujah Anyway: Rediscovering Mercy by Anne Lamott

Just finished:

Talking to Strangers by Malcolm Gladwell

Beneath a Scarlet Sky by Mark Sullivan

From: [Lauren Wishkoski](#) on behalf of [Lauren Wishkoski <wishkoskil631@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Office staff expectations
Date: Thursday, July 30, 2020 5:54:51 PM

Rob,

Do you know if office staff (I'm thinking specifically of Melissa) will continue to be able to work from home unless specifically requested to come in to complete a specific task? I mean during any school closures - like through the first 9 weeks of remote learning.

Melissa is set to return on Monday, and set to start a leave on every W/Th from mid-August through the end of 2020. I'm thinking both about her and about any subs I may try to bring in to help out, though not sure we'll be able to get someone this time.

Thanks,

Lauren

she/her/hers

425.341.7299 [for voicemail only during school closures]

Resources during the Closure: [For Families](#) / [For Staff](#)

Currently reading:

Alias Grace by Margaret Atwood

On Earth We're Briefly Gorgeous by Ocean Vuong

The Mindful Self-Compassion Workbook by Kristin Neff & Christopher Germer

Nine Lies About Work by Marcus Buckingham

July and August summer reading:

A Tale for the Time Being by Ruth Ozeki

The Untethered Soul by Michael A. Singer

Crucial Conversations by Kerry Patterson et al.

From: [Kelly Moses](#) on behalf of [Kelly Moses <mosesk759@edmonds.wednet.edu>](#)
To: [baumgartnerr@edmonds.wednet.edu](#)
Subject: Out of the Office Re: Reopening team plan update for the COVID Emergency Response Team
Date: Monday, July 20, 2020 9:52:25 PM

Hello, I will be out of the office from 7/17 through 7/24. I will be checking emails periodically throughout the day. I can also be reached at [REDACTED]. Thanks, Kelly

--

Kelly Moses
she/her pronouns
Director of Federal Programs
English Learners, Title I/LAP, Title III, Title VI, McKinney-Vento/Foster Care

Edmonds School District
work: (425) 431-7342
cell: [REDACTED]



From: [JoAnn Todd](#) on behalf of [JoAnn Todd <toddj597@edmonds.wednet.edu>](#)
To: [@Elem. Principals](#)
Subject: Please send to staff
Date: Monday, September 21, 2020 12:52:50 PM

Hi Principals,

It has come to my attention that the email I sent to you and teachers regarding upcoming science pd did not make it to a large chunk of teachers. I'll follow up with tech about the use of the @teacherelem email, but until then, please forward this to your staff and/or put in your bulletins.

Many thanks!

JoAnn

Good afternoon!

Congratulations on making it through the first full week! Thank you for your care, consideration, and support for our students!

I'll state up front that for some of you, this is information you have been waiting for and welcome... and for some of you, hearing about science pd at the end of September was not in your sightline. We promised an update, so here is the short version- [WATCH this explanation video](#)

SAVE THE DATE- Training on the new Amplify remote learning curriculum will be held on **September 30th from 9:00-11:00am OR October 1 from 4pm-6pm. PD Portal #4054.** This session will be led by the science teacher leaders of your specific grade-level and they have fantastic information for you to prepare for teaching science remotely.

Teachers will be timesheeted for attendance out of contract hours. Classroom teachers should only attend one of the sessions listed. Two hours of attendance total is all that is required.

This is the rescheduled required training for classroom teachers only that was originally scheduled in August. Because it is required, additional sessions are offered by Olga Mashnitskaya, our STEM lead, after school on October 6th and October 8th, 4:00-6:00. Teachers will be timesheeted. If sub release for the two hour session is preferred, contact Olga Mashnitskaya.

This [informational video](#) will tell you more of what to expect. Or, if you prefer to read about it, see below.

Have a wonderful weekend!

JoAnn

JoAnn Todd
she/her

Director of Elementary Education and BEST Induction
Edmonds School District

toddj597@edmonds.wednet.edu

425-431-7204

From: [Kim Hunter](#) on behalf of [Kim Hunter <hunterk@edmonds.wednet.edu>](mailto:hunterk@edmonds.wednet.edu)
To: [Robert Baumgartner](#)
Subject: Questions from the Secondary Team
Date: Friday, July 10, 2020 1:08:11 PM

Hi Rob,

I promised to ask some clarifying questions for my team. If things are still being discussed and not yet to recommendation stage that is fine to let me know.

- Will buildings be deciding bell schedules or will we switch to all block or all 6 period days?
- Will we have study club or hazel miller study groups?
- How are we selecting A/B students?
- How will lunches or advisory periods be handled?
- Will substitutes be trained in new tech tools, social distancing protocols, ect?
- If a teacher contracts a difficult case of COVID, will there be supports in place to help them with planning and supplying substitutes with materials/lessons?
- Do we have enough information about the C group to give the teachers some options to consider and/or vote on for their recommendations?
 - Teacher being assigned these students specifically and providing learning
 - Videotaping/zooming into classrooms
 - eLearning

Thank You,
Kim Hunter
She/Hers Personal Pronouns
Director of Secondary Education and Highly Capable Programs
Student Learning Department
[Edmonds School District #15](#)
[Edmonds Canvas Login](#)
(425) 431-7149

Secondary Student Learning actively engages in practices that seek to disrupt institutionalized racism and inequities in the Edmonds community that impact historically marginalized peoples and impede fair and equitable opportunities for each member.

From: [Kim Hunter](#) on behalf of [Kim Hunter <hunterk@edmonds.wednet.edu>](mailto:hunterk@edmonds.wednet.edu)
To: [Andrea Hillman](#)
Cc: [Robert Baumgartner](#)
Subject: Re: (Mostly) Minor Question
Date: Tuesday, September 1, 2020 7:23:12 AM

Hi Andrea,

I think it is probably acceptable to move a few things around. The parts that probably shouldn't be changed are advisory, lunch, and the afternoon office hours. Within the morning synchronous time it seems like it would be fine to restructure your arrangement of the class periods.

Just my 2 cents.

Thank You,
 Kim Hunter
 She/Hers Personal Pronouns
 Director of Secondary Education and Highly Capable Programs
 Student Learning Department
[Edmonds School District #15](#)
[Edmonds Canvas Login](#)
 (425) 431-7149

Secondary Student Learning actively engages in practices that seek to disrupt institutionalized racism and inequities in the Edmonds community that impact historically marginalized peoples and impede fair and equitable opportunities for each member.

On Mon, Aug 31, 2020 at 5:17 PM Andrea Hillman <hillmana@edmonds.wednet.edu> wrote:
 This is what my staff got.

Secondary Full Remote/Continuous Learning 2.0 Schedule for SLHS

*contract day is 7:00 – 2:50

	Monday	Tuesday	Thursday	Friday
7:00 – 9:00	Duty-free planning time	Duty-free planning time	Duty-free planning time	Duty-free planning time
9:00 – 9:50	2 nd period	2 nd period	2 nd period	2 nd period
10:00 – 10:15	Family	Family	Family	Family
10:20 – 11:10	3 rd period	3 rd period	3 rd period	3 rd period
11:20 – 12:10	5 th period	5 th period	5 th period	5 th period
12:10 – 1:00	Lunch/planning	Lunch/planning	Lunch/planning	Lunch/planning

1:00 – 1:40	Office hours/small group work/ intervention work	Office hours/small group work/ intervention work	Office hours/small group work/ intervention work	Office hours/small group work/ intervention work
1:50 – 2:30	Office hours/small group work/ intervention work	Office hours/small group work/ intervention work	Office hours/small group work/ intervention work	Office hours/small group work/ intervention work
2:30 – 2:50	Duty-free planning time	Duty-free planning time	Duty-free planning time	Duty-free planning time

	Wednesday
7:00 – 1:00	Students: Async learning experiences, independent work time on projects or papers, small group work time, intervention services, lunch Staff: Duty-free planning time and lunch
1:00 – 1:40	Office hours/small group work/intervention work
1:50 – 2:30	Office hours/small group work/intervention work
2:30 – 2:50	Duty-free planning time

1. Two administrative-directed meetings per month of not more than 60 minutes will occur on Wednesdays, based on the agreed-upon calendar of administrative-directed meetings.
2. Building/District directed time will occur on supplemental days and “non-student” Wednesdays, based upon the agreed upon calendar of non-student time.
3. Staff can be required to attend IEP, 504, and observation meetings during duty-free planning time.
4. Meetings for which an extra-duty stipend is paid can be required during duty-free planning time.
5. If an employee is directing less than 50% of the duty-free planning time due to IEP or 504 meetings, the administrator and teacher will create a schedule that does not encumber more than 50% of the duty-free planning time for the individual employee.
6. ESAs and TOSAs will work with their supervisors or building administrators to develop their work expectations and schedules. All other provisions of the agreement apply, including administrative-directed time.

On Fri, Aug 28, 2020 at 6:09 PM Robert Baumgartner

<baumgartnerr@edmonds.wednet.edu> wrote:

It should be fine for you to modify the schedule to meet how you label things. Don't sweat it.

Sent from my iPhone

On Aug 28, 2020, at 5:36 PM, Andrea Hillman
<hillmana@edmonds.wednet.edu> wrote:

Exactly the same, but only P2,P3, P5 every day.

On Fri, Aug 28, 2020, 5:26 PM Robert Baumgartner
<baumgartnerr@edmonds.wednet.edu> wrote:

This doesn't compute for me with the way you've described. What would your MTThF schedule look like?



Rob Baumgartner, Ed.D.
he/him/his
Executive Director of Student Learning

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

On Fri, Aug 28, 2020 at 4:59 PM Andrea Hillman
<hillmana@edmonds.wednet.edu> wrote:

Hi Rob and Kim,

This Secondary Schedule has P1-P6 and every other day rotation, with an asterisk for EHK12 and eLearning. Does the asterisk also apply to SLHS, in the sense that we will have P2, P3, and P5 every day during those same blocks of time? It works perfectly fine, I just didn't want to freak anyone out.

Gracias,
ah

--

Andrea Hillman [SLHS Website](#): App Info, Closure Info, SLHS-Specific Info
Principal | SLHS [ESD Family Support Page](#): Support for Tech, Meals, Funds,
Etc.
425.431.7271 (P) [ESD COVID-19 Communications Page](#): Daily District
Updates
425.431.7272 (F) Care to donate? Here are 3 ways: [Edmonds SE](#), [WAKIT](#),
[Lunch Fund](#)

Resources For Staff:

- [Staff Resources for Online Learning Site](#)
- [Edmonds Instructional Tech Resources](#)
- [Canvas Resource Site](#)

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--

Andrea Hillman
Principal | SLHS
425.431.7271 (P)
425.431.7272 (F)

[SLHS Website](#): App Info, Closure Info, SLHS-Specific Info
[ESD Family Support Page](#): Support for Tech, Meals, Funds, Etc.
[ESD COVID-19 Communications Page](#): Daily District Updates
Care to donate? Here are 3 ways: **[Edmonds SE](#)**, **[WAKIT](#)**, **[Lunch Fund](#)**

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From: [Karla Sanchez Bravo](#) on behalf of [Karla Sanchez Bravo <sanchezbravok256@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Re: 20-21 Attendance Procedures - Invitation to edit
Date: Friday, September 4, 2020 1:30:39 PM

We also thought about adding this to the DLT for next week. I'm going to make a few changes to it. Let me know what you think.

Thank you, she absolutely loved the attention and getting to "talk" to someone other than mom and dad!

Karla Sanchez-Bravo, MSW
Support Specialist/Truancy Rep.
Diversity, Equity, and Outreach
425-431-7201 Phone | 425-431-7206 Fax
20420 68th Ave. W Lynnwood, WA 98036

District Contact during school closure due to COVID-19

Family Support Office Number: 425-431-1454

Family Support Email: familysupport@edmonds.wednet.edu

For updates on Closure: [CLICK HERE](#)

Additional Resources: <http://bit.ly/ESDfamilysupport>

On Fri, Sep 4, 2020 at 12:31 PM Robert Baumgartner <baumgartnerr@edmonds.wednet.edu> wrote:

Great. Thanks. And thanks for letting us see your girl this week. So so cute...takes me right back.



Rob Baumgartner, Ed.D.
he/him/his
Executive Director of Student Learning
425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

On Fri, Sep 4, 2020 at 12:27 PM Karla Sanchez Bravo (via Google Docs) <drive-shares-noreply@google.com> wrote:

sanchezbravok256@edmonds.wednet.edu has invited you to **edit** the following document:

 [20-21 Attendance Procedures](#)



Hi Rob,
Feel free to make changes as needed. We also have the OSPI-
Attendance letter that can be sent out. We are currently working on
getting Dr. Balderas' signature to finalize.

Let me know what you think.

Karla

[Open in Docs](#)

Google Docs: Create and edit documents online.

Google LLC, 1600 Amphitheatre Parkway, Mountain View, CA 94043, USA

You have received this email because

sanchezbravok256@edmonds.wednet.edu shared a document with you from

Google Docs.



From: [JoAnn Todd](#) on behalf of [JoAnn Todd <toddj597@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Re: 9/30 or 10/1- Science online curriculum PD - Save the Date!
Date: Tuesday, September 29, 2020 9:51:36 PM

Good grief. Do I need context for why Dr. Balderas needs my email to teachers?

And here I thought it was a win that Andi used my email (the one you referenced to Dr. Balderas) in her FB post as an example of people's choices. Basically saying- JoAnn spelled it out for you all!

Sigh,
JoAnn

On Tue, Sep 29, 2020 at 9:04 PM Robert Baumgartner
<baumgartnerr@edmonds.wednet.edu> wrote:

Gustavo,

If you are interested, here's the thread that includes the communication to teachers. I think it's pretty clear.



Rob Baumgartner, Ed.D.
he/him/his
Executive Director of Student Learning

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

On Fri, Sep 18, 2020 at 2:35 PM JoAnn Todd <toddj597@edmonds.wednet.edu> wrote:

Good afternoon!

Congratulations on making it through the first full week! Thank you for your care, consideration, and support for our students!

I'll state up front that for some of you, this is information you have been waiting for and welcome... and for some of you, hearing about science pd at the end of September was not in your sightline. We promised an update, so here is the short version- [WATCH this explanation video](#)

SAVE THE DATE- Training on the new Amplify remote learning curriculum will be held on September 30th from 9:00-11:00am **OR** October 1 from 4pm-6pm. PD Portal #4054. This session will be led by the science teacher leaders of your specific grade-level and they have fantastic information for you to prepare for teaching science remotely.

Teachers will be timesheeted for attendance out of contract hours. Classroom teachers should only attend one of the sessions listed. Two hours of attendance total is all that is required.

This is the rescheduled required training for classroom teachers only that was originally scheduled in August. Because it is required, additional sessions are offered by Olga Mashnitskaya, our STEM lead, after school on October 6th and October 8th, 4:00-6:00. Teachers will be timesheeted. If sub release for the two hour session is preferred, contact Olga Mashnitskaya.

This [informational video](#) will tell you more of what to expect. Or, if you prefer to read about it, see below.

Have a wonderful weekend!

JoAnn

JoAnn Todd

she/her

Director of Elementary Education and K-12 BEST Induction

Edmonds School District

toddj597@edmonds.wednet.edu

425-431-7204

If you prefer to read, the video is transcribed below:

[Slides from Video Announcement](#)

Greetings, K-6 Teachers!

With everything that is going on in our local and global communities, it's not hard to rationalize science as being an essential part of student learning. Our goal is to prepare students to be critical consumers of information, that are able to collect, analyze, interpret, and take action on scientific data. In order to engage students in science instruction during remote learning, we have some exciting curriculum updates to share with you.

Science Remote Learning Resources Training:

Training on the new Amplify remote learning resources will be held on September 30th from 9:00-11:00am OR October 1 from 4pm-6pm. Teachers will attend one, 2 hour session. These dates provide 2 opportunities to choose from.

- These trainings will be hosted by your grade level science teacher lead who will model a synchronous lesson from your first unit as well as an asynchronous lesson.
- Your grade level science lead will show you how to utilize the Amplify remote learning resources through Seesaw and Canvas. We will review how students will submit work and complete assessments on these platforms.

- The science teacher leads have worked incredibly hard to make sure that you are prepared to teach science in this new way!
- If you are attending one of the options on September 30th or October 1st. **Please register using course code 4054** . The PD course will not ask you which session you wish to attend. We will be providing zoom links for all of the grade level specific sessions. Feel free to join whichever session makes sense for you.
- If you are unable to attend the two options above, other make-up training opportunities will be available. However, they will not include a live experience with your grade level science teacher lead.

General Updates:

- Teachers will be following the same grade level Amplify Unit rotation schedule ([see slides for rotation schedule](#)). If you are a combo class teacher, please review the Year at a Glance documents as your rotation schedules have been updated.
- Amplify has reduced the units to about 50% to ensure students are able to access science during these times. Amplify calls these units @home units.
- Amplify remote learning resources are found in the program hub ([see slides for instructions on how to access](#)). Grades K-6 students will not have access to these materials. Teachers will be pushing out the remote resources through Seesaw or Canvas.
- Resources include student friendly google slides and editable google docs ([see slides for sample resources](#)). These resources are also available for grades 6-8th. 6th grade students will not be navigating through the Amplify portal, rather, they will be accessing Amplify resources through Canvas.
- No physical materials are required to teach these units, Amplify embedded videos of the hands-on activities that are included in the @home units slides.
- The schedule for science mirrors that of a flipped classroom model. For

grades K-6, there are three, 45 min asynchronous blocks throughout the week, with an option for teachers to assign science on Wednesday. There will be one synchronous opportunity per week. Teachers may teach an additional lesson or reserve certain activities that make sense in a whole group setting, such as student discussions ([see slides for sample weekly schedule](#)).

We look forward to seeing you all in a couple of weeks!

Please reach out if you have any questions.

All the best,

Olga

--

JoAnn (sent from mobile device)

From: [Kim Hunter](#) on behalf of [Kim Hunter <hunterk@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Re: Action Required - Student Schedules
Date: Tuesday, September 8, 2020 7:32:32 AM

I know this is the last thing you need right now, but aren't "Office Hours/Small Group" time on Wednesdays as well?

Thank You,
Kim Hunter
She/Hers Personal Pronouns
Director of Secondary Education and Highly Capable Programs
Student Learning Department
[Edmonds School District #15](#)
[Edmonds Canvas Login](#)
(425) 431-7149

Secondary Student Learning actively engages in practices that seek to disrupt institutionalized racism and inequities in the Edmonds community that impact historically marginalized peoples and impede fair and equitable opportunities for each member.

On Mon, Sep 7, 2020 at 9:50 AM Robert Baumgartner
<baumgartnerr@edmonds.wednet.edu> wrote:

Good morning. The student schedules you have posted on your websites or communicated with families need to be updated. Replace the schedule with the appropriate schedule from the attached documents as soon as you are able.

Background: Teachers are responsible for providing a full day of instructional activities for students. In addition to the synchronous learning activities happening in real time, teachers will provide students with a variety of asynchronous and independent learning activities to complete the full instructional day. These must be accounted for in the student schedules we post.

The attached schedules represent no change for the teacher work day. They account for all student learning (synchronous, asynchronous, and independent) and schedule it within a typical student day. The purpose is to show how we are meeting the required instructional minutes (for each course/period at secondary). These are for fully remote learning. We will update when we shift to hybrid.

This is critical for student attendance and apportionment purposes. Posting the teacher work-day schedule is insufficient. Please attend to this as soon as possible. *Scriber

Hang in there. Let me know if you have any questions.



Rob Baumgartner, Ed.D.
he/him/his
Executive Director of Student Learning
425.431.7350 Phone

baumgartnerr@edmonds.wednet.edu

From: [JoAnn Todd](#) on behalf of [JoAnn Todd <toddj597@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Re: Action Required - Student Schedules
Date: Tuesday, September 8, 2020 2:23:08 PM

Good afternoon!

Do I have any action items with this? Shall I pass this info on to my team?

Thank you!

JoAnn

JoAnn Todd

she/her

Director of Elementary Education and BEST Induction

Edmonds School District

toddj597@edmonds.wednet.edu

425-431-7204

On Mon, Sep 7, 2020 at 9:50 AM Robert Baumgartner

<baumgartnerr@edmonds.wednet.edu> wrote:

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Hang in there. Let me know if you have any questions.



Rob Baumgartner, Ed.D.
he/him/his
Executive Director of Student Learning
425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

From: [Jennifer Hageman](#) on behalf of [Jennifer Hageman <hagemanj446@edmonds.wednet.edu>](#)
To: [Glen McDevitt](#)
Cc: [Brian Stewart](#); [Andi Nofziger \(EEA\)](#)
Bcc: [baumgartnerr@edmonds.wednet.edu](#)
Subject: Re: Amplify student access
Date: Saturday, September 12, 2020 8:04:45 AM

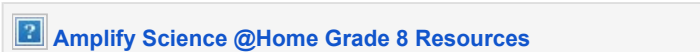
Hi Glen,

I've checked most teacher account access and there is not a district wide problem. The syncing of accounts is related to Clever and Skyward updates and there have been a few issues with Skyward teacher accounts that have been addressed at this point. I've checked with our Skyward and Clever support team here at the ESC and from our end, all of the systems are up to date. If student rosters or schedules are still in process of loading (registration) then the account is not synced and license applied. This is done on the Amplify end, not in the ESD. When I checked with our Amplify account managers, she gave me a 2 days estimated turnaround time for updates and modifications. I contacted her immediately after your initial email. I will continue to check your account this weekend and will call Stacey (our Amplify account manager) first thing on Monday morning.

I sent out the @Home Resource Links and access during the Science Job Alike on 9/2, as you do not need an account to access these materials. They are also available on our Secondary Science Canvas page (I can send you a code to access this if you have not yet registered in another email direct from the Canvas page) However, I have pulled all of the Grade 8 remote learning resources into an easy to access google doc, which includes the Teacher Guide, Student Slides (for asynchronous learning), and Student Sheets and Packets. There are links to spanish versions and family resources in the main link.

I know how frustrating this must be, but hopefully these resources will help you get your students access immediately.

Jennifer



On Fri, Sep 11, 2020 at 8:56 AM Glen McDevitt <mcdevittg@edmonds.wednet.edu> wrote:

Hi Jennifer

I still don't have access to Amplify curriculum/Amplify remote curriculum for students/families. I've heard the same from Mr Campbell at Madrona MS and wonder if it's district wide. This is making planning an added issue. Who should I call at the district to help (you mentioned there was an ESD district administrator who needs to grant access to teachers/students in your last email)? If Amplify has been dropped we'll need to know soon.

Please let us know what's holding up access.

Thank you!:)

Glen

--

*Jennifer Hageman
7-12 Science Lead
Student Learning Department
phone: (425) 431-7196
email: hagemanj446@edmonds.wednet.edu
Personal Pronouns: she/her*

For each student, staff, and community partner,
Who deserve racially fair and equitable opportunities for learning.
The Secondary Student Learning Team **is** a team of passionate educators,
That prepares each community member for on time graduation and opportunities to pursue post secondary goals, in order to be culturally responsive, critically thinking, collaborative and productive members of the global community.
Unlike a system that perpetuates institutionalized racism and inequities for all marginalized peoples,

Our Team strategically breaks down systems that impede racially fair and equitable opportunities for each learner.

From: [Jenn Madsen](#) on behalf of [Jenn Madsen <madsenj@edmonds.wednet.edu>](#)
To: [Miriam Callaghan](#)
Cc: [Baumgartner, Robert J. \(ESC\)](#); [Nelson, Cynthia E. \(ESC\)](#); [Bailey, Chris \(ESC\)](#); [Karla Sanchez Bravo](#); [Burgess, Dawn R. \(AECC\)](#)
Subject: Re: Attendance Skyward
Date: Wednesday, August 26, 2020 3:41:04 PM

Thank you for the support and write-up, Miriam. This is well laid out.
Can you though help me understand why the need a short term code until Oct 4, then *not* use it after that? I may just be overlooking the obvious...and am willing to believe that this was a Student Coord WSIPC item that other Districts have chosen to \ will be using also?

With appreciation for all you are wrangling,
Jenn

Jennifer Madsen
she/her/hers
Supervisor, Information Systems
Technology Department
Edmonds School District
[425.431.7265](tel:425.431.7265) Phone
[425.431.7040](tel:425.431.7040) Skyward Helpline
madsenj@edmonds.wednet.edu

[Create a HelpDesk Ticket](#)

On Wed, Aug 26, 2020 at 11:50 AM Miriam Callaghan <callaghanm@edmonds.wednet.edu> wrote:

Hello All - I have attended an OSPI Enrollment Report Training, CEDARS Statewide Webinar and WSIPC Attendance Roundtable. At each of these meetings attendance was a hot topic. Here is a summary of what I've learned and thoughts about Skyward attendance.

Here are some directives (which I'm sure you are already aware):

- 1) In order for a student to be counted on the P223 for 4th day count they must have shown participation/engagement within the first 4 days of school;
- 2) Excused and Unexcused Absences that occur after October 4th are expected to be reported to CEDARS - no remote learning absences should be reported prior to October 4.
- 3) Daily attendance must be taken for all students participating in remote or in-person learning.
- 4) Remote learning absences will not be counted toward truancy until October 5.

#2 requires that absences be in Skyward in order to be reported to CEDARS.

Absences can be entered in Skyward by teachers and/or office staff as we have always experienced, but due to the new definition of a remote absence and the additional excused reasons due to COVID there is a need to do some reconfiguration of Skyward.

Create a new absence type that will be assigned an absence category of Other to be used for all absences through October 4th. Our current O - Absent Other type has a category of

Excused so cannot be used for this purpose. I recommend creating a new absence type code of R with a category of Other and Long Description of Remote Learning Absence. This code will only be used between 9/9-10/4, but we can't restrict it's use after that date so there will need to be lots of education/communication about the code.

After October 4th we would return to using our existing E and U for excused and unexcused absences.

New Absence Reason Codes will also need to be created for the expanded list of excused reasons. There are 6 new reasons due to COVID. We can create one reason code that could be used for all COVID excused reasons or create a reason code for each one of the 6 new reasons.

Those are the base requirements for Skyward to be set for reporting absences correctly to CEDARS.

The big question is **WHO** will enter attendance into Skyward??

If teachers enter daily attendance they will need time to evaluate each student's participation since a student that does not engage or demonstrate participation in any way would need to be marked absent. It's not a simple, "Did I see the whites of their eyes today?" Teachers will need to be allowed a greater expanse of time to adjust attendance. Skyward does allow teachers to adjust attendance for a set number of days. If teachers are going to enter attendance in Skyward there are configuration changes needed at each school. Addtl configuration changes will be needed on the weekend of Oct 3/4 due to the change of requirements on October 5.

Can we have base absences added to Skyward from a LMS daily login report? Likely these absences would be entered by the office staff. Teachers could then be provided with an absence list and they would communicate back to the office if a student engaged in another way - email, phone call or evidence of participation in a task or assignment.

--

Choose Kind

Miriam Callaghan

425-431-7217

Student Information Systems Coordinator

Skyward and CEDARS



From: [Lenora Carey](#) on behalf of [Lenora Carey <careyl@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Re: Building Access Update - Educational Services Center (ESC)
Date: Thursday, August 20, 2020 12:39:07 PM

Rob

How often do I need to fill out this form? I been working in my building 3-4 days a week.

I have offered up some of our surplus materials to materials centers from other districts. Kent and Everett still use kits we retired. They have made lists and as I have those items available, I set their items aside and they set up a time to pick up. I set everything outside and they don't come in the building. Can I continue this process? Should I email this form to them prior to coming?

Lenni

On Mon, Aug 10, 2020 at 7:21 AM Robert Baumgartner

<baumgartnerr@edmonds.wednet.edu> wrote:

Good morning. If you have not yet had the chance, please take a few minutes to read this message. Only a small handful of department staff have been on site at the ESC; I expect this to continue until further notice. Should you need to come to the ESC, please follow the guidelines included below. If you are planning to work for part or all of a day, please work with your supervisor to arrange this (we are limiting the number of staff in the upstairs space to 2 at any given time--please use [this schedule](#) to plan for this--if you are in another ESC space, work with your supervisor on this).

Send any other questions my way. Take care and hope to see you soon!



Rob Baumgartner, Ed.D.
he/him/his
Executive Director of Student Learning

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

----- Forwarded message -----

From: **Communications Department** <communications@edmonds.wednet.edu>
Date: Fri, Aug 7, 2020 at 4:32 PM
Subject: Building Access Update - Educational Services Center (ESC)
To:

Dear ESC staff,

As we continue to navigate through the COVID-19 pandemic, the district will continue to do everything possible to keep employees safe and healthy.

Today we are providing all staff who typically work out of the Educational Services Center (ESC) with an update regarding building access. Similar information will be going out to all staff regarding access to school buildings and other facilities soon.

FIRST, CONTINUE TO WORK REMOTELY IF POSSIBLE

Our preference is that all employees who can do their work remotely continue to do so. The fewer people in the building the better from a health and safety perspective.

IF YOU MUST BE IN THE BUILDING, WORK WITH YOUR SUPERVISOR

Employees who cannot do their work remotely, or who are essential workers, must continue to work with their supervisor to approve their access to the building. Supervisors, we ask you to please do what you can to limit the number of people working in a shared space. This could include staggering work hours or work days for employees who need to work out of the ESC.

EMPLOYEE ACCESS INTO BUILDINGS MUST BE DOCUMENTED

All employees must fill out the district's [Building Access Tracking](#) form for each day they enter a district building. Please save the shared document and use it as needed. Each site has its own tab at the top of the document. This information is critical for the custodial team so that they can thoroughly clean areas of the building that were accessed by staff.

ATTESTATION REQUIREMENT - BEGINS MONDAY, AUG. 10, 2020

Beginning Monday, Aug. 10, 2020, all staff who come into the ESC *must* complete an attestation process. This process will require each employee to answer questions to confirm they are healthy and have not been exposed to COVID-19. All staff who come into the ESC must complete this [Attestation Form](#) before entering the building.

VISITORS IN THE BUILDING

We understand some visitors, primarily new employees, will need to come into the ESC. Those visitors must have an appointment and be escorted by an employee. They must also sign in and out on the sheet at the front desk AND fill out the required [Attestation Form](#). You can email your visitor the link to the form prior to them entering the building or they can fill out a hardcopy at the front desk. DO NOT LET ANY VISITORS INTO THE BUILDING UNLESS THEY HAVE AN APPOINTMENT WITH YOU.

FACE COVERING REQUIREMENTS

Starting June 28, 2020 every Washingtonian must wear a facial covering when in a public space. This includes both indoor and outdoor public spaces. Face coverings continue to be required for anyone entering and navigating all public spaces in a district building. If you are working at the ESC, it is an expectation that you wear a face covering at all times and you maintain social distancing requirements when you interact with others. This

includes those instances when you are walking about the building.

Employees must also wear face coverings when interacting with others while they are behind a Plexiglas barrier and are socially distanced. While the use of barriers is encouraged, it does not remove the requirement that workers have to wear a face covering.

As a reminder, your cloth face coverings can and should be routinely laundered at home.

WORKING ALONE

You do not need to wear a mask when working alone. You are considered to be working alone when you are isolated from interaction with other people and have little or no expectation of in-person interruption.

Examples of working alone include:

- By yourself inside an office with four walls and a door.
- By yourself inside of a cubicle with 4 walls (one with an opening for an entryway) that are high enough to block the breathing zone of anyone walking by, and whose work activity will not require anyone to come inside of the cubicle.

LIMIT IN-PERSON SOCIAL INTERACTIONS

When working on site, please limit your interactions with colleagues to less than 15 minutes and be sure to wear a face covering at all times.

CONFERENCE ROOMS - LIMITED ACCESS

Due to the cleaning required each time a person enters and exits a conference room, we are asking employees to avoid using the conference rooms. If you do need to access a conference room, please contact [Matt Finch, Director of Facilities and Operations](#) so his team can properly clean the space.

BREAK ROOM ETIQUETTE

Employees on site may use a break room to access vending machines, microwaves, other cooking equipment and the refrigerator. Please DO NOT congregate in the break room or eat your food in these spaces. We ask all employees to eat at their workstation or find space outside.

Face coverings may be removed during lunch, but social distancing needs to be maintained.

ELEVATORS

Only one person should take the elevator at a time, unless assistance is needed.

STUDENTS ACCESSING THE BUILDING

In promoting health and safety in our district buildings, we are not allowing students to access any of our buildings at this time. We understand there may be some urgent needs for students to come to our buildings, but until we have developed a more formal protocol for this, please do not schedule any student access. Please complete all work remotely with students and families.

THANK YOU!

Thank you to all staff for continuing to do your part to help stop the spread of COVID-19 while doing your incredible work to serve our students, families and communities!

--

Thank you,

Lenni Carey

Edmonds School District

Science Materials Center

Woodway Campus

(425) 431-4715

From: [Lauren Wishkoski](#) on behalf of [Lauren Wishkoski <wishkoskil631@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Re: Building Access Update - Educational Services Center (ESC)
Date: Monday, August 10, 2020 8:48:38 AM

Rob,

Since my team is downstairs, is there someone I should check with to learn how our floor is being scheduled and what limitations there are? Or do I do my own thing for my "LIT" area, or coordinate with Tech Dept since they share the same broader room as us? I don't think I have anyone coming in currently except for Melissa 1-2 times a week for a short time - and me occasionally as I need to sign something or submit paperwork, so I think we're okay but just wanted to check.

Lauren

she/her/hers

425.341.7299 [for voicemail only during school closures]

Resources during the Closure: [For Families](#) / [For Staff](#)

Currently reading:

Untamed by Glennon Doyle

The Mindful Self-Compassion Workbook by Kristin Neff & Christopher Germer

Summer reading:

Nine Lies About Work by Marcus Buckingham

Alias Grace by Margaret Atwood

On Earth We're Briefly Gorgeous by Ocean Vuong

A Tale for the Time Being by Ruth Ozeki

The Untethered Soul by Michael A. Singer

Crucial Conversations by Kerry Patterson et al.

On Mon, Aug 10, 2020 at 7:21 AM Robert Baumgartner

<baumgartnerr@edmonds.wednet.edu> wrote:

Good morning. If you have not yet had the chance, please take a few minutes to read this message. Only a small handful of department staff have been on site at the ESC; I expect this to continue until further notice. Should you need to come to the ESC, please follow the guidelines included below. If you are planning to work for part or all of a day, please work with your supervisor to arrange this (we are limiting the number of staff in the upstairs space to 2 at any given time--please use [this schedule](#) to plan for this--if you are in another ESC space, work with your supervisor on this).

Send any other questions my way. Take care and hope to see you soon!



Rob Baumgartner, Ed.D.

he/him/his

Executive Director of Student Learning

425.431.7350 Phone

baumgartnerr@edmonds.wednet.edu

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THANK YOU!

Thank you to all staff for continuing to do your part to help stop the spread of COVID-19 while doing your incredible work to serve our students, families and communities!

From: [Lydia Sellie](#) on behalf of [Lydia Sellie <sellie812@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Re: CARES-Summer?
Date: Tuesday, June 2, 2020 1:46:18 PM

Sure - you can see my calendar, yes?

On Tue, Jun 2, 2020 at 1:44 PM Robert Baumgartner <baumgartnerr@edmonds.wednet.edu> wrote:

Hey there. Do you have any time tomorrow (WED) PM to chat funding for elementary summer school and the mentor position?

On Mon, Jun 1, 2020 at 3:16 PM Lydia Sellie <sellie812@edmonds.wednet.edu> wrote:

There is very little guidance on CARES/ESSER funding yet. It's for "COVID response and preparation" - according to OSPI - with "details to follow."

Remediation in the form of summer school is yet undetermined.

Sorry about that. The guidance was supposed to be out by the end of May so hopefully it's coming soon.

--

Lydia Sellie
Executive Director of Business and Finance
Edmonds School District
(425)431-7015

--

Lydia Sellie
Executive Director of Business and Finance
Edmonds School District
(425)431-7015

From: [Lydia Sellie](#) on behalf of [Lydia Sellie <sellie812@edmonds.wednet.edu>](#)
To: [@Cabinet](#)
Subject: Re: CARES-Summer?
Date: Wednesday, June 3, 2020 3:21:16 PM
Attachments: [elementary_and_secondary_sch.pdf](#)

Good news! I found this document from WASBO - see #11 on summer school.

On Mon, Jun 1, 2020 at 3:15 PM Lydia Sellie <sellie812@edmonds.wednet.edu> wrote:

There is very little guidance on CARES/ESSER funding yet. It's for "COVID response and preparation" - according to OSPI - with "details to follow."

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Executive Director of Business and Finance
Edmonds School District
(425)431-7015

--

Lydia Sellie
Executive Director of Business and Finance
Edmonds School District
(425)431-7015

From: [JoAnn Todd](#) on behalf of [JoAnn Todd <toddj597@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Re: Cabinet? A hybrid model decision?
Date: Monday, July 6, 2020 9:18:40 AM

I saw this article. Glad it's part of the conversation.

A "general" hybrid to have to work with makes an already difficult task that much more challenging. Not that I have to tell you that, but it's disappointing to hear. Is it a matter of days or weeks before all the bases are tagged?

I ask because I could move things around to do the curriculum and Instructional practices after a decision is made. I just think it is a better use of time to make recommendations on an actual model rather than general.

Again, I realize I'm speaking to the choir.

:)

JoAnn

On Mon, Jul 6, 2020 at 8:22 AM Robert Baumgartner <baumgartnerr@edmonds.wednet.edu> wrote:

No Cabinet today. Dr. Balderas wants a different schedule for now.

Go forward with a "general" hybrid. I'm 99% sure it will be AA, but there's a couple more bases to tag. There is also a desire to look really hard at getting more time in school for younger students. I was reading the American Association of Pediatrics latest report... and am trying to continue to push on this a bit... I'm hoping soon for an announcement, but I thought we were announcing last week...

<https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/>

On Mon, Jul 6, 2020 at 6:59 AM JoAnn Todd <toddj597@edmonds.wednet.edu> wrote:

Morning, Rob!

I don't have a cabinet meeting on my calendar for today. Are we finished attending those?

Curious as to when we'll have a hybrid model chosen. My task force starts tomorrow.

Thank you!!

JoAnn

--

JoAnn (sent from mobile device)

--

JoAnn (sent from mobile device)

From: [Lisa Shearer](#) on behalf of [Lisa Shearer <shearerl@edmonds.wednet.edu>](#)
To: [Communications & Public Relations](#)
Cc: [Robert Baumgartner](#); [Brandon Lagerquist](#); [Sally Guzman Reyes](#); [Harmony Weinberg](#)
Subject: Re: Calling all teachers - please take our survey to help us plan for next school year!
Date: Tuesday, June 9, 2020 11:52:52 AM

This survey needs to be revised so that staff understands when they are going to submit it rather than move to another page. There are many questions that staff needs to have time to think about and see if there are other questions about the topic before responding. When I reached what turned out to be the final question I thought there might be more questions about the topic so wanted to see those before responding, there were no additional questions and without realizing it I was submitting a survey in which I had only answered a few of the questions.

I would ask that you revise this survey and send it out again making it clear when the survey will be submitted.

Thank you, Lisa Shearer

On Tue, Jun 9, 2020 at 11:04 AM Communications & Public Relations

<communications@edmonds.wednet.edu> wrote:

Dear Edmonds School District Teachers,

This week we are anticipating that OSPI will be releasing further guidance and information regarding planning for the next school year. A critical component of planning for Fall 2020 is gathering feedback on your experiences since all schools closed in mid-March.

We ask that you please fill out the survey below. We designed it to gather your feedback on what has worked well and what needs to be improved.

[Teacher Survey](#)

(Survey closes Tuesday, June 16, 2020)

It is an understatement to say that a lot has been asked of you and this survey is adding to that list. However, we believe your feedback is critical to our work moving forward and we would greatly appreciate it if you are able to carve out a few minutes to complete the survey.

Sincerely,

Student Learning

--

[Lisa Shearer, NBCT](#)
[8th Grade Social Studies](#)

College Place Middle School
email shearerl@edmonds.wednet.edu
Google Voice: (440) 463-7142

Edmonds School District Contacts during school closure due to COVID-19
[Edmonds School District Family Resources & Supplemental Resources for Learning](#)
Chromebook Support Line: (425) 431-1211 or techsupport@edmonds15.org
Family Support Office Number: 425-431-1454
Family Support Email: familysupport@edmonds.wednet.edu
For updates on Closure: [CLICK HERE](#)
Additional Resources: <http://bit.ly/ESDfamilysupport>

From: [Kim Hunter](#) on behalf of [Kim Hunter <hunterk@edmonds.wednet.edu>](#)
To: cromeenes@mac.com
Bcc: baumgartnerr@edmonds.wednet.edu
Subject: Re: Challenge program rule
Date: Monday, August 17, 2020 5:09:17 PM

Dear Tim,

[REDACTED]

[REDACTED]

[REDACTED]

I hope that this helps to add clarity and understanding for you and your family. Please let me know if you have further questions.

Thank You,
Kim Hunter
She/Hers Personal Pronouns
Director of Secondary Education and Highly Capable Programs
Student Learning Department
[Edmonds School District #15](#)
[Edmonds Canvas Login](#)
(425) 431-7149

Secondary Student Learning actively engages in practices that seek to disrupt institutionalized racism and inequities in the Edmonds community that impact historically marginalized peoples and impede fair and equitable opportunities for each member.

On Thu, Aug 13, 2020 at 5:33 PM <cromeenes@mac.com> wrote:

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Thank you,
Tim Cromeenes
206-417-4792

From: [Jennifer McCloughan](#) on behalf of [Jennifer McCloughan <mccloughanj@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Re: Community Forum
Date: Wednesday, August 12, 2020 12:20:49 PM

Awesome! Thank you, Rob.

Jenni

On Wed, Aug 12, 2020 at 12:05 PM Robert Baumgartner

<baumgartnerr@edmonds.wednet.edu> wrote:

Right now, that is all being coordinated by Helen Joung. Darcy has some good information and has been helping out to, but Helen is on point.

Sent from my iPhone

On Aug 12, 2020, at 12:00 PM, Jennifer McCloughan
<mccloughanj@edmonds.wednet.edu> wrote:

Hi Rob,

A few of our community partners have been reaching out to me about the childcare options for next school year. Who is leading the ESD childcare? I am forwarding an email from Sarah Olson at City of Lynnwood Parks & Rec, who is interested in the forums that were recently announced. I also got a call from Todd Cort at the City of Edmonds Parks & Rec.

Verdant has been asking if Move 60 will be involved in the childcare, too. Please let me know if you have a contact person that I can get in touch with or if you know about the childcare for next school year.

Thank you!

Jenni

----- Forwarded message -----

From: **Sarah Olson** <SOlson@lynnwoodwa.gov>
Date: Wed, Aug 12, 2020 at 11:13 AM
Subject: Community Forum
To: McCloughanJ@edmonds.wednet.edu
<McCloughanJ@edmonds.wednet.edu>

Hi Jenny,

It was just so fabulous to run into the on Monday. What great timing too because the flurry of emails about back to school, childcare, remote learning, etc. are flying!

We recently saw the message from Dr. Gustavo announcing some upcoming forums for Child Care. Do you know who's organizing them? We'd like to participate in the August 31st meeting.

So much going on, eek! Talk to you soon!

Child care

6-7 p.m. Wednesday, Aug. 19, 2020

6-7 p.m. Monday, Aug. 31, 2020 (Community partners will be present at this forum.)

<image001.png>

Sarah Olson, MPA | Deputy Director

Lynnwood Parks, Recreation & Cultural Arts Department

North Administration Building
19000 44th Ave W, Lynnwood, WA 98036

Ph: 425-670-5503 | Main: 425-670-5732

www.HealthyLynnwood.com

<image002.jpg>

--

Jenni McCloughan

Move 60! Coordinator, Edmonds School District

https://www.edmonds.wednet.edu/programs/move_60/

Like us on Facebook! <https://www.facebook.com/move60/>

PLAY HARD. EAT HEALTHY. LIVE WELL.



--

Jenni McCloughan

Move 60! Coordinator, Edmonds School District

https://www.edmonds.wednet.edu/programs/move_60_

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PLAY HARD. EAT HEALTHY. LIVE WELL.



From: [Lauren Wishkoski](#) on behalf of [Lauren Wishkoski <wishkoskil631@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Re: Concern about monitoring assessments at EeLA
Date: Thursday, September 17, 2020 1:41:11 PM

Rob,

Christy requested to meet with me about this on Tues, but I am actually not sure why I'm a part of the conversation, other than considering Tech Tool Review. Christy only mentioned this one product, and gave the pricing info that I included in my initial email. It sounds like Christy and Greg have an ongoing conversation about this since the spring - since Christy's teachers were spending a ton of their time doing 1:1 proctoring. I was thinking that maybe I just send Christy the TTR form for her to have the vendor complete, and we evaluate the tool as a next step.

I included you initially only because I was a little alarmed at the idea that teachers might start asking for the district to provide proctoring services during CL 2.0, and I thought I should let you know - but I think, other than TTR, that this is likely Greg's call to make - does he want to help Christy tell her teachers that they won't have this service and that they won't be spending their time proctoring either (which apparently didn't go over well in the spring), or does he want to let her invest \$ in this (or some other tool)?

Lauren

she/her/hers

425.341.7299 [for voicemail only during school closures]

Resources during the Closure: [For Families](#) / [For Staff](#)

Currently reading:

Untamed by Glennon Doyle

The Mindful Self-Compassion Workbook by Kristin Neff & Christopher Germer

On Thu, Sep 17, 2020 at 7:58 AM Robert Baumgartner
<baumgartnerr@edmonds.wednet.edu> wrote:

Lauren,

Very new to this conversation, so I'm reluctant to weigh in until I know more. Do you have any sense of the different products they have reviewed? Have you seen any pricing information?

When you get a chance... tee-hee...



Rob Baumgartner, Ed.D.
he/him/his
Executive Director of Student Learning

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

On Wed, Sep 16, 2020 at 8:55 PM Lauren Wishkoski

<wishkoskil631@edmonds.wednet.edu> wrote:

It sounds like Christy has provided some details for the two options:

2) If this proctoring were not purchased, then she'd need clear help from district leadership in communicating this with her math teachers, and they'd need support from Teresa Lynd on PBL strategies for remote math. Even then, this would be difficult, as they cannot now change the assessments, since the courses have begun, and this is the nature of Edgenuity.

1) And that seems like the clear distinction between EeLA in this case and the other schools - they have a set curriculum and cannot deviate from it. Once their assessments have launched, they cannot change them.

That being said, many other teachers will offer objective tests during this time, so there could still be requests for this at other sites, and we would have to be clear that (if this passed Tech Tool Review) it would only be for EeLA - and would ONLY be for the Continuous Learning 2.0 time. That's not a long-term help to Christy if it's not necessary for her staff to even bring students in to proctor them in person either, but it would get her through this time.

Thoughts?

Lauren

she/her/hers

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The Mindful Self-Compassion Workbook by Kristin Neff & Christopher Germer

On Wed, Sep 16, 2020 at 7:59 AM Christy Frary <fraryc@edmonds.wednet.edu> wrote:

Not proctoring tests (#2) is going to be a very tough sell for my math teachers. I'm not sure that's a hill I'm willing to die on - I'm really can't reprise the animosity of last spring. I will definitely need some support both for communication, and possibly for working with them on alternative assessment models. Most of my other departments are able to see ways to assess using PBL or non-multiple choice assessments, so it's not really a full staff need. The roadblock we will run into is the courses are already published for the year. We are not able to change them once students are enrolled, so it isn't a quick change in our system.

Thank you and stay healthy,



Christy Frary

Principal

Edmonds eLearning Academy

Office: (425) 431-7298

Pronoun: she/her

Interested in attending Edmonds eLearning Academy? Please visit this link to enroll: [2020 EeLA](#)

[Enrollment](#)

CHROMEBOOK Technology Help Desk: The Student Tech Support team can be reached at techsupport@edmonds15.org or 425-431-1211.

Confidentiality Notice: The information contained in this message is privileged and confidential. It is intended only for the use of the individual or entity named above. Any unauthorized review, use, disclosure, or distribution is prohibited. If you are not the intended recipient, please contact the sender by reply email and destroy all copies of the original message.

On Tue, Sep 15, 2020 at 8:35 PM Lauren Wishkoski
<wishkoskil631@edmonds.wednet.edu> wrote:

Thanks, Greg. Let's see what Christy thinks, too.

I'm wondering: if #2, what ideas do we have for how we can support Christy in the communication with her math teachers (the only teachers who have thus far asked about proctoring) of the idea that no schools need to proctor quizzes/tests during remote learning (whether through a paid service **or by individual staff of ESD**)?

Re: Canvas as a way to take attendance: I'll reply to you in a separate email just so we can keep things straight.

Thanks!

Lauren

she/her/hers

425.341.7299 [for voicemail only during school closures]

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Untamed by Glennon Doyle

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On Tue, Sep 15, 2020 at 8:26 PM Greg Schwab <schwabg@edmonds.wednet.edu> wrote:

I agree. I'd prefer that we go with #2 on your list. However that will be a difficult sell with some teachers who feel the only way to assess students is using a proctored exam.

On a completely different note, can we chat tomorrow about Canvas as a way to take attendance on Wednesdays?

On Tue, Sep 15, 2020 at 8:20 PM Lauren Wishkoski
<wishkoskil631@edmonds.wednet.edu> wrote:

Greg,

I'll be honest and say that I think this is not worth other schools spending their budgets on. My opinion is that we should either:

1) have a very clear reason why EeLA needs to proctor quizzes/tests when other

schools do not, and approve this for EeLA only during fully remote learning, or 2) nip this in the bud by saying that no schools need to proctor quizzes/tests during remote learning (whether through a paid service or by individual staff of ESD), and not approving this for EeLA or any other schools.

Thoughts? Christy, anything you'd like to add?

Also, Christy and I didn't get to discuss this, but if anyone were to purchase this, it would need to first be approved through the Tech Tool Review process.

Thanks, everyone!

Lauren

she/her/hers

425.341.7299 [for voicemail only during school closures]

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The Mindful Self-Compassion Workbook by Kristin Neff & Christopher Germer

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Greg Schwab, Assistant Superintendent (he/him/his)

Edmonds School District

425-431-7105



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Thanks in advance for your thoughts on this, and Christy, please jump in if I missed something!

Warmly,

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she/her/hers

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To: [Christy Frary](#)
Cc: [Greg Schwab](#); [Robert Baumgartner](#)
Subject: Re: Concern about monitoring assessments at EeLA
Date: Wednesday, September 16, 2020 8:55:35 PM

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Pronoun: she/her

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To: [Greg Schwab](#)
Cc: [Christy Frary](#); [Robert Baumgartner](#)
Subject: Re: Concern about monitoring assessments at EeLA
Date: Tuesday, September 15, 2020 8:35:23 PM

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To: [Greg Schwab](#)
Cc: [Robert Baumgartner](#); [Christy Frary](#)
Subject: Re: Concern about monitoring assessments at EeLA
Date: Tuesday, September 15, 2020 8:20:57 PM

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Date: Thursday, September 17, 2020 4:22:39 PM

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Could you please get MonitorEdu to complete the Tech Tool Review so that we can evaluate this tool? Here is a link to the form that they will need to complete, listing you as the district contact: <https://docs.google.com/forms/d/e/1FAIpQLSdQxuYtxUn5H6aQs9qjcwZSllnDUCSgQ5HG16b6kQZmXlcSCA/viewform>

This seems like the next step, and then you and Greg can make a decision about how to move forward based upon whether the tool is approved.

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I wanted to loop you two into this conversation, especially because what Christy does could have implications throughout the system. For example, if her math students have proctored tests, will another HS then request that their math teachers also have proctored tests? Other questions ensue: Which tests should be proctored?

Thanks in advance for your thoughts on this, and Christy, please jump in if I missed something!

Warmly,

Lauren

she/her/hers

425.341.7299 [for voicemail only during school closures]

Resources during the Closure: [For Families](#) / [For Staff](#)

Currently reading:

Untamed by Glennon Doyle

The Mindful Self-Compassion Workbook by Kristin Neff & Christopher Germer

--

Greg Schwab

Assistant Superintendent

From: [Jennifer McCloughan](#) on behalf of [Jennifer McCloughan <mccloughanj@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Re: DLT for next week
Date: Monday, August 31, 2020 12:15:11 PM

You are AWESOME! Thank you!!!!

On Mon, Aug 31, 2020 at 12:10 PM Robert Baumgartner
<baumgartnerr@edmonds.wednet.edu> wrote:

Done.



Rob Baumgartner, Ed.D.
he/him/his
Executive Director of Student Learning

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

On Mon, Aug 31, 2020 at 12:09 PM Jennifer McCloughan
<mccloughanj@edmonds.wednet.edu> wrote:

Hi Rob,

Can we please put the following messages in next week's DLT to go to elementary principals and office managers? Thank you!

Attention Elementary Principals and Office Managers:

Please pass along the following information to your classroom teachers about the changes to the Move 60 program and registration information for this school year and the opportunity to participate in The Daily Mile. Questions, ask Jenni McCloughan or Jennie Hershey. Thank you for helping us communicate this information to elementary teachers and families!

Move 60 Plans for 2020-2021:

Please take a look at the "Choose to Move 60!" plan for this school year. Please let your students and families know that they can still participate in Move 60 even though it will be online this school year. We will send out registration information to students and families on Monday, September 14th. We would love help encouraging students to participate in this free program!

["Choose to Move 60!" Communication to Families 2020-2021](#)

The Daily Mile:

For classroom teachers:

We can't change many of the things that make learning at home difficult, but we can put

one proven idea to work – schedule time for children to move every day. We all know physical activity is essential for kids. It boosts the immune system, improves mood, increases fitness, and so much more. This year, we’re asking K-5 teachers in Edmonds School District to consider including 15-minutes of daily physical activity in their remote learning lesson plans as part of independent learning time or otherwise. One easy way to do this is through [The Daily Mile](#), a free and simple children’s health initiative that gets kids to fast walk, jog or run at their own pace for 15 minutes every day. If you’re planning to include The Daily Mile – or equivalent – in your remote learning routine, [please add your name](#) to this list in order to receive helpful resources throughout the year!

--

Jenni McCloughan

Move 60! Coordinator, Edmonds School District

https://www.edmonds.wednet.edu/programs/move_60_

Like us on Facebook! <https://www.facebook.com/move60/>

PLAY HARD. EAT HEALTHY. LIVE WELL.



--

Jenni McCloughan

Move 60! Coordinator, Edmonds School District

https://www.edmonds.wednet.edu/programs/move_60_

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From: [Kathleen Hodges](#) on behalf of [Kathleen Hodges <hodgesk@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Re: D/B | I Clarifications
Date: Thursday, June 11, 2020 11:35:27 AM

Honestly? I think some staff will be all-in and others have absolutely no capacity to learn one more new thing, even if they're passionately dedicated to that next new thing. In that case, even if folks are able to pull together a high quality training of June 22nd, there will be mixed engagement and it will likely need to be repeated again. In a perfect world, the district message could clearly articulate where we're going *next year*, the work that will be done between now and the start of school to equip/support buildings in the work and then clearly articulate the plan Fall 2020 COVID plan to all staff. This can all be done in a pre-canned video that staff are expected to watch and somehow document having watched it.

On Thu, Jun 11, 2020 at 11:13 AM Robert Baumgartner

<baumgartnerr@edmonds.wednet.edu> wrote:

We are still a little on the fence with the equity-focused piece...we are leary of it not being of high quality and feel, for some, like a last minute add-on. On the other hand, we absolutely see the need. What do you think? What do you need in terms of district support? What if the learning were some specific things we wanted buildings to do together related to ongoing work, plans for next year, etc.?

On Thu, Jun 11, 2020 at 10:46 AM Kathleen Hodges <hodgesk@edmonds.wednet.edu> wrote:

I know that more details are coming. From an administrator view, I really don't know what I'm planning for yet. If the district time is equity-focused, then I can't in all good conscience *not* continue that work for the building portion of the day, which means that I will be planning PD for the last contract day. Some of my teachers are totally tapped out and will resent my doing building time PD. But a very vocal part of my population will be livid if I don't provide substantive equity PD which builds on the district portion. If I don't do something equity focused, but instead attend to building needs I will be doing a lot of damage control and repair that will extend well beyond the last day of school. We have a history of not doing equity work well here at Madrona and folks are very restive right now.

On Thu, Jun 11, 2020 at 10:41 AM Robert Baumgartner

<baumgartnerr@edmonds.wednet.edu> wrote:

I looked again at the words are used, and the reason I went with *their* regular hours is because it's not a supplemental day. Therefore no one's timesheeted, etc. And part-time people are only required to work their part-time contract.

Do you think a wider clarification is needed?

Sent from my iPhone

On Jun 11, 2020, at 10:35 AM, Robert Baumgartner

<baumgartnerr@edmonds.wednet.edu> wrote:

Oh boy. Honestly everything is open to interpretation, eh? Teachers typical daily schedule, what they would normally work on any given day. Sorry for the confusion.

Sent from my iPhone

On Jun 11, 2020, at 10:31 AM, Kathleen Hodges
<hodgesk@edmonds.wednet.edu> wrote:

I totally get that this is a work in progress. I'm fielding a logistic question that I hope you can answer. Does "regular hours" mean the teacher's typical building-level contract time or is it the 7:30-3:00 time frame? My initial response to staff was 7:30-3:00 since it's a non-student day, but others are interpreting it differently. I'm sorry to be a fly in the ointment. Stress levels are high and I'm finding that the staff tipping point is precarious at best these days.



HodgesK@edmonds.wednet.edu | Instagram
@MadronaK8bears

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From: [Kathleen Hodges](#) on behalf of [Kathleen Hodges <hodgesk@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Re: D/B | I Clarifications
Date: Thursday, June 11, 2020 11:51:36 AM

Listening to Reykdahl's news conference. What I think we need to do on the D/B day is unpack Edmonds' plan for in-person learning and what that means for buildings.

On Thu, Jun 11, 2020 at 11:34 AM Kathleen Hodges <hodgesk@edmonds.wednet.edu> wrote:

Honestly? I think some staff will be all-in and others have absolutely no capacity to learn one more new thing, even if they're passionately dedicated to that next new thing. In that case, even if folks are able to pull together a high quality training of June 22nd, there will be mixed engagement and it will likely need to be repeated again. In a perfect world, the district message could clearly articulate where we're going *next year*, the work that will be done between now and the start of school to equip/support buildings in the work and then clearly articulate the plan Fall 2020 COVID plan to all staff. This can all be done in a pre-canned video that staff are expected to watch and somehow document having watched it.

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HodgesK@edmonds.wednet.edu |
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From: [Lydia Sellie](#) on behalf of [Lydia Sellie <sellie812@edmonds.wednet.edu>](#)
To: [Greg Schwab](#)
Cc: [Debby Carter](#); [Robert Baumgartner](#); [Dana Geaslen](#); [Brandon Lagerquist](#)
Subject: Re: Draft Staff Survey
Date: Wednesday, June 17, 2020 1:22:24 PM

That makes sense.

Brandon, can you create a draft for review?

On Wed, Jun 17, 2020 at 1:18 PM Greg Schwab <schwabg@edmonds.wednet.edu> wrote:
I agree. I think there is already so much speculation about this and having that question would probably only increase the chatter about it.

Sent from my iPhone

On Jun 17, 2020, at 1:14 PM, Debby Carter <carterd@edmonds.wednet.edu> wrote:

I didn't include the question about remote learning because I felt that would come later once we have identified need, and we were working with specific people who may be high risk.

On Wed, Jun 17, 2020 at 1:09 PM Lydia Sellie
<sellie812@edmonds.wednet.edu> wrote:

I played with the wording of the intro - but am certainly not married to it.

I did add a question #4 from Bellevue's survey that I liked that might be useful info for us. See what you think.

Otherwise, it's good that it's not too wordy -

Lydia

On Wed, Jun 17, 2020 at 12:34 PM Debby Carter
<carterd@edmonds.wednet.edu> wrote:

Team,

Attached is a draft of a survey for staff to help us understand who may or may not be returning. I struggled with asking too much information, so I may have left some important questions out that you think will be helpful. I tried to keep it broad enough to fit all employee groups. Please provide feedback.

Thanks,
Debby

--

Lydia Sellie

Executive Director of Business and Finance
Edmonds School District
(425)431-7015

--

Lydia Sellie
Executive Director of Business and Finance
Edmonds School District
(425)431-7015

From: [Lydia Sellie](#) on behalf of [Lydia Sellie <sellie812@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Re: FW: COVID-19 Planning Update
Date: Sunday, September 20, 2020 5:43:18 PM

Always needs to include the weather!

On Sun, Sep 20, 2020, 5:37 PM Robert Baumgartner <baumgartnerr@edmonds.wednet.edu> wrote:

Concision is not that superintendent's thing, is it? Sheesh!



Rob Baumgartner, Ed.D.
he/him/his
Executive Director of Student Learning

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

On Sun, Sep 20, 2020 at 10:19 AM Lydia Sellie <sellie812@edmonds.wednet.edu> wrote:

Apparently few staff were in buildings and may start to return on Monday.

A few students will also return.

Lydia

----- Forwarded message -----

From: **Lydia** <lydiaelena@comcast.net>
Date: Fri, Sep 18, 2020 at 7:00 PM
Subject: FW: COVID-19 Planning Update
To: <sellie812@edmonds.wednet.edu>

Sent from my Verizon, Samsung Galaxy smartphone

----- Original message -----

From: Northshore School District <communications@nsd.org>
Date: 9/18/20 6:41 PM (GMT-08:00)
To: Northshore School District Recipients <recipients@nsd.parentlink.net>
Subject: COVID-19 Planning Update

Dear Northshore Families,

The days of Northshore's Community-building have flown by! Today, marks the end of our first full week of school, and on Tuesday, we will welcome the autumn season. As the

flurry of start of school emails have wound down a bit, I invite you to turn with me to think about our planning forward. I want to share how grateful I am for our students, families and staff – our community – for your resilience as, together, we navigate the beginning of the 2020-21 school year. Our first goal was to start school smoothly and build community. Your commitment and positive attitude continue to be critical to everyone's success in Our House. Every idea, every voice, every contribution matters. Thank you.

I want to start by sharing some encouraging news. **Beginning Monday, September 21, we will move from a modified Stage 2 to a regular Stage 2.** This means staff have the option to be onsite for the purpose of planning and delivering online instruction. At the same time, this Monday, we will also begin in-person contracted services for some of our students in greatest need of additional support as identified through an agreed upon set of criteria.

Additionally, I want to share more information on how decisions to move to more in person stages of instruction will be made and how I will be communicating those decisions. Moving forward, as we capture the rhythm of the year, I will be sending a short update on the [learning model status](#) every Friday afternoon. The update can range from us remaining in a holding pattern based on all considerations, to the fact that we are preparing to move to another stage. If you'll remember in my overview of the process for returning to the classroom, the unpredictability of COVID-19 does not allow for us to just flip the switch. It will be more like a dial – and hopefully always moving in the right direction toward full in-person instruction in a safe and healthy environment.

Further, we are committed to providing preparation time for families and staff. When we plan to move forward from one stage to another less restrictive stage, **we will give everyone at least a 2-week notice.** If we need to backtrack due to COVID-19 spikes in cases, this could be immediate with very little notice, though we would try to provide as much notice as possible. Essentially, this COVID-19 does not follow calendars and therefore is not easy to predict.

We must remain mindful of key factors. Our district spans three cities and two counties. When decisions are made, understand that we are reviewing health department data from King and Snohomish counties as well as the state. The clearest explanation comes from Patty Hayes, Director of Public Health-Seattle & King County. She states, "While as of September 9, the King County COVID-19 case rate is 65 cases/100,000 residents over the past 14 days, Public Health—Seattle & King County (PHSKC) recommends monitoring this indicator for two more weeks to be sure that this trend is stable or continuing to decrease before implementing hybrid or in-person instruction." She added that King County saw significant upswings in transmission rates after Memorial Day and July 4th weekends so being cautious is even more important given the recent Labor Day holiday. We will remain hopeful that the current trajectory of cases continues to be both favorable and sustainable.

[On our newly created Decision Process page](#), you will see the different infection rate levels in the color boxes as provided by the Washington State Department of Health. In the corresponding boxes to the right, you can click the Washington DOH recommendation and the Northshore Considerations to understand the data and information we are reviewing as we make decisions. As appropriate considerations are favorable, we plan to increase in-person services according to the [stages developed and shared this summer](#).

Currently, the Washington Department of Health's decision tree recommends younger students be prioritized to return to schools for in-person learning because they struggle the most with online learning and are in a critical stage in their development. If the considerations continue to trend in a favorable direction, the next group of students to be served in person in the coming weeks would be students in greatest need of additional support, specifically in these programs:

- Pre-Kindergarten
- Functional Skills & Academics (FSA)
- Mid-Level (Blended, Sensory, Social Emotional)
- English Learners and Learning Center

All other students would continue distance learning. When any in-person learning resumes, our district will continue implementing our state's Department of Health guidelines for anyone at the school (and in all of our buildings), which include requiring:

- Proper use of face coverings
- Physical distancing
- Keeping students in small, consistent groups (cohorts)
- Increased cleaning and sanitation
- Improved ventilation in buildings

We will remain mindful of the health and safety directives, requiring strict adherence to all health protocols. We are prepared to adjust the learning model as the situation dictates. I remain hopeful that we can all work together to practice safe and healthy protocols while we are away from the classroom so that we can welcome everyone back when it is safe to do so. Please stay in touch as we plan forward and know that like you, we all yearn for the day we return to more of our traditional spaces and routines; together, all things are possible.

Until next Friday, stay safe, stay healthy and enjoy your weekend.

Michelle Reid, Ed.D.
Superintendent
Northshore School District

You are receiving this email because of your relationship with Northshore School District. If you wish to stop receiving email updates sent through the Blackboard service, please [unsubscribe](#).
Northshore School District | 3330 Monte Villa Parkway, Bothell, WA 98021 | 425-408-6000

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Lydia Sellie
Executive Director of Business and Finance
Edmonds School District
(425)431-7015

From: [Kim Hunter](#) on behalf of [Kim Hunter <hunterk@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Re: Family Resources for Supporting Remote Learning
Date: Wednesday, September 2, 2020 8:12:42 AM

I can do that, what is the due date?

Thank You,
Kim Hunter
She/Hers Personal Pronouns
Director of Secondary Education and Highly Capable Programs
Student Learning Department
[Edmonds School District #15](#)
[Edmonds Canvas Login](#)
(425) 431-7149

Secondary Student Learning actively engages in practices that seek to disrupt institutionalized racism and inequities in the Edmonds community that impact historically marginalized peoples and impede fair and equitable opportunities for each member.

On Wed, Sep 2, 2020 at 8:11 AM Robert Baumgartner
<baumgartnerr@edmonds.wednet.edu> wrote:

Thanks Kim! Can you run point on this project?



Rob Baumgartner, Ed.D.
he/him/his
Executive Director of Student Learning

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

On Tue, Sep 1, 2020 at 4:13 PM Kim Hunter <hunterk@edmonds.wednet.edu> wrote:
I've asked Amy, if she can't take it on, I will do it.

Thank You,
Kim Hunter
She/Hers Personal Pronouns
Director of Secondary Education and Highly Capable Programs
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On Tue, Sep 1, 2020 at 3:59 PM JoAnn Todd <toddj597@edmonds.wednet.edu> wrote:
Anna Stuart.

JoAnn

On Tue, Sep 1, 2020 at 3:23 PM Robert Baumgartner
<baumgartnerr@edmonds.wednet.edu> wrote:

JoAnn & Kim,

We have a need to provide a limited set of resources for our families to support them with remote learning at home. We will have ample supports for how to use the technology, but I want a few pieces of guidance, similar to what we provided in the spring around the same topic.

Lauren & team will be updating the [resources pages](#) for the fall. Can you task a person from each of your teams to compile a set of resources for families? They could work together provide some PK-12 supports.

Federal Way's document is attached...this is not what I'm talking about, but it does have a few resources that provide some direction. Other districts are a good resource too...although nothing from our neighbors is knocking my socks off.

Topics could include--setting up a work space, balance, remote learning strategies, resilience, etc.

Turn around on this is pretty quick. We just need a few resources to start and then can add to it.

Thoughts? Who?

Thanks!



Rob Baumgartner, Ed.D.
he/him/his
Executive Director of Student Learning

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

--

JoAnn (sent from mobile device)

From: [Kim Hunter](#) on behalf of [Kim Hunter <hunterk@edmonds.wednet.edu>](#)
To: [JoAnn Todd](#)
Cc: [Robert Baumgartner](#)
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Date: Tuesday, September 1, 2020 4:13:34 PM

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Rob Baumgartner, Ed.D.
he/him/his
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To: [Robert Baumgartner](#)
Cc: [Kim Hunter](#)
Subject: Re: Family Resources for Supporting Remote Learning
Date: Tuesday, September 1, 2020 3:59:33 PM

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Rob Baumgartner, Ed.D.
he/him/his
Executive Director of Student Learning

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

--

JoAnn (sent from mobile device)

From: [Kim Hunter](#) on behalf of [Kim Hunter <hunterk@edmonds.wednet.edu>](#)
To: [Teresa Lynd](#)
Cc: [Robert Baumgartner](#)
Subject: Re: Follow-up from CD Meeting - One more thing...
Date: Tuesday, August 18, 2020 8:47:45 AM
Attachments: [image004.png](#)

Yes please!

Thank You,
Kim Hunter
She/Hers Personal Pronouns
Director of Secondary Education and Highly Capable Programs
Student Learning Department
[Edmonds School District #15](#)
[Edmonds Canvas Login](#)
(425) 431-7149

Secondary Student Learning actively engages in practices that seek to disrupt institutionalized racism and inequities in the Edmonds community that impact historically marginalized peoples and impede fair and equitable opportunities for each member.

On Tue, Aug 18, 2020 at 8:46 AM Teresa Lynd <lyndt110@edmonds.wednet.edu> wrote:

Thanks Rob- I've already registered for the training scheduled this Friday- what are your thoughts on forwarding this link to Math Department Chairs?

Thank You,
Teresa Lynd
She/Her pronouns
Secondary Math Lead
Student Learning Department
Edmonds School District
(425) 431-6544

Secondary Student Learning actively engages in practices that seek to disrupt institutionalized racism and inequities in the Edmonds' community that impact historically marginalized peoples and impede fair and equitable opportunities for each member.

On Tue, Aug 18, 2020 at 6:29 AM Robert Baumgartner <baumgartnerr@edmonds.wednet.edu> wrote:

FYI



Rob Baumgartner, Ed.D.
he/him/his
Executive Director of Student Learning

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

----- Forwarded message -----

From: **Jennifer Longchamps** <jlongchamps@nwesd.org>
Date: Mon, Aug 17, 2020 at 4:40 PM
Subject: Follow-up from CD Meeting - One more thing...
To: Tina Mott <tmott@nwesd.org>, Fredrika Smith <fsmith@nwesd.org>
Cc: Jennifer Longchamps <jlongchamps@nwesd.org>

Hi Curriculum Director Group –

- Clock hours **may** be available for this. We are working on it!

From: Jennifer Longchamps <jlongchamps@nwesd.org>

Sent: Friday, August 14, 2020 1:05 PM

To: Amy Colburn <acolburn@nwesd.org>; Anita Garcia-Holzemer <agarcia@nwesd.org>; Bre Urness-Straight <burnessstraight@nwesd.org>; Brian MacNevin <bmacnevin@nwesd.org>; Cassie Stevens <cstevens@nwesd.org>; Clint Weckerly <cweckerly@nwesd.org>; Enrique Lopez <elopez@nwesd.org>; Fredrika Smith <fsmith@nwesd.org>; Gayle Everly <geverly@nwesd.org>; Jennifer Longchamps <jlongchamps@nwesd.org>; Kim Kellogg <kkellogg@nwesd.org>; Lara Cole <lcollections@nwesd.org>; Nancy Menard <nmenard@nwesd.org>; Sarah Southard <ssouthard@nwesd.org>; Tanya Rojas <troyas@nwesd.org>; Tina Mott <tmott@nwesd.org>

Subject: Follow-up from CD Meeting

Hello Curriculum Directors!

It was good to see some of you on the Zoom meeting on Wednesday. We know this is a very hectic time for most people's schedules so we recorded the meeting and have included the link below. We also are hoping you'll be able to take a minute to answer our quick survey/poll to help us design future CD meetings that are timely and relevant.

- [Zoom Recording of Aug 12, 2020 CD Meeting](#) PW: NSA2vHma
- [CD Planning Survey 2020-21](#)
- [LMS 101 Agendas](#) (as requested during the CD meeting)
- [Achieve the Core: 2020-21 Priority Instructional content in ELA and Math](#) These documents name instructional content priorities in mathematics and ELA.
- New Course Available – [How to Create Instructional Videos](#): This asynchronous course consists of 9 different modules to help educators learn how to create instructional videos for remote learning. For more information please follow this [REGISTRATION LINK](#). Feel free to share this opportunity with your teaching staff. There is a \$79 registration fee and 3 clock hours available.

We hope that you have a restful weekend. If you have any questions please don't hesitate to contact me or Deka (fsmith@nwesd.org).

Thank you,



Jennifer Longchamps

Administrative Assistant for Teaching & Learning

Northwest Educational Service District 189

360-299-4095 (O)

Together We Can

From: [JoAnn Todd](#) on behalf of [JoAnn Todd <toddj597@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Re: Friday
Date: Tuesday, June 9, 2020 9:06:02 PM

Hi Rob,

My immediate reaction is- ok.... that would be consistent for families to plug their kids in for a few lessons a week if we had remote learning. I would still advocate for the units of study mini-lesson videos however as they teach different skills and strategies.

I think the hang up is going to be Imagine Learning. You'd probably want to put a stop to that being used (and save some money) as much as possible because the two essentially do the exact same thing. This is why I advocated for Brandon to be part of the meetings when Kelly Moses wanted to do a contract with Imagine Learning- I saw a huge overlap. Maybe there is nothing to be done to stop the Student Services train, but if you get iReady Reading, then we should cut off gen ed using Imagine Learning so we have consistent data that can be analyzed. My two cents.

JoAnn

JoAnn Todd
she/her/hers

Director of Elementary Education
Edmonds School District
toddj597@edmonds.wednet.edu
425-431-7204

On Tue, Jun 9, 2020 at 4:45 PM Robert Baumgartner <baumgartnerr@edmonds.wednet.edu> wrote:

On a different note, we just met with iReady and they offered to include iReady reading in our quote for next year...diagnostic and instruction. Immediate reaction? We'll grab a minute to chat soon.

On Tue, Jun 9, 2020 at 4:40 PM Robert Baumgartner <baumgartnerr@edmonds.wednet.edu> wrote:

JoAnn,

First I've heard. I'll get the HR response on this. My guess is they are welcome to take leave to participate. I suggest giving the ok, but they will need to confirm with HR how they will handle leave, etc.

Rob

On Tue, Jun 9, 2020 at 3:59 PM JoAnn Todd <toddj597@edmonds.wednet.edu> wrote:

Any thoughts on how I should respond?

I think they are asking to take the day off?

This Friday is the only team meeting I had because I'm in 1:1 EOYs with them this week.

I'd have to reschedule to Monday. Maybe that's a good thing because OSPI will have an announcement by then?!?!

Thoughts?

JoAnn

----- Forwarded message -----

From: **Anna Stuart** <stuarta921@edmonds.wednet.edu>

Date: Tue, Jun 9, 2020 at 1:46 PM

Subject: Friday

To: JoAnn Todd <toddj597@edmonds.wednet.edu>

CC: Joelle Mertel <mertelj236@edmonds.wednet.edu>, Kelly Ward

<wardk328@edmonds.wednet.edu>, Patricia Hathaway

<hathawayp@edmonds.wednet.edu>, Olga Mashnitskaya

<mashnitskayao217@edmonds.wednet.edu>, Abigail Espegard

<espegarda@edmonds.wednet.edu>, Megan Hendrickson

<hendricksonm617@edmonds.wednet.edu>

Hi JoAnn -

Our team has had a conversation about [this](#) and we'd like to ask if our coaches meeting on Friday can be rescheduled so that we can participate in the general strike and other related actions.

Anna

--

Anna Stuart

[She/Her pronouns](#)

Elementary and Early Learning Instructional Coach

425-431-2860

--

JoAnn (sent from mobile device)

From: [JoAnn Todd](#) on behalf of [JoAnn Todd <toddj597@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Re: Full Time Learning
Date: Thursday, July 30, 2020 1:51:52 PM

Thank you, I appreciate your words and sentiments. It's given me pause for reflection, for sure. :)

JoAnn

JoAnn Todd

she/her

Director of Elementary Education

Edmonds School District

toddj597@edmonds.wednet.edu

425-431-7204

On Thu, Jul 30, 2020 at 7:57 AM Robert Baumgartner <baumgartnerr@edmonds.wednet.edu> wrote:

Aren't you taking comfort in the fact that a veteran teacher will soon be tasked with leading the learning of students despite not having yet mastered the art of professional niceties or English grammar? This particular email falls in the category of consider the source.

The other one we'll chat about.

The constant kicks to the gut from inside this organization are making it really hard to keep going. It's getting to be debilitating. Good work can't move forward in these conditions. It just can't. I'm hopeful that we can start chipping away at the cultural issues. New leadership presents an opportunity to do so, but the dysfunction runs really deep. Some of this we can control, but more of it is the result of the ways in which our Board behaves, our past superintendent's inability to get a check on this, and the constant elevation of teacher voice above all others (or stated a more accurate way, the elevation of teacher/victim needs over those of kids and families).

I don't have any words of inspiration here really, but here goes. Meredith Honig was the director of my doc program. She's a pretty renowned ed policy and leadership scholar, super sharp, and not afraid to call it out honestly and pointedly. Her feedback, written and otherwise, can leave you feeling shredded. Shredded in that way where you know you don't have a legitimate counter, and worst of all, she could present the feedback in the most objective, unscolding ways. Among alumni, she has a bit of a cult following such that the question "what would Meredith do/say" holds a lot of meaning. No joke, I have been asking myself WWMD a lot of late?

Among her go-to questions in her lines inquiry are *What are you doing or not doing that is contributing to the problem?* & *What are you going to do about it?* Particularly when so much is beyond our control, bringing our focus here, to these questions, is critical. The conditions suck right now; pandemic aside they still suck. But, at the end of the day, our locus of control is what we've got. We can always push on how far that extends, but in the end, it's where we have to start. It helps be because I only feel better when I am able to take action. So that's my encouragement. Look at the actions we can take to address the problem

at hand--those that sit within our control. Then take action. It can be as simple as a conversation with a colleague asking for critical feedback and then doing something with that feedback.

In any case, chin up. We have a plane to get off the ground and as hard as it is to do, some of this is just background noise...

On a different note, any info for the interviews this afternoon?



Rob Baumgartner, Ed.D.
he/him/his
Executive Director of Student Learning

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

On Wed, Jul 29, 2020 at 9:03 PM JoAnn Todd <toddj597@edmonds.wednet.edu> wrote:
O. M. G.

My inbox tonight is FAR from pleasant. I'm needing some leadership vision and inspiration cause imma bout fried. Anybody got some?

JoAnn

----- Forwarded message -----

From: **Janet Foster** <fosterj@edmonds.wednet.edu>

Date: Wed, Jul 29, 2020 at 6:05 PM

Subject: Full Time Learning

To: JoAnn Todd <toddj597@edmonds.wednet.edu>, Joy Castillo
<castilloj366@edmonds.wednet.edu>

Now that it's official that we will be online, I still don't see any PD early in August to help teach us how to do that. None of the training during the week of the 18th does not teach us how to do online teaching. I need it now so I can start preparing to do my job in the fall .

--

JoAnn (sent from mobile device)

From: [Kim Hunter](#) on behalf of [Kim Hunter <hunterk@edmonds.wednet.edu>](#)
To: [David Assink](#)
Bcc: [baumgartnerr@edmonds.wednet.edu](#)
Subject: Re: Grading Policies
Date: Thursday, September 24, 2020 9:57:35 AM
Attachments: [Edmonds Grading Policy for Remote Hybrid 20-21.pdf](#)
[MOU Summary Document CL 2.0.pdf](#)

Good Morning Mr. Assink,

The Edmonds Grading Policy for Remote Hybrid 20-21, the Continuous Learning MOU, and the EEA Procedural Agreement are the official documents that refer to grading practices. As is normal, the language is left purposely open so that teachers still have a certain amount of autonomy when designing the grading practices that best fit their classroom. I can speak to the conversations that happened in the task forces this summer and to the pieces of the Grading Policy that most stand out to me but I do not have any further official documents to share with you.

>From the Secondary Task Force This Summer

* We were still waiting on more grading guidance from the state at this time so the team focused more on assessment practices.

- Strongly Encourages Assessment Practices
 - Standards based assessment
 - Portfolios of work
 - Project Based Learning
 - Multiple modalities of assessment and flexibility to match student strengths
 - Rubric based grading
 - Formative assessments
 - Common assessments within building and district wide when appropriate
- Conversations centered around grading what students have learned and are able to do in regard to academic standards/skills/concepts rather than behaviors.
- The Message From the Superintendent Regard Grading was strongly agreed with.
 - "This pandemic is a call to action for our education system to reassess our grading practices. Now is the time for school leaders and educators to make grades meaningfully aligned to fewer specific standards, combined with feedback that gives students multiple opportunities to demonstrate learning and put homework and extra credit in its proper place. **Now is the time to decouple behavior and compliance activities from assessing student learning.**" ~ Superintendent Chris Reykdal

Key Grading Policy, Principles, and Practices from the Grading Policy for Remote Hybrid 20-21

- Grades and reports should measure what students know and are able to do based on progress towards clearly-specified learning goals and performance standards.
- Assessment of a student's progress towards, or mastery of, a particular standard (i.e., their grade) should honor a student's growth and reflect performance on

the most recent learning tasks or assessments.

- Achievement and other factors, including learning behaviors like turning in assignments, should be reported separately and not impact grades.
- Avoid grading behavior, participation, effort, and citizenship as part of letter or standards-based grades.
- Allow students to retake and re-submit work to show growth towards standards, as well as providing flexibility, **within clear and pre-determined timelines**, on when students complete assignments and assessments.
- My personal reflection - this last bullet point was a point of lots of discussion. While the task force recommended common deadlines for all secondary, the further conversations disagreed with that idea. This point was made in order to say there should be flexibility for students and families but after lots of flexibility there would eventually need to be final deadlines so that teachers weren't in a place that they felt forced to keep accepting late work that was significantly past it's original due date.

If you have more specific questions, I would be happy to offer my interpretation of the grading policy and the guidance provided by OSPI in relation to specific issues.

Thank You,
Kim Hunter
She/Hers Personal Pronouns
Director of Secondary Education and Highly Capable Programs
Student Learning Department
[Edmonds School District #15](#)
[Edmonds Canvas Login](#)
(425) 431-7149

Secondary Student Learning actively engages in practices that seek to disrupt institutionalized racism and inequities in the Edmonds community that impact historically marginalized peoples and impede fair and equitable opportunities for each member.

On Thu, Sep 24, 2020 at 8:39 AM David Assink <assinkd667@edmonds.wednet.edu> wrote:

Mrs. Hunter,

Yesterday there was a discussion in our department chairs meeting regarding the policies and procedures for grading this year. What I came away from that meeting with, and in conjunction with the meetings I have had with teachers in other schools is that there is a high degree of confusion surrounding the grading policy, what teachers are allowed to do, and

what teachers are required to do.

I am not sure who I would contact in regards to finding clarification for my staff as well as the members across our district, is there any way you could point me in the right direction? Andi recommended you as a point of contact in this.

The document as a whole does not seem to proffer much in the way of direction, the phrasing is confusing at points and ,seems to me at least, contradictory at times. I assume the language was written as it was to be broadly applicable and allow for latitude, but it seems that it has instead led to a case of people forging their own path, and "going it alone." If you have access to, or know who could provide me with a clear textual interpretation that would be much appreciated.

Thank You,

David Assink

Math Teacher - Mathematics Department Chair - Wrestling Coach



From: [Lauren Wishkoski](#) on behalf of [Lauren Wishkoski <wishkoskil631@edmonds.wednet.edu>](#)
To: [Manuel Juzon](#)
Cc: [Robert Baumgartner](#); [Lydia Sellie](#); [Cynthia E Nelson](#)
Subject: Re: Guidance on Teacher-Student Zooms
Date: Thursday, August 20, 2020 9:32:34 PM

Thanks very much, Manny.

Everything you described is, to my knowledge, representative of what we would, in your words, "usually do in the classroom/school setting."

It sounds like: [I'm italicizing the pieces that still sound like questions for HR and/or Cabinet to me.]

- Teachers can use **breakout rooms**. Since it is a normal classroom practice to divide students into groups and work with one at a time, this can be replicated in Zoom by the teacher placing students in groups through breakout rooms and then joining the various groups one by one to check in as the teacher would do in the classroom. --> Can we update the guidance to reflect this?
- I think we need more info on **meetings**, Rob.
 - *Is there someone on Cabinet who can speak to what is acceptable for normal 1:1 meetings?* While I know that 1:1 meetings certainly happen behind closed doors on a regular basis, that does not mean they should. In many cases, I think this happens due to the limits of our physical spaces and the demands for confidentiality. (I.e., if we need a confidential space for a student to meet with a counselor, and the only space is this windowless conference room...)
 - *I also wonder if this is something that EEA would provide members with guidance on (or specifically tell them not to do).*
- **Recordings** are generally NOT problematic AND are quite valuable - and also, they *would be subject to FERPA if they included a health or discipline incident (which they certainly could). What are the implications of this? That they would need to be retained as educational records?*
 - 1:1 meetings are likely educational records. (sounds like this is not a question, so just need to consider *implications*)
 - Again, I wonder if this (recording any meeting) is something that *EEA would provide members with guidance on, or if it is something we could reasonably expect/require like other districts - or even lock the Zoom setting for (so that all would be recorded).*

Lauren

she/her/hers

425.341.7299 [for voicemail only during school closures]

Resources during the Closure: [For Families](#) / [For Staff](#)

Currently reading:

Untamed by Glennon Doyle

The Mindful Self-Compassion Workbook by Kristin Neff & Christopher Germer

Summer reading:

Nine Lies About Work by Marcus Buckingham

Alias Grace by Margaret Atwood

On Earth We're Briefly Gorgeous by Ocean Vuong
A Tale for the Time Being by Ruth Ozeki
The Untethered Soul by Michael A. Singer
Crucial Conversations by Kerry Patterson et al.

On Thu, Aug 20, 2020 at 9:05 PM Manuel Juzon <juzonm@edmonds.wednet.edu> wrote:

Hi Lauren and everyone-

I think I am in this conversation only because of my role in risk management- otherwise, I have no classroom experience to speak of so please keep that limitation in mind as you consider my input. The guiding principle I am using is that we should try to replicate in a Zoom environment what we would usually do in the classroom/school setting. Having said that- here are my thoughts on the three topics:

Recording: The value in recording class sessions is that a student who is absent can make it up by watching the recording of the class they missed, or if a student who was present needs to go over a concept that he/she has not quite grasped, the student can replay that portion of the lesson as many times as needed. I am not a FERPA expert but I don't believe the recordings of the class sessions are subject to FERPA, UNLESS something happens in the classroom while being recorded that is specifically about one or more particular students, e.g. a student having a seizure; two students getting into a fight, etc.

Breakout rooms: In a "regular" classroom setting, I presume that it is common for a teacher to divide the class into small groups to do group work, e.g. 4 groups of 6 students each. The teacher will then go from one group to another to monitor the group's progress etc. At no one time is the teacher ever present in all four groups. With that in mind, I am of the opinion that using the "breakout rooms" feature in Zoom is not an issue even if there is no adult "present" in each group because as described above, a teacher is never present in all groups at the same time in a classroom setting. This presumes, of course, that the teacher will join, engage and monitor each group in Zoom, in the same way he/she would do so in the classroom setting.

Meetings: If the current practice is to allow 1:1 meetings to occur behind closed doors, with no prerequisites such as another adult present, door cracked open, a room with a glass window so that staff and student can be viewed from outside the room, etc. AND this is acceptable to the District (I am not suggesting that it should or shouldn't be) then I am of the opinion that staff can have 1:1 meetings with students in Zoom with no additional adult present because this is not different from what occurs in practice.

On a side note, if a recording is made of a 1:1 meeting between staff and student in Zoom, that recording is likely to be an educational record under FERPA and should be treated as such.

My earlier comment about recording a 1:1 meeting was only a brainstorming input if the District does not allow 1:1 in a classroom setting without prerequisites such as another adult present, door cracked open, a room with a glass window so that staff and student can be viewed, etc. I am not suggesting that 1:1 meetings should be recorded, especially if we allow 1:1 meetings to occur without any of the prerequisites I cited above.

Thanks for the chance to share my 2 cents.

Manny

On Thu, Aug 20, 2020 at 4:43 PM Lauren Wishkoski

<wishkoski631@edmonds.wednet.edu> wrote:

Thanks, Rob and Manny.

[This link](#) that Rob also shared will take you to where we posted the Zoom guidance that Greg provided to staff in the spring. I believe **revisions to this guidance are necessary**

and sooner than later so that we can provide those to both staff and the community.

In particular, my team has been receiving questions about the three topics below, one of which Rob already highlighted, and I'll add some thoughts there in response to Manny's question:

- **Recording:** I know that there was conversation in the elem workgroup about wanting teachers to record and post all whole-class Zoom meetings for students.
 - Is it possible for us to set that expectation and possibly even turn on recording for all staff-created Zoom meetings (this is possible as a Zoom setting)? The expectation/communication that all synchronous whole-class sessions will be recorded is one that other districts have made clear.
 - Here's an example from Issaquah for elem / sec.
 - ☐ [EVF - Secondary Parent-Technology-Consent.docx](#)
 - ☐ [EVF - Elementary Parent Technology Consent.docx](#)
 - And here's an example Victor shared with me from [Federal Way](#) (look at page 6 in the teacher section, as well as the segments within the schedules on p 12-14). They mention that only teachers, not students, will be recorded. I'm uncertain if we can guarantee that through our Zoom settings; I know we can adjust recording settings such that only the active speaker is recorded, but that could be the teacher or the student if a student chose to speak. **Chris/Cynthia**, do you know of any other way to do this? I wish there were a setting to only record the host.
 - If parents do not want their child photographed/filmed, can we ask them to be sure their student does not turn on the camera or mic during the meeting? (See Issaquah's example of this above.) Other thoughts/ideas?
- **Breakout rooms:** There isn't any guidance on the use of breakout rooms, and these are going to be critical for small group work and connections.
 - Specifically, one question that continues to pop up is: can I divide students into breakout rooms if there is no adult present in the breakout room? It is not feasible to have adults in all of the breakout rooms. In a normal classroom setting, teachers often divide students into groups and can only work with one at a time, and some groups may even work outside of the classroom to spread out; clearly, the teacher could not be in all of these settings at once. Thoughts?
- **1:1 Meetings:**
 - Manny, you asked about what safeguards are present in normal situations. I can't speak to all schools, but I have certainly observed that staff meet with students 1:1 in rooms with closed doors and no windows or closed windows. For example, I have observed this when an OT/PT/SLP/psych/counselor meets with a student 1:1 in a windowless library conference room with the door closed for confidential treatment, and also in situations where a teacher might be doing some kind of formal test with a student in the same physical kind of space.
 - Would it make a difference if the staff member must record all sessions?
 - Another question: IF 1:1 meetings in Zoom are not allowed, and a teacher or para schedules a small group meeting for instruction, and only

one student shows up, should the teacher cancel or continue? Would it be okay to continue if the student's parent is present, or if the teacher makes sure to record?

Thanks, everyone, for your thoughts and help with this! Manny, I look forward to hearing what you think.

Lauren

she/her/hers

425.341.7299 [for voicemail only during school closures]

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The Untethered Soul by Michael A. Singer

Crucial Conversations by Kerry Patterson et al.

On Thu, Aug 20, 2020 at 11:42 AM Robert Baumgartner

<baumgartnerr@edmonds.wednet.edu> wrote:

Other thoughts? This will come up immediately as things start... we had guidance which said no one-on-ones, but that seems un doable moving forward.



Rob Baumgartner, Ed.D.

he/him/his

Executive Director of Student Learning

425.431.7350 Phone

baumgartnerr@edmonds.wednet.edu

On Tue, Aug 18, 2020 at 12:17 PM Manuel Juzon <juzonm@edmonds.wednet.edu> wrote:

Hi everyone-

I have not asked the Risk Pool so we can discuss first and not get locked into their response from the risk management standpoint. I am happy to ask if you anyone wants me to.

My understanding is that school staff do meet with students one-on-one. What I don't know is if certain safeguards are observed, such as only meeting in a room with a glass window so that the teacher and staff can be viewed from outside the room. If there are any such safeguards we want as a requirement for one-on-one, I would think

that we would want to replicate that in Zoom, and if such safeguard cannot be replicated in Zoom, then we need to figure if an alternative is acceptable, such as requiring that all one-on-one meetings be recorded (and the recordings be preserved).

Manny

On Tue, Aug 18, 2020 at 8:34 AM Robert Baumgartner

<baumgartnerr@edmonds.wednet.edu> wrote:

Good morning. As we prepare for the reopening of schools, questions about Zoom meetings with students persist. Our LIT and Tech teams have provided extremely [helpful guidance](#) on this topic. I would like to make sure this is reviewed and updated with any new thinking from either our Risk Pool or professional organizations.

In particular, I'd like a revisit on the question teachers video conferencing with an individual student. We've advised against this. As we head into what will likely be an extended period of remote learning where the need for teacher-to-individual student meetings will grow and grow --in particular with individual assessments, etc.--I think our current guidance will hit a limit pretty quickly.

Thoughts, ideas, resources?

Appreciated!



Rob Baumgartner, Ed.D.
he/him/his
Executive Director of Student Learning



425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

From: [Lauren Wishkoski](#) on behalf of [Lauren Wishkoski <wishkoskil631@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Cc: [Manuel Juzon](#); [Lydia Sellie](#); [Cynthia E Nelson](#)
Subject: Re: Guidance on Teacher-Student Zooms
Date: Thursday, August 20, 2020 4:43:47 PM

Thanks, Rob and Manny.

[This link](#) that Rob also shared will take you to where we posted the Zoom guidance that Greg provided to staff in the spring. I believe **revisions to this guidance are necessary** and sooner than later so that we can provide those to both staff and the community.

In particular, my team has been receiving questions about the three topics below, one of which Rob already highlighted, and I'll add some thoughts there in response to Manny's question:

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meets with a student 1:1 in a windowless library conference room with the door closed for confidential treatment, and also in situations where a teacher might be doing some kind of formal test with a student in the same physical kind of space.

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Thanks, everyone, for your thoughts and help with this! Manny, I look forward to hearing what you think.

Lauren

she/her/hers

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Rob Baumgartner, Ed.D.

he/him/his

Executive Director of Student Learning

425.431.7350 Phone

baumgartnerr@edmonds.wednet.edu

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Thoughts, ideas, resources?

Appreciated!



Rob Baumgartner, Ed.D.
he/him/his
Executive Director of Student Learning

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From: [Lydia Sellie](#) on behalf of [Lydia Sellie <sellie812@edmonds.wednet.edu>](#)
To: [Lauren Wishkoski](#)
Cc: [Robert Baumgartner](#); [Manuel Juzon](#); [Cynthia E Nelson](#)
Subject: Re: Guidance on Teacher-Student Zooms
Date: Thursday, August 20, 2020 9:08:16 PM

Risk pool is providing guidance but I'm behind on emails now! Vacation finally.

On Thu, Aug 20, 2020, 5:43 PM Lauren Wishkoski <wishkoskil631@edmonds.wednet.edu> wrote:

Thanks, Rob and Manny.

[This link](#) that Rob also shared will take you to where we posted the Zoom guidance that Greg provided to staff in the spring. I believe **revisions to this guidance are necessary** and sooner than later so that we can provide those to both staff and the community.

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Thoughts, ideas, resources?

Appreciated!



Rob Baumgartner, Ed.D.
he/him/his
Executive Director of Student Learning

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

From: [Lauren Wishkoski](#) on behalf of [Lauren Wishkoski <wishkoskil631@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Re: Guidance on Teacher-Student Zooms
Date: Sunday, August 23, 2020 6:46:23 PM

Of course - I know how things get lost right now (for me, at least), so I'm trying to keep this one at the forefront, as Cynthia, Chris, and I are receiving lots of questions about it and know it's important.

As for Tues, I am supposed to meet with Cynthia and some Communications folks 10-11, and then with Cynthia/Chris/Tech folks to work on planning 9/1 Comm Forum 11-noon. Looks like Chris might be available at 10:30, and I could see if I could leave that meeting early to try to join as close to 10:30 as possible, knowing I'd need to be back in the Comm Forum meeting at 11. Maybe invite Cynthia, Chris, and me, and we'll see who can make it?

Lauren

she/her/hers

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On Sun, Aug 23, 2020 at 6:37 PM Robert Baumgartner

<baumgartnerr@edmonds.wednet.edu> wrote:

I appreciate you pushing this message. Unfortunately, I have not had time to review the risk pool message in much detail...other tasks...Cabinet meets on Tuesday at 10:30. Are you available at all in the hour then? I think getting this base tagged is critical.



Rob Baumgartner, Ed.D.

he/him/his

Executive Director of Student Learning

425.431.7350 Phone

baumgartnerr@edmonds.wednet.edu

On Sun, Aug 23, 2020 at 6:28 PM Lauren Wishkoski

<wishkoskil631@edmonds.wednet.edu> wrote:

Hello, all!

Looking back at the guidance Manny shared from the Risk Pool, as well as the questions I tried to consolidate around each key topic (recordings, breakout rooms, 1:1 meetings) in my last message, Cynthia, Chris, and I would like to understand what the next steps are. (Risk Pool info clearly highlighted open "office hours" as potentially setting teachers up for 1:1 meetings, and this certainly seems likely - both for secondary and elem scheduled office hours, as well as possible small group time at elem.)

What guidance will Cabinet be adding/editing on these topics? Is there a timeframe when we should expect this? The specific guidance (the "what") will impact both how we tweak some overall Zoom settings for all staff, as well as how we advise staff to use this tool. And "when" we receive it will also impact whether we can share this in the Tech Community Forum on 9/1 - and when we can share it with staff, of course.

Lastly, all of this may have implications for paperwork/permissions; for example, if we ask teachers to record whole-group synchronous lessons as other districts are doing, do we need to get parents to give permission for that (and if so, how?), or is it enough to let them know that all whole-class lessons will be recorded and shared, and that they'll need to guide their student in muting and keeping video off if they do not want their students' image or voice recorded?

Thanks!

Lauren

she/her/hers

----- Forwarded message -----

From: **Manuel Juzon** <juzonm@edmonds.wednet.edu>

Date: Fri, Aug 21, 2020 at 9:51 AM

Subject: Re: Guidance on Teacher-Student Zooms

To: Lauren Wishkoski <wishkoskil631@edmonds.wednet.edu>

Cc: Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>, Lydia Sellie <selliel812@edmonds.wednet.edu>, Cynthia E Nelson <nelsonc@edmonds.wednet.edu>

Good morning everyone-

Per Lydia's email, please see attached guidance from our risk management pool as it pertains to staff 1:1 meeting with students.

Manny

On Thu, Aug 20, 2020 at 9:32 PM Lauren Wishkoski

<wishkoskil631@edmonds.wednet.edu> wrote:

Thanks very much, Manny.

Everything you described is, to my knowledge, representative of what we would, in your words, "usually do in the classroom/school setting."

It sounds like: [I'm italicizing the pieces that still sound like questions for HR and/or Cabinet to me.]

- Teachers can use **breakout rooms**. Since it is a normal classroom practice to divide students into groups and work with one at a time, this can be replicated in Zoom by the teacher placing students in groups through breakout rooms and then joining the various groups one by one to check in as the teacher would do in the classroom. --> Can we update the guidance to reflect this?
- I think we need more info on **meetings**, Rob.
 - *Is there someone on Cabinet who can speak to what is acceptable for normal 1:1 meetings?* While I know that 1:1 meetings certainly happen behind closed doors on a regular basis, that does not mean they should. In many cases, I think this happens due to the limits of our physical spaces and the demands for confidentiality. (I.e., if we need a confidential space for a student to meet with a counselor, and the only space is this windowless conference room...)
 - *I also wonder if this is something that EEA would provide members with guidance on (or specifically tell them not to do).*
- **Recordings** are generally NOT problematic AND are quite valuable - and also, they would be subject to FERPA if they included a health or discipline incident (which they certainly could). What are the implications of this? That they would need to be retained as educational records?
 - 1:1 meetings are likely educational records. (sounds like this is not a question, so just need to consider *implications*)
 - Again, I wonder if this (recording any meeting) is something that EEA would provide members with guidance on, or if it is something we could reasonably expect/require like other districts - or even lock the Zoom setting for (so that all would be recorded).

Lauren

she/her/hers

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On Thu, Aug 20, 2020 at 9:05 PM Manuel Juzon <juzonm@edmonds.wednet.edu> wrote:

Hi Lauren and everyone-

I think I am in this conversation only because of my role in risk management- otherwise, I have no classroom experience to speak of so please keep that limitation in mind as you consider my input. The guiding principle I am using is that we should try to replicate in a

Zoom environment what we would usually do in the classroom/school setting. Having said that- here are my thoughts on the three topics:

Recording: The value in recording class sessions is that a student who is absent can make it up by watching the recording of the class they missed, or if a student who was present needs to go over a concept that he/she has not quite grasped, the student can replay that portion of the lesson as many times as needed. I am not a FERPA expert but I don't believe the recordings of the class sessions are subject to FERPA, UNLESS something happens in the classroom while being recorded that is specifically about one or more particular students, e.g. a student having a seizure; two students getting into a fight, etc.

Breakout rooms: In a "regular" classroom setting, I presume that it is common for a teacher to divide the class into small groups to do group work, e.g. 4 groups of 6 students each. The teacher will then go from one group to another to monitor the group's progress etc. At no one time is the teacher ever present in all four groups. With that in mind, I am of the opinion that using the "breakout rooms" feature in Zoom is not an issue even if there is no adult "present" in each group because as described above, a teacher is never present in all groups at the same time in a classroom setting. This presumes, of course, that the teacher will join, engage and monitor each group in Zoom, in the same way he/she would do so in the classroom setting.

Meetings: If the current practice is to allow 1:1 meetings to occur behind closed doors, with no prerequisites such as another adult present, door cracked open, a room with a glass window so that staff and student can be viewed from outside the room, etc. AND this is acceptable to the District (I am not suggesting that it should or shouldn't be) then I am of the opinion that staff can have 1:1 meetings with students in Zoom with no additional adult present because this is not different from what occurs in practice.

On a side note, if a recording is made of a 1:1 meeting between staff and student in Zoom, that recording is likely to be an educational record under FERPA and should be treated as such.

My earlier comment about recording a 1:1 meeting was only a brainstorming input if the District does not allow 1:1 in a classroom setting without prerequisites such as another adult present, door cracked open, a room with a glass window so that staff and student can be viewed, etc. I am not suggesting that 1:1 meetings should be recorded, especially if we allow 1:1 meetings to occur without any of the prerequisites I cited above.

Thanks for the chance to share my 2 cents.

Manny

On Thu, Aug 20, 2020 at 4:43 PM Lauren Wishkoski

<wishkoskil631@edmonds.wednet.edu> wrote:

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Thoughts, ideas, resources?

Appreciated!



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From: [Jennifer Hershey](#) on behalf of [Jennifer Hershey <hersheyj@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Cc: [Kim Hunter](#); [McCloughan, Jennifer L. \(MW,ESC\)](#)
Subject: Re: HS PE Course - Welnet module purchase
Date: Thursday, August 27, 2020 12:10:25 PM

Thanks for the quick reply! Would we need to pull together a work group (or use the one we already have) to agree on the expectations? Teachers would also need some specific training.

Jennie Hershey

K-12 Physical Education and Health Coordinator

Move 60 Coordinator

Edmonds School District

[425-431-3312](#)

Play Hard. Eat Healthy. Live Well.

On Thu, Aug 27, 2020 at 11:58 AM Robert Baumgartner
<baumgartnerr@edmonds.wednet.edu> wrote:

Happy to pay for this, but we would need minimum expectations for use in that case.

Thanks for your work on this.



Rob Baumgartner, Ed.D.
he/him/his
Executive Director of Student Learning

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

On Thu, Aug 27, 2020 at 11:31 AM Jennifer Hershey <hersheyj@edmonds.wednet.edu> wrote:

Rob and Kim -

One of the things that came out of the HS level PE work group was potentially the need/desire to purchase the HS PE module in Welnet. Welnet is software developed by Focused Fitness - Move 60 has used their fitness module for years and teachers have had access to several modules to use in their teaching (fitness, behavior logs, rubrics, assessments). We do not have the Focused Fitness curriculum as a district, but the material is good and modify-able. Welnet has been used sporadically by teachers, even with a training in October last year. Welnet has been purchased by tech funds.

One of the modules that have is an HS PE course. The company made this available for free in the spring, but none of our teachers used it. However, with remote learning looming, this may be a really useful tool for secondary teachers. The working

group has expressed an interest in using the tool. Would it be possible to purchase? The module is roughly \$1500-2,000 for district use. If it would be possible to add this module as a supplemental curriculum? Would there need to be some minimum use expectations? It is okay to use since it would be outside of Canvas (I think there could be a link to the website and we are working on getting it added to Clever as well).

Thanks!

Jennie Hershey

K-12 Physical Education and Health Coordinator

Move 60 Coordinator

Edmonds School District

[425-431-3312](tel:425-431-3312)

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From: [Kim Hunter](#) on behalf of [Kim Hunter <hunterk@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Re: Health Frameworks
Date: Thursday, August 6, 2020 12:20:32 PM

Will do!

*Thank You,
Kim Hunter
She/Hers Personal Pronouns
Director of Secondary Education and Highly Capable Programs
Student Learning Department
[Edmonds School District #15](#)
[Edmonds Canvas Login](#)
(425) 431-7149*

Secondary Student Learning actively engages in practices that seek to disrupt institutionalized racism and inequities in the Edmonds community that impact historically marginalized peoples and impede fair and equitable opportunities for each member.

On Thu, Aug 6, 2020 at 12:03 PM Robert Baumgartner
<baumgartnerr@edmonds.wednet.edu> wrote:

Could you assist on this one? I am buried. Thanks.



Rob Baumgartner, Ed.D.
he/him/his
Executive Director of Student Learning

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

----- Forwarded message -----

From: **Jennifer Hershey** <hersheyj@edmonds.wednet.edu>
Date: Thu, Aug 6, 2020 at 10:40 AM
Subject: Fwd: Health Frameworks
To: Kim Hunter <hunterk@edmonds.wednet.edu>, Robert Baumgartner
<baumgartnerr@edmonds.wednet.edu>

Hi Rob and Kim -

I have been communicating with Gwen Bagn in regards to Health (CTE). Please see the email strand. Any suggestions about where to go from here? This is a perfect example of the "fuzziness" between CTE and non-CTE.

Jennie Hershey

K-12 Physical Education and Health Coordinator

Move 60 Coordinator

Edmonds School District

[425-431-3312](tel:425-431-3312)

Play Hard. Eat Healthy. Live Well.

----- Forwarded message -----

From: **Jennifer Hershey** <hersheyj@edmonds.wednet.edu>

Date: Wed, Aug 5, 2020 at 1:52 PM

Subject: Re: Health Frameworks

To: Gwen Baugh <baughg@edmonds.wednet.edu>, Jennifer L. McCloughan (MW,ESC) <mccloughanj@edmonds.wednet.edu>

I was referring to the state health standards - this is what we have adopted as a district to use. I agree with the body systems; since it has been taken out of science and health education is limited, it doesn't surprise me that students don't know much. It has always bothered me that we don't teach students anything about their bodies until 5th grade FLASH. I also absolutely also agree with the disease prevention, I was just saying that the standards have that strand in 2 places - wellness and sexual education. I know that FLASH covers disease prevention in terms of sexual health.

If Mark is asking you to go by the 2017 CTE frameworks, then that is what you should do (I don't see a linked email or frameworks attached). If you have to reduce content during remote learning, I would suggest omitting anything not specifically outlined in the Washington Health Standards and Grade Level Outcomes (which would include body systems, unfortunately). Yet another reason why we need a current, relevant Health curriculum!

Jennie Hershey

K-12 Physical Education and Health Coordinator

Move 60 Coordinator

Edmonds School District

[425-431-3312](tel:425-431-3312)

Play Hard. Eat Healthy. Live Well.

On Wed, Aug 5, 2020 at 12:01 PM Gwen Baugh <baughg@edmonds.wednet.edu> wrote:
Hi Jennifer,

I'm confused. I'm going to send you the ESD CTE Family Health Frameworks (2017) that Mark told us to use and it does include Body Systems and Disease units. I emailed Michelle Speser at OSPI and she said what we teach in Health is decided at the district

level, not the state, Whose standards are we talking about - district or state. The reason I want clarity is because my students know almost nothing about body systems when they come into my class (I give them a pre-test) and since we are in a world wide pandemic it seems important to teach about body systems especially the importance of the immune system. Also, the frameworks do cover communicable diseases which of course this coronavirus is. I just think since this is the last time these students will get health, it is very important for students to understand their body and how disease can be prevented.

I'll forward you Mark's email and there is a link to the CTE frameworks. The link is in the first paragraph.

Thanks,
Gwen

On Wed, Aug 5, 2020 at 11:13 AM Jennifer Hershey <hersheyj@edmonds.wednet.edu> wrote:

I don't know what the specific requirements would be for a CTE course regarding what has to be included. Except for the reproductive system, Body Systems are not in the Health Standards. Body systems (cardiorespiratory, skeletal, muscular) are included in the PE standards. Disease Prevention is part of the Health standards - both as general diseases and as a part of the sexual education curriculum. If we think about what students need to learn in order to "launch" as healthy adults, this seems to be an important topic but perhaps doesn't need to be covered separately as part of the wellness standard and sexual health standard. I think the careers unit might be part of the CTE curriculum, it is not in the health standards.

Since we don't have a current, adopted Health curriculum, teachers have been told to base their content on what is included in the standards. Are you thinking the template you are creating is for all classroom based general health or specific to the CTE Family Health? MHS and MTHS offer non-CTE Health courses.

Thanks for doing this work! I would love to see the template when it is finished.

Jennie Hershey

K-12 Physical Education and Health Coordinator

Move 60 Coordinator

Edmonds School District

[425-431-3312](tel:425-431-3312)

[Play Hard. Eat Healthy. Live Well.](#)

On Wed, Aug 5, 2020 at 10:30 AM Gwen Baugh <baughg@edmonds.wednet.edu> wrote:

Hi there,

I am the lead for the Health class planning and I need some direction. We (job-a-likes) are getting together soon to start putting together the on-line template for health for the district. Mark sent us the 2017 Family Health frameworks which is what we

are being asked to use. I have a question about the units which are included because it does include a Body System unit and a Disease unit as well as a Health related career assignment. Are we supposed to follow this framework?

Hope you are enjoying this last month of summer!

Gwen Baugh

From: [Kim Hunter](#) on behalf of [Kim Hunter <hunterk@edmonds.wednet.edu>](#)
To: [Greg Schwab](#)
Cc: [Baumgartner, Robert J. \(ESC\)](#)
Subject: Re: HiCap Testing/Student Access
Date: Thursday, August 20, 2020 4:17:59 PM

Hi Greg,

Thanks for the consideration. We currently have two students that need to complete CogAT testing in order to determine which school they will attend. The test cannot be administered remotely, yet. The test takes about three hours.

~ Kim

On Aug 20, 2020, at 1:43 PM, Greg Schwab <schwabg@edmonds.wednet.edu> wrote:

Hi Kim:

Rob had talked with me about the need to have students come into for HiCap testing and so we met as a larger group today to discuss this issue of allowing student access to buildings for various assessment needs in SpEd, EL, HiCap and others while we are in a remote learning environment. One of the things we are asking is for each group that has a need to do assessments for their students to take a look at what can be done remotely and once you have done that, let us know the number of students who need some kind of in-person assessment and the amount of time needed. Can you take a look at this for HiCap? Are there any elements of the assessment that can be done remotely? What needs to be done in person? How much time will each student need on site? Once we know this, we can then plan accordingly to figure out access if it is necessary.

Thanks and let me know if you have any questions.

Greg

Greg Schwab, Assistant Superintendent (he/him/his)
Edmonds School District
425-431-7105



From: [Kim Hunter](#) on behalf of [Kim Hunter <hunterk@edmonds.wednet.edu>](#)
To: [Andrea Collins](#)
Cc: [Greg Schwab](#); [Robert Baumgartner](#); [Christy Frary](#); [Mark Madison](#)
Subject: Re: Incomplete Grades and Summer School Clarification
Date: Tuesday, June 2, 2020 12:05:32 PM

Hi Andrea,

Summer school can be used for three main purposes this summer, credit recovery (paid for all students), Incomplete recovery (I believe paid for all students), or to pursue new credit (at normal cost to family). The course offerings are limited and this is only for 9-12 students.

Thank You,
Kim Hunter
She/Hers Personal Pronouns
Director of Secondary Education and Highly Capable Programs
Student Learning Department
[Edmonds School District #15](#)
[Edmonds Canvas Login](#)
(425) 431-7149

Secondary Student Learning actively engages in practices that seek to disrupt institutionalized racism and inequities in the Edmonds community that impact historically marginalized peoples and impede fair and equitable opportunities for each member.

On Tue, Jun 2, 2020 at 12:00 PM Andrea Collins <collinsa@edmonds.wednet.edu> wrote:
Hello All,

I just had a google voice conversation (6/2/2020 at 11:45am) with Larry Wilson (LHS counselor). He was under the impression that summer school would be used to 'backfill' incomplete HS SEM 2 grades?

Unless I missed a communication, my impression was that summer school was for credit recovery and new/initial credit only and NOT for current SEM 2 incomplete grades. The assigned teacher of record would be handling the INC grade in house at their own campus and own admin/counseling teams.

Please confirm.

Thank you,
Andrea

Andrea B. Collins
Principal
College Place Middle School
[Home of the Cougars!](#)

[Edmonds School District Contacts during school closure due to COVID-19](#)
[Edmonds School District FamilyResources & Supplemental Resources for Learning](#)
Chromebook Support Line: (425) 431-1211 or techsupport@edmonds15.org

Family Support Office Number: 425-431-1454

Family Support Email: familysupport@edmonds.wednet.edu

For updates on Closure: [CLICK HERE](#)

Additional Resources: <http://bit.ly/ESDfamilysupport>

From: [Kim Hunter](#) on behalf of [Kim Hunter <hunterk@edmonds.wednet.edu>](#)
To: [Greg Schwab](#)
Cc: [Andrea Collins](#); [Robert Baumgartner](#); [Christy Frary](#); [Mark Madison](#)
Subject: Re: Incomplete Grades and Summer School Clarification
Date: Wednesday, June 3, 2020 8:01:11 AM

Hi Greg and Team,

I am wondering if we have latitude to keep using the P/NC for summer school incomplete recovery since the grading guidance allows that for systems that already used P/NC they can continue that routine.

Thank You,
Kim Hunter
She/Hers Personal Pronouns
Director of Secondary Education and Highly Capable Programs
Student Learning Department
[Edmonds School District #15](#)
[Edmonds Canvas Login](#)
(425) 431-7149

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On Tue, Jun 2, 2020 at 2:12 PM Greg Schwab <schwabg@edmonds.wednet.edu> wrote:

We need to be able to use Summer School as an option for students with Inc grades. This is one of those places where we are going to need to depart from the P/NC grade for Summer School courses. I think we need to come up with a plan for those students with Inc to determine what a letter grade would be.

Greg Schwab, Assistant Superintendent (he/him/his)

Edmonds School District

425-431-7105



On Tue, Jun 2, 2020 at 12:00 PM Andrea Collins <collinsa@edmonds.wednet.edu> wrote:

Hello All,

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Please confirm.

Thank you,
Andrea

Andrea B. Collins

Principal

College Place Middle School

Home of the Cougars!

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From: [Kim Hunter](#) on behalf of [Kim Hunter <hunterk@edmonds.wednet.edu>](mailto:hunterk@edmonds.wednet.edu)
To: [Amy Langston](#); [Amy Reinmuth](#); [Brown, Kristina R. \(TP\)](#); [Deborah Caldwell](#); [Donnelly, Elizabeth F. \(TP\)](#); [Jana Warncke](#); [Kennedy Montemayor](#); [Maria Hillman](#); [Mary Bauer](#); [Mattias Keese](#); [Megan Teeter](#); [Melanie Vanderhei](#); [Nicole Newsum-Chrisman](#); [Tollefsen, Lane E. \(TP\)](#)
Cc: [Margaret Aguilar](#); [Jennifer Hageman](#); [Robert Baumgartner](#)
Subject: Re: Is it time to reconsider the Teachers College Materials?
Date: Wednesday, September 16, 2020 2:52:11 PM

Good Afternoon,

Just a quick reminder to please fill out this [google form](#) in order to let us know your current decision about the reading adoption.

Thank You,
Kim Hunter
She/Hers Personal Pronouns
Director of Secondary Education and Highly Capable Programs
Student Learning Department
[Edmonds School District #15](#)
[Edmonds Canvas Login](#)
(425) 431-7149

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On Tue, Sep 8, 2020 at 4:50 PM Kim Hunter <hunterk@edmonds.wednet.edu> wrote:

Good Afternoon Teachers of Challenge,

First I wanted to say just how much I appreciate each and every one of you. The work, the changes of practice, the changes of mindset and everything you are doing to make this as successful of a year as possible for our students is just astounding. I want you to know that I am here to support you, to be a sounding board, or just a listening ear whenever you need.

Given that we are in a very different place today than when we made the decision to do an Alternative Core adoption for reading, I wanted to present the possibility to revise that decision. This is based on continued interest I have heard from teachers, some of the concerns I have heard about the time commitment and capacity to run an adoption process during COVID, and interest in Teacher College because they have more resources available for a distance learning model.

There are a few key elements to understand in this decision.

- If we decide to revise the adoption decision, we would need to move very quickly so that we could get resources and training to you and students. For this reason I am phrasing the questionnaire as a new vote on adopting materials.
- This would be a decision to formally adopt. We would not consider adoption of Core reading materials again until there is a general education adoption.
- As always, we can identify and support the use of common Supplemental materials to help meet the unique needs of students in Highly Capable with Teachers College as our Core Curriculum.
- If the decision remains the same then we will move forward with forming the Materials Review Committee and Pilot Committee for the Alternative Core adoption process. Please understand that the timeline might be longer than we originally anticipated. It is also

important to note that in the future, only those that have participated in one or both of the adoption committees will participate in the final vote to recommend materials for adoption. This practice is in line with the adoption processes in our district.

Please take some time to consider this decision and to have conversations with your colleagues. When you are ready, cast your vote using this [google form](#). The votes will be counted the morning of September 17th. The form is collecting email addresses so that we may reach out to you regarding any comments or questions. Your vote will remain anonymous to all but Kim Hunter and Peggy Aguilar.

Thank You,
Kim Hunter
She/Hers Personal Pronouns
Director of Secondary Education and Highly Capable Programs
Student Learning Department
[Edmonds School District #15](#)
[Edmonds Canvas Login](#)
(425) 431-7149

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From: [Kim Hunter](#) on behalf of [Kim Hunter <hunterk@edmonds.wednet.edu>](#)
To: [Amy Langston](#); [Amy Reinmuth](#); [Brown, Kristina R. \(TP\)](#); [Deborah Caldwell](#); [Donnelly, Elizabeth F. \(TP\)](#); [Jana Warncke](#); [Kennedy Montemayor](#); [Maria Hillman](#); [Mary Bauer](#); [Mattias Keese](#); [Megan Teeter](#); [Melanie Vanderhei](#); [Nicole Newsum-Chrisman](#); [Tollefsen, Lane E. \(TP\)](#)
Cc: [Margaret Aguilar](#); [Robert Baumgartner](#); [Brett Hagen](#)
Subject: Re: Is it time to reconsider the Teachers College Materials?
Date: Monday, September 21, 2020 8:41:42 PM

Good Morning,

Thank you for taking the time to revisit our decision about the Teachers College reading materials. The vote was 5 for and 8 against so we will be moving forward with our alternative core adoption process. Peggy will be in touch soon to start forming the Materials Review Committee.

Thank You,
Kim Hunter
She/Hers Personal Pronouns
Director of Secondary Education and Highly Capable Programs
Student Learning Department
[Edmonds School District #15](#)
[Edmonds Canvas Login](#)
(425) 431-7149

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Please take some time to consider this decision and to have conversations with your colleagues. When you are ready, cast your vote using this [google form](#). The votes will be counted the morning of September 17th. The form is collecting email addresses so that we may reach out to you regarding any comments or questions. Your vote will remain anonymous to all but Kim Hunter and Peggy Aguilar.

Thank You,
Kim Hunter
She/Hers Personal Pronouns
Director of Secondary Education and Highly Capable Programs
Student Learning Department
[Edmonds School District #15](#)
[Edmonds Canvas Login](#)
(425) 431-7149

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From: [JoAnn Todd](#) on behalf of [JoAnn Todd <toddj597@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Re: Job-alike Update for PEC+
Date: Tuesday, July 14, 2020 9:32:28 PM

Here is the [Elementary Summary Document](#). All agendas hold all notes, small group notes, links, etc. Everything in the Elem Task Force folder is up to date as well.

As a friendly reminder, I got 0 of my 7 non-contract days in July. I will be using three of them this Thurs, Fri, Mon (7/16, 17, 20). Not sure about the other 4. Hoping to spread them out in August?

Thank you for all of the support!

JoAnn

JoAnn Todd

she/her

Director of Elementary Education

Edmonds School District

toddj597@edmonds.wednet.edu

425-431-7204

On Mon, Jul 13, 2020 at 7:10 PM Robert Baumgartner

<baumgartnerr@edmonds.wednet.edu> wrote:

Good afternoon. Hope things are going well. I want to thank everyone for their work this summer; I know it's been a ton to think through and discuss. Truly huge appreciation for all of you.

I had originally planned to request a report/update on the work of the job-alike groups as part of the PEC+ meeting on Thursday. Based on a few factors, not the least of which is all of the long summer meetings for essentially the same folks, we've decided to hold on meeting until next week. That said, I still need for you to provide a written update from each job-alike group by 3:00 PM on Thursday. That will allow for sending this to PEC members so they can review and prepare questions, etc.

The format of this update should follow the template provided and make clear the recommendations of the group. Hopefully this is just forwarding on what you've already produced. Email them to me and I will consolidate them into a report/fle

Of most interest at this stage are the groups' recommendations for what teaching and learning could look like in remote learning in a hybrid model and Continuous Learning 2.0 (if we have to go full remote); what are the recommendations for how Wednesdays can best be used; what are the recommendations for LMS and other tools?

Give me a shout if you have any questions.

With appreciation!

|



Rob Baumgartner, Ed.D.
he/him/his
Executive Director of Student Learning

425.431.7350 Phone

baumgartnerr@edmonds.wednet.edu

From: [Kelly Moses](#) on behalf of [Kelly Moses <mosesk759@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#); [Mary MacLean](#)
Subject: Re: Job-alike Update for PEC+
Date: Tuesday, July 14, 2020 9:54:44 PM

Thank you Rob, I will share our notes, and Mary will represent our group. Thanks, Kelly

On Mon, Jul 13, 2020 at 7:10 PM Robert Baumgartner

<baumgartnerr@edmonds.wednet.edu> wrote:

Good afternoon. Hope things are going well. I want to thank everyone for their work this summer; I know it's been a ton to think through and discuss. Truly huge appreciation for all of you.

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Give me a shout if you have any questions.

With appreciation!



Rob Baumgartner, Ed.D.
he/him/his
Executive Director of Student Learning

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

--

Kelly Moses

she/her pronouns

Director of Federal Programs

English Learners, Title I/LAP, Title III, Title VI, McKinney-Vento/Foster Care

Edmonds School District

work: (425) 431-7342

cell: (360) 921-1248



From: [Jo Callaghan](#) on behalf of [Jo Callaghan <callaghani@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Cc: [Hayley Etnier](#)
Subject: Re: Job-alike Update for PEC+
Date: Thursday, July 16, 2020 3:17:26 PM

Rob - our apologies - we are just getting to this. It will be to you soon.

On Thu, Jul 16, 2020 at 2:58 PM Robert Baumgartner <baumgartnerr@edmonds.wednet.edu> wrote:

See below. Hoping this is on it's way! Thanks much.



Rob Baumgartner, Ed.D.
he/him/his
Executive Director of Student Learning

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

----- Forwarded message -----

From: **Robert Baumgartner** <baumgartnerr@edmonds.wednet.edu>
Date: Mon, Jul 13, 2020 at 7:10 PM
Subject: Job-alike Update for PEC+
To: JoAnn Todd <toddj597@edmonds.wednet.edu>, Mara Marano-Bianco <maranobiancom233@edmonds.wednet.edu>, Kim Hunter <hunterk@edmonds.wednet.edu>, Kelly Moses <mosesk759@edmonds.wednet.edu>, Hayley Etnier <etnierh634@edmonds.wednet.edu>, Garberich, Timothy L. (ESC) <garbericht@edmonds.wednet.edu>, Jennifer Hershey <hersheyj@edmonds.wednet.edu>, Jennifer McCloughan <McCloughanJ@edmonds.wednet.edu>, Mark Madison <madisonm@edmonds.wednet.edu>, Leighanne Law <lawl@edmonds.wednet.edu>, Darcy Becker <beckerd973@edmonds.wednet.edu>

Good afternoon. Hope things are going well. I want to thank everyone for their work this summer; I know it's been a ton to think through and discuss. Truly huge appreciation for all of you.

I had originally planned to request a report/update on the work of the job-alike groups as part of the PEC+ meeting on Thursday. Based on a few factors, not the least of which is all of the long summer meetings for essentially the same folks, we've decided to hold on meeting until next week. That said, I still need for you to provide a written update from each job-alike group by 3:00 PM on Thursday. That will allow for sending this to PEC members so they can review and prepare questions, etc.

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Give me a shout if you have any questions.

With appreciation!



Rob Baumgartner, Ed.D.
he/him/his
Executive Director of Student Learning

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

--

Black Lives Matter

To Callaghan (pronouns ze, hir, hers)

Director/Student Services/Itinerant Support Team

Edmonds School District

20420 68th Ave W, Lynnwood, WA 98036

425-431-7209

[Family Support Services - click here.](#)

[Supplemental Learning Resources - click here.](#)

[Mental Health Resources - click here.](#)



Special Education Parent and Student Rights (Procedural Safeguards):

Derechos de los padres y estudiantes de educación especial (garantías procesales): /

特殊教育家长和学生权利(程序保障):/ 특수 교육 학부모 및 학생의 권리 (절차 상 안전 조치):/

: (حقوق الوالدين والطالب في مجال التعليم الخاص) الضمانات الإجرائية : / Права родителей и учеников в

специальной образовательной программе (процессуальные гарантии):
<http://www.k12.wa.us/SpecialEd/Families/Rights.aspx>

From: [Jennifer Fritz](#) on behalf of [Jennifer Fritz <jmuschenheim@hotmail.com>](#)
To: [Darcy Becker](#)
Cc: [Christine Kessler](#); [Dana Geaslen](#); [Helen Joung](#); [Robert Baumgartner](#)
Subject: Re: Kindergarten planning
Date: Thursday, August 6, 2020 9:53:44 AM

Darcy,

Thank you so much for the thoughtful email. I am so impressed by how well you and all of the Edmonds School District representatives are handling this unique situation. I appreciate all the efforts for community engagement and your invitation to offer my thoughts and ideas.

I have just two more ideas to share, though I am sure these are things you are already considering.

First, It would be helpful if all the Kindergarten classes ran the same schedule (daily start and end times) for zoom meetings, etc. to allow for parents to coordinate after school activities or childcare with small groups of other kids in the same class.

Secondly, perhaps ALL of the kindergarten teachers could teach each a different subject to ALL of the students. This way, when and if the transition to hybrid in-school learning occurs, the kids would already be familiar with all of the possible teachers that they might get assigned to. Also, easier on the kids if classes need to be rearranged throughout the year due to COVID absences.

Lastly, I already shared my hopes about grouping familiar faces together, whenever possible, to increase the kindergarteners interest in participating in online zoom sessions. Or alternatively, an opportunity to meet those people in person (safely from a distance) so that they understand that these are real people in their community and not just characters on a video screen! :)

Again, thank you so much for the welcoming introduction to the Edmonds School District. I am hopeful and optimistic about the school year.

Sincerely,

Jennifer Fritz

On Aug 4, 2020, at 11:34 PM, Darcy Becker
<beckerd973@edmonds.wednet.edu> wrote:

Hello Jennifer!

I am the Manager of Early Learning Programs in Edmonds School District and one of my responsibilities is Kindergarten Transition.

First, let me welcome you and your family to Edmonds and thank you for your questions! Questions from families and community members are especially

helpful as we are working to meet needs during this unconventional time.

We have a team of Kindergarten teachers and elementary principals who will be working this week to develop a proposal regarding the start of the school year for kinders. All of our Kindergarten Transition events which typically begin in August have been moved to September. Likely, the start to the kindergarten year will line up with the first day of school for all students. The start of the school year is also time for Family Connections meetings. Unfortunately, I cannot answer most of your questions at this time but answers will be coming as soon as possible. Your questions and ideas do help tremendously, so please don't hesitate to ask additional questions or to bring up ideas you have. It truly helps us to think through options as we design the best possible start for our youngest learners!

Here is a link to the district website with our most current information about the start of Kindergarten. We will update this information as soon as we can and each building will also send information out just as quickly as possible.

[Kindergarten Jump Start](#)

Once again, welcome to Edmonds!

Darcy Becker
Manager, Early Learning Programs

On Mon, Aug 3, 2020 at 3:38 PM Jennifer Fritz <jmuschenheim@hotmail.com> wrote:

| Good afternoon

| Jennifer

Thank you your questions, I have copied staff that oversee our programming in Edmonds and can best answer your questions.

Best -

Gustavo

| We are new to the Edmonds School District and are supposed to start Kindergarten in the Fall at Sherwood Elementary. I know that in-person schooling has been postponed until a future date and that you all are working hard in planning for the remote start. Thank you for all your tremendous efforts!

| I realize you may not know the answer just yet, but when you do I am eager to

learn how Kindergarten classes will be assigned and whether there will be an opportunity to physically meet (safely) on or prior to the first day of class? I have had limited success engaging my daughter in Zoom type meetings, and afraid she will not participate if she does not recognize any of the faces or voices on the screen. We do know a few other kids who are starting Kindergarten at Sherwood, as they attended pre-K at Horizon School with my daughter and I am curious if there will be some way to group kids together that are familiar with each other? It seems like it might increase the chances of remote learning being successful for this age group.

Finally, I believe that start dates for kindergarten are typically different, with jump start and the family connection week. Is there an official start date for kindergarten that has been decided? Trying to plan out my schedule for next month and any info would be helpful.

Thank you so much.

Jennifer Fritz

--

Darcy Becker
she/her/hers
Manager, Early Learning Programs

425.431.7135 Phone
beckerd973@edmonds.wednet.edu

Just finished:

American Dirt by Jeanine Cummins

Making Lemonade: Teaching Young Children to Think Optimistically by Laura Colker and Derry Koralek

Currently reading:

Educated: A Memoir by Tara Westover

UDL in the Cloud!: How to Design and Deliver Online Education Using Universal Design for Learning by Katie Novak & Tom Thibodeau

Up next:

The Ballad of Songbirds and Snakes by Suzanne Collins

Dive into Deep Learning: Tools for Engagement by Joanne Quinn, Joanne McEachen, Michael Fullan, Mag Gardner & Max Drummy

From: [Jenna Smith](#) on behalf of [Jenna Smith <smithje@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#); [Leah Bracken](#)
Subject: Re: LMS Decision for Cedar Valley
Date: Friday, July 31, 2020 4:20:10 PM

Hello Rob,

Thank you for your reply and for letting me know where your team is in the process. I acknowledge the layers and complexities of this time. I've no doubt "busy couple of weeks" doesn't even begin to cover it!

I acknowledge sending the email to your team prior to hearing a response from Leah may have been a misstep. Please know that on the CV side of the email chain, Leah was included on all of the emails that led to the letter. As a K-2 team we reasoned her lack of reply reflected the fact that she was on vacation and deep into multiple interview cycles. I could blame a sense of urgency (and that would be real). But, I think it's more accurate to acknowledge COVID has been a magnifying glass, illuminating with painful clarity how "The District" (which we are all a part of) says "equity", but misses what equity means in real time. I've been at CV for eight years now. In many ways, I'd reflect, we simply haven't been urgent enough.

I have included Leah on this email so she can lend her voice to the conversation, but know she and I have chatted and emailed. She is in support of our K-2 team's request. It was never my intention to go above her authority or to violate protocol. It makes sense, what you wrote, about principals issuing such requests. I will take this under consideration the next time I prepare to send an email.

My team and I look forward to hearing from you,

Jenna

On Thu, Jul 30, 2020 at 6:32 PM Robert Baumgartner <baumgartnerr@edmonds.wednet.edu> wrote:

Jenna,

It's taken more than a minute to circle back to you on your request. Initially this was due to needing more process on whether or not we would have one K-6 LMS or have a primary or intermediate split. That decision has been made, and we will move forward with the committee's initial recommendation for Seesaw K-2 and Canvas 3-6. We will make a broader announcement on this soon pending finalizing our professional development plan for this.

You and your colleagues' request to pilot Canvas K-6 is still being considered. We have not had time to come together to discuss this further. We will, and when we reach a decision we will circle back to you and your colleagues. I apologize for the delay, but it's been a busy several weeks.

I understand your proposal well and have the details of your email to reference. I am curious about where your principal is in this conversation. Protocols aren't entirely clear on these kinds of things (where's the written process for school-based exceptions to district-wide recommendations, right?), but it's fairly standard that building principals initiate these

requests.

Stay tuned. Should you want to chat, I'll likely have some time next week. You can connect with me or my admin assistant, Sari White to arrange.



Rob Baumgartner, Ed.D.
he/him/his
Executive Director of Student Learning

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

----- Forwarded message -----

From: Jenna Smith <smithje@edmonds.wednet.edu>

Date: Thu, Jul 23, 2020 at 11:49 AM

Subject: LMS Decision for Cedar Valley

To: Carin Chase <chaseca@edmonds.wednet.edu>, Gary Noble

<nobleg@edmonds.wednet.edu>, Deborah Kilgore <kilgored952@edmonds.wednet.edu>,

Ann McMurray <mcmurraya@edmonds.wednet.edu>, Nancy Katims

<katimsn@edmonds.wednet.edu>, Gustavo Balderas <balderasg@edmonds.wednet.edu>,

Lauren Wishkoski <wishkoskil631@edmonds.wednet.edu>, Chris Bailey

<baileym@edmonds.wednet.edu>, James Bettis <bettisj259@edmonds.wednet.edu>,

Helen Joung <joung372@edmonds.wednet.edu>, Victor Vergara

<vergarav816@edmonds.wednet.edu>, Andi Nofziger (EEA)

<ANofziger@washingtonea.org>, JoAnn Todd <toddj597@edmonds.wednet.edu>

Hello All,

JoAnn, Nancy, and Andi. I'd like to thank you for your responses to my earlier email about the LMS following the School Board Work session Tuesday July, 14.

For those of you who are new to the thread, I emailed last week to express my concern about the recommendation of choosing one LMS platform for K-2 and another for 3-6. I worried I may have emailed in haste, so before replying I reached out to my K-2 team to gather their thoughts on the issue. I use "team" broadly to include all current K-2 classroom teachers, learning support, and specialists.

The Cedar Valley K-2 team is in 100% agreement that the most important factor in choosing an LMS is that we are on a common platform with our 3-6 teachers.

Rationale:

JoAnn, I do appreciate you sharing the reason for the team's recommendation. In your response to my original email you wrote, "The team's rationale for ultimately recommending Seesaw for PK-2 was many teachers and families are already familiar with this platform (and feel strongly about it)." **At Cedar Valley, this is simply false.** During the 19-20 school closure our 1/2 split class teacher and two second-grade teachers used Seesaw. One of these teachers has moved to third-grade, as have all the second-grade students in this scenario. This leaves two current teachers and (*much more importantly*) less than ten families in our K-2 cohort familiar with Seesaw. Practically speaking, Seesaw or Canvas represents a shift to an entirely new platform for the entire student body

at our school. It is simply unacceptable to us to expect families to learn *two* new platforms given the more significant challenges they are facing.

It is true that many of us have loved and used Seesaw in our rooms. One among us is even a Seesaw Ambassador. However, **we are disinterested in centering teacher preferences (based on the familiar) over student access.** Splitting the platform at Cedar Valley will no doubt limit student access because of the way younger students rely on parents *and* older students for access.

How many students/families would be expected to learn two platforms?

According to an analysis of the K-2 classes in the 19-20 school year the answer would be 99 (roughly half of our total K-2 population). Seventy-six of the 19-20 K-2 students had a sibling in grades 3-6. An additional 23 had a middle or high-school sibling. Since we do not have current kinder enrollment, we understand these are not 20-21 numbers. **However, 100 is the approximate number of students we are further marginalizing with this inequitable choice of splitting the platform.**

Andi, I really appreciated your insight when you replied to my earlier email with, "Regardless, I think the move to a consistent platform is helpful for families, and regardless of what grade the student is in we have to do a good job training both families and students to navigate it." **We wholeheartedly agree supporting families in their own digital literacy is of the utmost importance. We own there is a great degree of responsibility on us as teachers to do a better job than we did in the spring.**

While not about us, we would also argue the above is a more labor intensive job for Cedar Valley teachers than for any other school in the district. We believe it is our responsibility to provide training and support in learning digital literacy to families in the language that preserves their dignity and centers them as their child's most essential teacher. We believe the work of authentically reaching our families in their language is easier done if we can work together to create materials and do outreach. **Splitting our platform splits our energies and our efforts in a time when maximizing them is of the utmost importance.**

It also splits the energies and efforts of our families. The ways our families rely on and support each other is a strength in an unfair and uncertain world. Our collective knowledge in the spring tells us that many of our 3-6 students are responsible for supporting their K-2 siblings with accessing platforms and learning. We were most successful at reaching our K-2 students in the spring on platforms the older students were learning. Choosing one LMS for Cedar Valley is something we can do now that will make an impact on student access.

In a world of impossible decisions, this one seems simply: possible.

Of course, even choosing one LMS doesn't mean we've done enough. It doesn't even begin to address the marginalization, inequities, and dismissals we see levied against our students and our families every day. It seems in some ways a frivolous ask, minutia in the face of the mountain that needs dynamited. But, it is a realistic step. In this, we are asking anyway.

Nancy, you wrote back, "I don't see an answer to your question about the possibility of current K-2 teachers getting an option to use Canvas? I see the drawbacks in terms of kids changing classes or schools in the district but I also could see letting some K-2 teachers be early adopters of Canvas with an eye toward the future of becoming a one LMS district."

I'd like to thank you for hearing my question. And, thank you for a response.

We are now asking as a collective for a definitive answer from those making the LMS

decision.

We urge the answer be:

We hear you, Cedar Valley.

We understand this is one *small* thing we can do as a district to support those furthest from educational justice.

We will ensure one LMS platform for Cedar Valley Community School.

Thank you for supporting us so we can support our students.

Your Cedar Valley Community School K-2 Team,

Jenna Smith (2nd Grade Teacher)

Rachel Billett (2nd Grade Teacher)

Erin Wagner (1st Grade Teacher)

Demi Morgan (1st Grade Teacher)

Leilani Kwok (1st Grade Teacher)

Marcia Bickford (1st Grade Teacher)

Soraya Soltani (Kindergarten Teacher)

Heather Lippert (Kindergarten Teacher)

Chris Ballard (Kindergarten Teacher)

Theresa Lavell (Special Education)

Lauren Fishman (Title)

Kylene Ries (Music Specialist)

Camille Hartley (Librarian)

Kim Copeland (Literacy Intervention Coach)

From: [JoAnn Todd](#) on behalf of [JoAnn Todd <toddj597@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Re: Lexia at Chase Lake
Date: Monday, September 28, 2020 11:30:14 AM

Sure. May I encourage her to give iReady reading a try since CL is on the list from Brandon?

JoAnn

JoAnn Todd

she/her

Director of Elementary Education and K-12 BEST Induction

Edmonds School District

toddj597@edmonds.wednet.edu

425-431-7204

On Mon, Sep 28, 2020 at 11:26 AM Robert Baumgartner

<baumgartnerr@edmonds.wednet.edu> wrote:

Can you field this one? At this stage we are holding on our decision. We understand the superintendent's office to be reviewing this in light of concerns raised, etc....



Rob Baumgartner, Ed.D.

he/him/his

Executive Director of Student Learning

425.431.7350 Phone

baumgartnerr@edmonds.wednet.edu

----- Forwarded message -----

From: **Francine Walsh** <walshf765@edmonds.wednet.edu>

Date: Mon, Sep 28, 2020 at 11:17 AM

Subject: Re: Lexia at Chase Lake

To: Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>, JoAnn Todd

<toddj597@edmonds.wednet.edu>

Good Morning,

I am just following up on this email I sent before school started. I know that keeping Lexia at Chase Lake was discussed at the school board meeting and wondering if we will hear any news on whether we can use Lexia this year. I am getting ready to start my kids on i-ready math diagnostic which I am excited about. However, it would be great to continue to use Lexia for my class for phonics instruction because my students really enjoy it, families know it and it would be one less new thing in a world where everything is different.

During our family engagement meetings, I got a lot of positive feedback from parents that it was something that kids were willing to practice over the summer.

On Mon, Aug 24, 2020 at 10:59 AM Francine Walsh <walshf765@edmonds.wednet.edu> wrote:

First off, I want to give a shout out to the district staff that have been working around the clock to plan during this ever-changing pandemic. I cannot even imagine being in your shoes and I really do appreciate your hard work.

I am writing to ask for some clarification from you about using Lexia at our school. Last year, second and six grade piloted Lexia for the entire year and then the entire school used it during the shutdown. It was my third year teaching second grade at Chase Lake and the second year of doing a walk-to phonics intervention program. The data that we were able to obtain about student growth was very positive. As you know we are a unique little school. One fourth of our students are EL, almost 60% of students qualify for free and reduced lunch, and we also house the program for the medically fragile and intensive support classrooms. What we know about our kids is that many of them are not performing at grade level standards and we need to target resources that help minimize this learning gap.

Last year 60% of second grade students started the year below grade level. We know that second grade is the last year where we are directly teaching phonics and decoding skills as part of our curriculum and that phonics skills are learned sequentially. Our team dedicated a lot of time and energy into meeting our students where they were as individual learners, to increase student progress. What is unique about Lexia is that kids like the program and it scaffolds with direct instruction when a student is struggling rather than just promoting blind guessing. Despite our progress with narrowing the achievement gap, there is still work to be done. I am very proud of the progress we made but not all students left second grade reading at grade level and they will need more reading support.

Lexia is designed to help find the holes in students reading skills and alerts the teacher exactly where the student is struggling. What we learned is that even older kids did not mind using this program as it does not specifically target young audiences so does not feel insulting to kids. Why is this so important? Many students with medical needs miss a lot of school which impacts learning and our EL kids need more time with phonics instructions from grades 3-6.

I would love to field any questions, show you how I used information from Lexia to help my students and parents during the pandemic. I could send you testimonials from families, sharing how they appreciated the program. I believe this is a great resource for our Title 1 schools and feel confident that another year of data would showcase this point.

Lastly, our Title 1 team did an amazing job reaching out to families and provided training in the spring. Not having access to Lexia as the year begins, is such a loss for us. I am aware that we have I-Ready as a tool and am eager to use this for math but have reached out to teacher colleagues of mine in the North Shore school district who are familiar with both programs, one as a teacher and the other as a parent, who prefer Lexia for reading. I know that you are working to streamline how many platforms families need to learn and trying to make things equitable throughout the district but providing the same resources to

all schools is not always the equitable solution.

I look forward to hearing back from you.

--

Warmly,

Francine Walsh
Chase Lake Community School
2nd Grade Team

--

*Warmly,
Francine Walsh
she/her
Chase Lake Community School
2nd Grade Team*

"Do the best you can until you know better. Then when you know better, do better." -Maya Angelou

From: [JoAnn Todd](#) on behalf of [JoAnn Todd <toddj597@edmonds.wednet.edu>](#)
To: [Francine Walsh](#)
Cc: [Robert Baumgartner](#)
Subject: Re: Lexia at Chase Lake
Date: Monday, September 28, 2020 12:05:43 PM

Hi Francine,

I don't have much additional information. At this stage, my understanding is the decision is on hold. We understand the superintendent's office to be reviewing this in light of concerns raised. You mentioned iReady math. Are you also going to utilize iReady reading? The teachers at Beverly Elem state very similar results for iReady reading that you have stated for Lexia. It's your decision to try it, but I was curious if it was something you were considering?

If Rob or I hear any additional information I'll be sure to pass that along to you.
Take care, Francine.

JoAnn

JoAnn Todd

she/her

Director of Elementary Education and K-12 BEST Induction

Edmonds School District

toddj597@edmonds.wednet.edu

425-431-7204

On Mon, Sep 28, 2020 at 11:17 AM Francine Walsh <walshf765@edmonds.wednet.edu> wrote:

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second year of doing a walk-to phonics intervention program. The data that we were able to obtain about student growth was very positive. As you know we are a unique little school. One fourth of our students are EL, almost 60% of students qualify for free and reduced lunch, and we also house the program for the medically fragile and intensive support classrooms. What we know about our kids is that many of them are not performing at grade level standards and we need to target resources that help minimize this learning gap.

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I look forward to hearing back from you.

--

Warmly,

Francine Walsh
Chase Lake Community School
2nd Grade Team

--

*Warmly,
Francine Walsh
she/her
Chase Lake Community School
2nd Grade Team*

"Do the best you can until you know better. Then when you know better, do better." -Maya Angelou

From: [Lauren Wishkoski](#) on behalf of [Lauren Wishkoski <wishkoskil631@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Re: Library funding
Date: Tuesday, August 11, 2020 8:12:45 PM

Thanks, Rob. I will get the PebbleGo purchase moving right away. And Leighanne and I will discuss how to allocate district lib funding for Sora; I've already put out a few feelers to librarians...with varying results. Dan Gossett said he felt it would be a disservice To students to allocate less than 75% to digital; a couple said they thought increasing from 15% reserved to 25% reserved would be good. I'm somewhere in the middle, I think—more around the halfway mark. Thanks for your input.

On Tue, Aug 11, 2020 at 7:34 PM Robert Baumgartner
<baumgartnerr@edmonds.wednet.edu> wrote:

I have no reservations to reserving more for SORA. It makes total sense. We are having some challenges because of our limited ebook resources, right? It seems to me that the apt thing to do would be use this opportunity to focus on increasing these resources. I wonder if there are ways to align to the existing collection development plan. Your proposal is a smart way to approach this.

I have no objection to Pebble Go. So go...



Rob Baumgartner, Ed.D.
he/him/his
Executive Director of Student Learning

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

On Tue, Aug 11, 2020 at 5:36 PM Lauren Wishkoski
<wishkoskil631@edmonds.wednet.edu> wrote:

Rob,

A few questions related to 20-21 library funding that will help Leighanne and me plan:

- General district lib funding: I've understood that we still have \$10/fte. Is that correct?
 - Last year, we reserved 15% of this for Sora ebook and e-audio purchases, and no one balked. (These purchases are available to all students district-wide, not just some students.) Leighanne and I are talking about increasing the amount reserved for digital books due to remote learning. Do you have any reservations/concerns about this?
 - If we're able to provide students with physical materials during remote learning, then I don't see a reason to withhold funding for physical materials, but if it's determined that we cannot provide physical materials during closures, then I am wondering about making only \$5/fte available for physical purchases, so that we would be able to provide more digitally through Sora. That would damage the progress on the work we've been doing with our

physical collections but would better meet the needs of students during this (I hope) unique year.

- Digital resources: This is on the Digital Tools doc I shared with SLLT from the workgroup docs.
 - Elem: Can we provide PebbleGo to all schools with Student Learning Tech Levy funding? Quote is ~\$37K for all schools to have this tool. It provides one of the only database-type sources for our K-2 students, and this quote includes both the primary and the intermediate tool, and the primary tool in both English and Spanish. (It's only \$3K cheaper to have only the primary tool--so worth it to get both K-2 and 3-5).

Lauren

she/her/hers

425.341.7299 [for voicemail only during school closures]

Resources during the Closure: [For Families](#) / [For Staff](#)

Currently reading:

Untamed by Glennon Doyle

The Mindful Self-Compassion Workbook by Kristin Neff & Christopher Germer

Summer reading:

Nine Lies About Work by Marcus Buckingham

Alias Grace by Margaret Atwood

On Earth We're Briefly Gorgeous by Ocean Vuong

A Tale for the Time Being by Ruth Ozeki

The Untethered Soul by Michael A. Singer

Crucial Conversations by Kerry Patterson et al.

--

Lauren

she/her/hers

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From: [JoAnn Todd](#) on behalf of [JoAnn Todd <toddj597@edmonds.wednet.edu>](#)
To: [Scott Morrison](#)
Cc: [Robert Baumgartner](#)
Subject: Re: Math Leaders Collaborative Meeting Resources & Survey
Date: Wednesday, August 5, 2020 11:14:09 AM
Attachments: [image003.png](#)

Correct. This email is reference to a recent COVID cancelled event that was rescheduled in July.

Hope you are well!

JoAnn

JoAnn Todd

she/her

Director of Elementary Education and BEST Induction

Edmonds School District

toddj597@edmonds.wednet.edu

425-431-7204

On Wed, Aug 5, 2020 at 11:07 AM Scott Morrison <morrison@edmonds.wednet.edu> wrote:

We are NOT participating in this, is that correct?

Scott Morrison (He, Him, His)
Principal
Brier Terrace Middle School
425.431.7837

----- Forwarded message -----

From: **Tina Mott** <tmott@nwesd.org>

Date: Tue, Aug 4, 2020 at 7:23 PM

Subject: Math Leaders Collaborative Meeting Resources & Survey

To: Tina Mott <tmott@nwesd.org>, Renee Gallagher <gallar@uw.edu>, Susan Ford <ssford3862@sbcglobal.net>

Dear Math Leaders,

I want to thank you for a great year of learning and developing a shared vision of mathematics teaching and learning. This link has all the materials from the sessions last week along with master slides that each district may use.

[Folder](#)

There are two surveys to complete (UW CEL and AESD). I appreciate you taking the time to provide us valuable feedback.

AESD: <https://pdfor.us/s/c7f901>

UW Center for Educational Leadership [Survey](#)

I realize this work is not done and we have another layer of complexity with remote learning. If I can support any further learning opportunities or facilitate collaboration between districts, please let me know, I am here for you. I would also like to hear how your work continues; celebrations and struggles.

Thank you for the pleasure of working with you!

Tina Mott, Renee Gallagher, and Susan Ford



Tina Mott

([she](#), [her](#), [hers](#))

Regional Math Coordinator

Northwest Educational Service District 189

360-299-4083 (O) | 360-207-2672 (C) | [Facebook](#) | [Twitter](#)

Together We Can

The information transmitted is intended only for the person or entity to which it is addressed and may contain confidential and/or privileged material, the disclosure of which is governed by applicable law. Any review, retransmission, dissemination or other use of, or taking any action in reliance upon this information by persons or entities other than intended recipient is prohibited. If you received this in error please contact the sender and destroy the materials contained in this message.

From: [Kim Hunter](#) on behalf of [Kim Hunter <hunterk@edmonds.wednet.edu>](mailto:hunterk@edmonds.wednet.edu)
To: [Douglas Johnson](#)
Cc: [Sophia Blum](#); [Silver, Sean A. \(CL\)](#); [Baumgartner, Robert J. \(ESC\)](#); [Teresa Lynd](#); [Naomi Nanez](#); [Andrea Collins](#)
Subject: Re: Math Placement Letters Delayed
Date: Thursday, June 25, 2020 10:41:34 AM

Hi Doug and Team,

My apologies for not responding. I was under the impression that after Rob and Sean had talked that Sean was going to loop back with your team and my response was unnecessary.

We do appreciate your input and your advocacy for students.

The main reason that we have not included teacher recommendation in this decision for, to my memory, about a decade is because of the bias that we know has historically shown when teacher recommendation is used. That is not a personally directed statement, but a reality of our current systems. We know that implicit bias historically comes out against BIPOC and against students in EL, SpEd, and those served by free and reduced lunch. In order to address equity issues, we have worked hard to develop a system that is based on multiple quantitative data points (COVID changing that this year), that universally screens and invites students to advancement instead of solely depending on family advocacy, that informs families in the top six languages of the implications of this decision, and that provides multiple ways for them to communicate their opt-in decisions to us. The reason that this process is drastically different from ELA Honors is due to the fact that students are skipping years of content when they advance in math rather than taking a different version of the same class. I hope this gives more clarity behind the why of our placement process.

The math placement process is something we revisit every year and have had committees of teachers work on with us for many years. This year we made adjustments as needed based on COVID and direction from the school board. In the future, we are working to provide more and more opportunities for community and staff to learn more about math instruction and education, implications of a tracked math system like we currently operate, and the math pathways and placement processes. We encourage you and your team to take part in those opportunities in the future.

Thank You,
Kim Hunter
She/Hers Personal Pronouns
Director of Secondary Education and Highly Capable Programs
Student Learning Department
[Edmonds School District #15](#)
[Edmonds Canvas Login](#)
(425) 431-7149

Secondary Student Learning actively engages in practices that seek to disrupt institutionalized racism and inequities in the Edmonds community that impact historically marginalized peoples and impede fair and equitable opportunities for each member.

On Wed, Jun 24, 2020 at 3:11 PM Douglas Johnson <johnsondo@edmonds.wednet.edu> wrote:

Hello Kim,

You never responded to my email from 7 days ago. Today, the 6th grade team at Chase Lake as been contacting every family of whom we feel that the incorrect 7th grade math

placement has been made to ensure that they understand the system and know how to advocate appropriately for their student. However, I want to point out the potential inequities of the system of math placement we have in place for the coming school year:

- With no evidence or recommendations from current 6th grade teachers being solicited or even considered in the placement process, the 7th grade math placement system is left to utilize very limited data from over a year ago. This means that students who have shown significant growth in the past year will not have any of this growth or increased readiness considered. When you consider our EL students, for example, the difference in readiness for advanced math can change immensely in a year and our data at Chase Lake shows that this is the case for many of our students of color and recent immigrants. This initial placement is critical because families who are not empowered to be advocates, or who don't understand the system, will often simply accept the provided placement. When input from professional educators is dismissed, this ensures that this placement will likely be cemented, whether it is correct or not.
- I looked at the Google Form that is provided to families. Beyond requesting personal information, it only asks if families want to accept the current placement, wish to change to Math 7, or wish to change to Pre-Algebra. While feedback from families is certainly welcome, this particular approach has some significant problems; 1) It requires families to know and understand the math courses and to be accurate judges of if the placement is correct for their student; 2) It requires an understanding of the language, or languages presented in the initial letter; 3) It requires internet access to change the placement; 4) It requires the action of advocacy on the part of the family, and not all families are equally empowered to advocate in this way. All of these things favor students from the dominant culture- those who are empowered and have the knowledge and language.
- Saying that a teacher's professional judgement is not considered, but that we are, "welcome to act as a consultant to the family", is highly problematic as well. This kind of indirect advocacy is a highly inefficient use of teachers' time and virtually guarantees that some students will not receive teacher advocacy. If a teacher does not take the extra time to make phone calls and send emails as we have, that students' placement will remain unchanged. Even if a teacher does make the extra efforts, that information may not make it back through the system. As in other aspects of this system, families with language barriers have an even greater chance of their child not being placed properly. It also forces 6th grade teachers to work additional hours to ensure correct math placement, as we have done today, calling families to explain the process.

As we are reviewing systemic racism and bias in our district systems, I feel strongly that this is an example of one of these systems. I sincerely hope that you will read my emails and consider changing this system for greater equity. Math placement in 7th grade is a moment of potential trajectory change for our students and it is critically important that we get this right. I understand the challenges presented by the current situation, but the system of 7th grade English placement was handled very differently, seeking input from families as well as teacher recommendation. .

Thank you,
Doug

Doug Johnson, NBCT
6th Grade Teacher
Chase Lake Community School



On Wed, Jun 17, 2020 at 1:53 PM Douglas Johnson <johnsondo@edmonds.wednet.edu> wrote:

Hello Kim,

It seems strange that teacher recommendation would have no value in this system. This is especially true for our students who speak another language at home; they have missed out on a full year to demonstrate the growth needed to move into higher level math classes, which we all know are the first step for higher level pathways in math and science. Several of these students of color have shown tremendous growth this year, but this system puts them at a serious disadvantage..

It is also a significant problem that teacher advocacy and evidence is ignored while parent advocacy can lead to placement changes. We all know that families who speak another language at home are far less likely to advocate for their children in cases like this. In the end, this will create a significant inequity for some of the students we have shared with you today.

Can you please share why teacher recommendation and 6th grade performance has zero weight in this process, while parental advocacy can lead to a placement change? I certainly understand the difficulty of creating a fair system, given the current circumstances, but blocking teachers' professional recommendations based on available data doesn't seem the right way.

Thank you,
Doug

Doug Johnson, NBCT
6th Grade Teacher
Chase Lake Community School



On Wed, Jun 17, 2020 at 12:10 PM Kim Hunter <hunterk@edmonds.wednet.edu> wrote:
Hi Doug,

You are welcome to act as consultant to the family about these recommendations. The district level recommendations are final and won't be adjusted. Families will receive information about a google form to complete if they would like to pick a different option that is open to opt in or they may communicate directly with the middle school. The only student from the list who will not be able to access your teacher recommendations is [REDACTED] is by district recommendation only.

*Thank You,
Kim Hunter
She/Hers Personal Pronouns
Director of Secondary Education and Highly Capable Programs*

Student Learning Department
[Edmonds School District #15](#)
[Edmonds Canvas Login](#)
(425) 431-7149

Secondary Student Learning actively engages in practices that seek to disrupt institutionalized racism and inequities in the Edmonds community that impact historically marginalized peoples and impede fair and equitable opportunities for each member.

On Wed, Jun 17, 2020 at 11:46 AM Douglas Johnson

<johnsondo@edmonds.wednet.edu> wrote:

Hello Kim,

Today, the 6th grade team at Chase Lake met to discuss math placements for our students; I am the primary math teacher for these students in our departmentalized model. After reviewing students' grades prior to closure, student progress during closure, students going beyond grade level in IXL, and previous SBA scores, we are requesting the following changes in placement:

- Gustavo Cruz Gonzalez- Pre-algebra
- Anna Stewart- Pre-algebra
- Hannah Osborne- Pre-algebra
- Brayden Zabala- Algebra (he is our highest-performing student in math at Chase Lake)
- Yosef Eyob- Pre-algebra
- Jayna-Mae Joanes- Pre-algebra
- Alejandra Osorio-Miranda- Pre-algebra
- Neveah Thomas- Pre-algebra

These are all students who have been working above grade level and who have demonstrated success and readiness for higher-level mathematics. The majority of these students are students of color, many of whom scored lower on the SBA in the past due to learning English at that time. We feel strongly that these students would have qualified based on the Algebra Assessment, if they would have had the chance to take it. We also have strong evidence that these students would have the work ethic to succeed in this class.

Please make these changes in student placement. We understand that letters have already gone out to families, but we did not have the opportunity to provide feedback prior to this. I am happy to discuss this further as well.

Thank you,
Doug Johnson

Doug Johnson, NBCT
6th Grade Teacher
Chase Lake Community School



On Wed, Jun 17, 2020 at 8:51 AM Kim Hunter <hunterk@edmonds.wednet.edu> wrote:

Good Morning,

We wanted to let you know that there was a delay in the mailing of the 6th to 7th grade math placement letters. The letters will go in the mail today. We recognize that this is short notice for conversations between families and teachers to happen if they have questions or would like to consider a different option that is open to opt-in. At this time, you may share recommendation information with families. Please use the attached spreadsheet to see what the final recommendations were.

Thank You,

Kim Hunter

She/Hers Personal Pronouns

Director of Secondary Education and Highly Capable Programs

Student Learning Department

[Edmonds School District #15](#)

[Edmonds Canvas Login](#)

(425) 431-7149

Secondary Student Learning actively engages in practices that seek to disrupt institutionalized racism and inequities in the Edmonds community that impact historically marginalized peoples and impede fair and equitable opportunities for each member.

From: [Kathleen Hodges](#) on behalf of [Kathleen Hodges <hodgesk@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Cc: [JoAnn Todd](#); [Holly Zenz](#)
Subject: Re: Math and Group C kids
Date: Friday, August 21, 2020 11:52:07 AM

That's what I needed to know. I've lowered my shoulders and taken a deep breath. I'm not going to borrow the worry.

On Fri, Aug 21, 2020 at 11:50 AM Robert Baumgartner

<baumgartnerr@edmonds.wednet.edu> wrote:

Based on initial data, it looks like up to 1/3 of families (district data--not MAD) may opt for full remote. Among our goals are keeping students in their current school and program. If MAD has up to 1/3 of students in full remote, you could likely have ways to arrange student groupings to avoid having MAD students have to go to another school to access full remote learning. I understand the concern, but I hope we can work around this issue if and when we go to hybrid.



Rob Baumgartner, Ed.D.
he/him/his
Executive Director of Student Learning

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

On Fri, Aug 21, 2020 at 11:37 AM Kathleen Hodges <hodgesk@edmonds.wednet.edu> wrote:

Hi JoAnn and Rob - It's been discussed in different zoom meetings that students who select option C when we return to Hybrid learning, will be assigned to a different teacher, with a high probability that the teacher will be at a different school. This is where past-Madrona's dispensation history is going to cause some havoc. 3 of our 4 Primary centers use a different math curriculum (Bridges to Math) and ALL of our Intermediate centers use a different curriculum (4th/5th in Bridges, 6th grade in the 6th grade version of the middle-school adopted math textbook). I don't want to open a can of worms if this has not been decided. Is this part of bargaining? Or is this something that's being decided outside of bargaining? If it's being decided outside of bargaining, has the decision been made? I will need to engage my teachers as soon as possible if this is what's being planned.



HodgesK@edmonds.wednet.edu | Instagram @MadronaK8bears

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HodgesK@edmonds.wednet.edu | Instagram @MadronaK8bears

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From: [Leah Bracken](#) on behalf of [Leah Bracken <brackenl411@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Re: Message to Primary Staff
Date: Tuesday, August 11, 2020 8:54:29 AM

Hi Rob, Yes I wanted to open or end with why I wanted to support the decision as well.

I had this crafted to include:

Good morning esteemed CVE Primary team,
First, thank you all for taking the time to consider and recognize that CVE family experiences may not be the same as everyone else's coming back to remote learning in the Fall. As a school community we need to leverage this knowledge to be flexible and innovative in the ways that we support and engage with students and families through this time. I appreciate the teams' request to do things differently this upcoming year by piloting Canvas as the primary LMS so that we can assist in breaking down barriers for our families and students.

In speaking with entities within the district we all have a common goal in making equitable adjustments to our own community, adult practices to systemically support what our families & students need for success. Therefore, Our request has been approved and I wanted to share with you the response back from Rob Baumgartner. More information will be coming around the next steps to move forward, but please reach back out to me if you have any questions.

Leah Bracken,
She/Her/Hers
Principal
Cedar Valley Community School
Edmonds School District #15
425-431-7453



On Tue, Aug 11, 2020 at 7:55 AM Robert Baumgartner
<baumgartnerr@edmonds.wednet.edu> wrote:

You had mentioned that you would add this to a message from you to the team. Is that still the case?

I made a tweak or 2 to the last paragraph. Use this text for my part of the message:

We approve your request to pilot the Canvas learning management system as a primary team. I appreciate your patience as we worked through a few details on our end. A few quick points of clarification:

- Be assured you will be included in any Canvas professional development we offer;

the training we are developing for 3-6 will work well for you, I'm certain. Our instructional technology team will remain a resource to support implementation of this and other instructional tech needs. We will support you in whatever ways we are able.

- It was important for me to make sure you were aware that my team has aligned resources to support the district as a whole. With the rest of our elementary schools using the Seesaw at the primary level, we do not have plans to create some of the Canvas resources we are developing for grades 3-6 for K-2. As an example, we are creating a common grade-level template for all teachers to use as they make their own Canvas pages. We very likely won't have these for K-2, which could feel like less support for you. There are other examples, but I hope this helps clarify what we mean when we say there might not be the same level of support for you. We'll do our best; just need to be honest up front.
- There are benefits for the system too--we are actually very happy to have a team piloting. We are hoping to challenge the somewhat persistent notion that Canvas is somehow not developmentally appropriate for our youngest students. Your experiences will help inform this conversation as it continues.

As a closing note, I do need to share that one of the points of your rationale was **not** part of *our* rationale for supporting this decision for CV to implement Canvas at primary. Specifically that it is not acceptable for your families to learn 2 new learning management systems given the challenges they face. You know your community better than me for certain, but this struck me as deficit thinking about our families. One thing that was reinforced for me through the spring school closure is the extraordinary lengths families will go to ensure their children have access to learning. No intent to scold or assign mal intent, rather I offer it as a point of reflection.

I appreciate your advocacy for what you believe and apologize for the delay in finalizing this decision. Take good care!



Rob Baumgartner, Ed.D.
he/him/his
Executive Director of Student Learning

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

On Tue, Aug 11, 2020 at 7:35 AM Leah Bracken <brackenl411@edmonds.wednet.edu> wrote:

Morning Rob, I think this is a pretty concise letter, and in reflection on it I do not think that anything needs to be tweaked. I originally had thought about offering suggestions around messaging in the last paragraph but I agree with you so I think the communication is fine.

Please let me know when I can forward this to the team. Thanks again.

L

Leah Bracken,

She/Her/Hers

Principal

Cedar Valley Community School

Edmonds School District #15

425-431-7453



On Mon, Aug 10, 2020 at 2:53 PM Robert Baumgartner

<baumgartnerr@edmonds.wednet.edu> wrote:

Leah,

Here's the message from Rob re: Canvas. Let me know what you think and if I should tweak anything.

We approve your request to pilot the Canvas learning management system as a primary team. I appreciate your patience as we worked through a few details on our end. A few quick points of clarification:

- Be assured you will be included in any Canvas professional development we offer; the training we are developing for 3-6 will work well for you, I'm certain. Our instructional technology team will remain a resource to support implementation of this and other instructional tech needs. We will support you in whatever ways we are able.
- It was important for me to make sure you were aware that my team has aligned resources to support the district as a whole. With the rest of our elementary schools using the Seesaw at the primary level, we do not have plans to create some of the Canvas resources we are developing for grades 3-6 for K-2. As an example, we are creating a common grade-level template for all teachers to use as they make their own Canvas pages. We very likely won't have these for K-2, which could feel like less support for you. There are other examples, but I hope this helps clarify what we mean when we say there might not be the same level of support for you. We'll do our best; just need to be honest up front.
- There are benefits for the system too--we are actually very happy to have a team piloting. We are hoping to challenge the somewhat persistent notion that Canvas is somehow not developmentally appropriate for our youngest students. Your experiences will help inform this conversation as it continues.

As a closing note, I do need to share that one of the points of your rationale was **not** part of *our* rationale for supporting this decision for CV to implement Canvas at primary. Specifically that it is not acceptable for your families to learn 2 new learning management systems given the challenges they face. This struck me as deficit thinking about our families. While my contact with families is far less direct than anyone else on this message, I am well aware of the lengths our families will go to ensure their children

have access to learning. I checked my understanding with others on this, and they agree. I share this not intending to assign mal intent or scold or anything like that. Rather I offer it as a point of reflection.



Rob Baumgartner, Ed.D.
he/him/his
Executive Director of Student Learning

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

From: [JoAnn Todd](#) on behalf of [JoAnn Todd <jtoddedu@gmail.com>](#)
To: [Robert Baumgartner](#)
Subject: Re: Northshore Fall Reopening Plan
Date: Tuesday, July 21, 2020 4:50:10 PM

That's right, Kent. Any word on what those districts will announce?

JoAnn

On Jul 21, 2020, at 4:48 PM, Robert Baumgartner
<baumgartnerr@edmonds.wednet.edu> wrote:

Kent announced. Word is that Seattle, Auburn, Renton, Highline, and Federal Way will announce tomorrow.



Rob Baumgartner, Ed.D.
he/him/his
Executive Director of Student Learning

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

On Tue, Jul 21, 2020 at 4:46 PM JoAnn Todd <jtoddedu@gmail.com> wrote:
Brandon told me another district announced going back 100% remote today too (Everett?).

JoAnn

Begin forwarded message:

From: Northshore School District <communications@nsd.org>
Date: July 21, 2020 at 4:39:44 PM PDT
To: Northshore School District Recipients
<recipients@nsd.parentlink.net>
Subject: Northshore Fall Reopening Plan
Reply-To: Northshore School District
<communications@nsd.org>

Dear Northshore Families

I trust you are enjoying these warm July days and staying safe and

healthy as we continue to navigate the resurgence of COVID-19. As we consider how this situation changes from day to day, we must be able to adapt our plans, while also remaining steadfast in our commitment to strengthening our community through excellence in education.

As you know, I have committed to sharing fall reopening information as it becomes appropriate to share. [Guidance from Seattle King County Public Health](#) indicates that with the current community transmission rate data, it is not safe to reopen schools in person at this time. Further, with [Governor Inslee reducing the number of congregants even in Phase 3](#), we do not find reopening school in person feasible now. As the science of COVID-19 continues to evolve, and our understanding of the impact of young people on the possible community transmission rates become better known, we have a responsibility to better understand that our school district is not an island. Further, with the significant number of high risk staff we have in critical positions, the task of reopening schools in person is compounded.

At this time, we plan for our students to begin the 2020-21 school year with a more robust and flexible 100% distance learning model through Northshore Learns 3.0, using a staged approach for in person re-entry to school. Our district leadership and staff have been working closely with the Northshore Education Association and other labor groups on planning for a number of instructional scenarios in the fall – [instruction that continues to align with our 2017-22 Strategic Plan goals](#), and yet is flexible and responsive to restrictions presented by our region's current health crisis. The planning process continues to be collaborative with a mutual commitment to the health and safety of our students, staff and their families.

We have developed a [Northshore Learning Model Status page](#), which will be used throughout the school year. As you will note on this page, there are three scenarios for teaching and learning; 100% In-person Learning, Hybrid Learning, and 100% Distance Learning. Under these scenarios, there is a breakdown of in-person/distance learning hybrid stages that allow our educational model to pivot at any time between the three scenarios. These six stages will be determined by the impacts of a changing health situation, available resources, and direction from the Office of the Superintendent of Public Instruction (OSPI), our Governor and our Health Department(s). As the public health situation continues to evolve, the District, the Northshore Education Association, and other labor groups will continue to work together to adjust.

In working closely with our labor groups in this planning, I want to make it clear that we have heard you. Together, we have reviewed our survey responses, we have had conversations with staff, student groups, parent groups, and in emails and phone calls. Now, a

number of teams are thoughtfully working on the implementation detail planning to begin the 2020-21 school year with distance learning in a Northshore modified Stage 2. This means that students will learn remotely while staff members will have limited and monitored access to their instructional space at their respective school sites to provide for a more robust experience. In support of a more robust learning experience, I want to share two of our priorities. The Northshore School District will utilize a common, system-wide learning management system, which will be user friendly for staff, students and families. The system will include the ability to use preferred languages to the extent available within existing translation capabilities. Stay tuned as we plan to provide parent/guardian training on this and other topics of interest to support and sustain student educational success over the coming months.

Also, as we nurture the learning of our students fully online or, when safe to do so, through hybrid models or in-person, one priority will be to build relationships – to build a sense of belonging and connectedness within our classrooms, schools, and regions within the district. Through collaboration and a commitment to our common purpose of creating safe, caring, respectful school environments, Northshore's students will continue to learn at high levels, find their passion, and thrive. We are Northshore...

I will provide additional updates and details on the structure, breadth and depth of our distance learning models as we move forward. In the meantime, I encourage you to familiarize yourself with the [Northshore Learning Model Status page](#) and the information on the [Next Steps page](#) that continues to be updated and reviewed. In addition, I invite you to tune in tomorrow morning, Wednesday, July 22 at 8:00 a.m. for our Northshore Learns News segment on [YouTube](#) or [Facebook](#). I will be joined by NSEA President Tim Brittell as we discuss this fall reopening plan.

The creativity, strength and innovation that we continue to embrace through this process, and in communication with all of you, must continue. After all, learning best happens in community.

Warmest Regards,

Michelle Reid, Ed.D.
Superintendent
Northshore School District

From: [JoAnn Todd](#) on behalf of [JoAnn Todd <jtoddedu@gmail.com>](#)
To: [Robert Baumgartner](#)
Subject: Re: Northshore Fall Reopening Plan
Date: Tuesday, July 21, 2020 5:00:30 PM

Yep. Worse case scenario for sure. Though, since we've been surviving the distance learning thing for the most part, I'm actually more concerned about conceptualizing and promoting an online coaching model people will utilize and will be value add.

JoAnn

On Jul 21, 2020, at 4:55 PM, Robert Baumgartner
<baumgartnerr@edmonds.wednet.edu> wrote:

Fully Remote... tough decisions ahead for us in Seattle... I can't imagine how we are going to do this with our jobs...I'm sure you're in the same thoughts



Rob Baumgartner, Ed.D.
he/him/his
Executive Director of Student Learning

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

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Rob Baumgartner, Ed.D.
he/him/his
Executive Director of Student Learning

425.431.7350 Phone
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Warmest Regards,

Michelle Reid, Ed.D.
Superintendent
Northshore School District

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Northshore School District | 3330 Monte Villa Parkway, Bothell, WA 98021
| 425-408-6000

From: [Lenora Carey](#) on behalf of [Lenora Carey <careyl@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Re: Office Personnel returning to work
Date: Friday, September 4, 2020 11:07:00 AM

Thanks for the update! I'm waiting to see who will be on campus. I was told by the teacher of the Life Skills students from VOICE, wouldn't be here until October. I asked him to let me know if we need to find somewhere else for pallets of kits from their space.
Have a nice weekend with your family!

On Fri, Sep 4, 2020 at 10:47 AM Robert Baumgartner <baumgartnerr@edmonds.wednet.edu> wrote:

Lenni--

I'm going to send a communication to the support team with updates from our conversation about onsite work expectations. I still want to understand the landscape at your site in terms of who else will be there in the facility on any given day. I am open to approaching with flexibility, meaning there may be times where working from home is more appropriate. We'll chat. Hold on your current approach for now.

Have a great weekend!



Rob Baumgartner, Ed.D.
he/him/his
Executive Director of Student Learning

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

On Tue, Sep 1, 2020 at 12:16 PM Lenora Carey <careyl@edmonds.wednet.edu> wrote:

Rob,
Can I still work from home a couple days a week or should I plan to go every day?

Lenni

----- Forwarded message -----

From: **Mark Roschy** <roschym141@edmonds.wednet.edu>
Date: Tue, Sep 1, 2020 at 11:14 AM
Subject: Office Personnel returning to work
To:
CC: Annette Gahan <gahana@edmonds.wednet.edu>

Office Personnel returning to work for the 2020-2021 school year.

We appreciate our Office Personnel's patience while we sort

out the intricacies of reopening our school campuses and establish all necessary protocol to return to work. As of 9/1/20, all Office Personnel should be at their worksite working their assigned hours and calendar OR should have requested the appropriate leave or accommodation (described later in this memo) through Human Resources. The District has been working with our union groups over the last few weeks to clarify expectations, leave options, and protocol for employees to return to work during the pandemic. We have discussed the expectation of employees returning to their worksite specifically while most students are not present. We intend to reengage in further conversation when it is decided that all students can return to school campuses in a hybrid model, a full (typical) model, or some other version not yet considered. We reasonably expect that in the coming weeks, some students will return to campus to be supported with specified needs. Regardless of when and how many students will return to campus, it is imperative that we prepare for students to return and establish the environment, atmosphere, processes, and protocol to welcome them back. This preparation requires that staff be a part of that preparation process and does not allow us to wait until that announcement is made – whether it is in the coming weeks or further out. Our buildings are safe. The buildings have been cleaned daily since the closure and there has been no reduction in custodial support, even with the lack of students present as we open school. There is no plan to reduce custodial support as long as staff are present in the school buildings. Our schools are large and vacant and provide ample social distancing space for employees to work in near isolation. The risk to employees is solely based on the interactions of employees in the workplace.

As you have begun to see, the District has spent the summer months establishing protocols, processes, and requirements that minimize the risks of employee interactions while at work. Attestations will be required for all employees prior to entering the building. Hand sanitizer and masks will be provided upon entry. Masks are required at all times unless working alone under specific guidelines. Sign in/out procedures are in place to maintain a cleaning schedule that reflects employee's locations while at work. Bathrooms have an increased cleaning schedule, HVAC systems are running 24/7, HVAC filters are all being upgraded to higher efficiency filters and will be checked and replaced with additional frequency, plexiglass is installed in expected high traffic areas, etc. With limited number of people in the school buildings and all of the above in place, we have worked to create a minimal contact and safe work environment for employees. In addition to preparing for students to return, even in limited numbers based on need, there are several other factors that are resolved by returning to the worksite.

-

Equity – returning to the worksite resolves the

inequities of access to a reliable internet signal for our employees. It also resolves the inequities we witnessed

in the Spring where some employees worked all of their assigned hours and some were asked to work very few, yet all were kept whole with pay and benefits.

-

Systems – Having our systems up and running in

preparation for students to return. Not

only having our systems up and running for students to return, but also having our systems up and running so that we can keep our colleagues employed through cleaning, maintenance, mail delivery, printing, etc.

-

Hardware – Our buildings have high speed WIFI

signals for maximum student support.

Where Chromebooks failed in some areas, our buildings have unused and available

computers better equipped to handle online student support. Our better equipment is sitting idle in our

empty buildings that would serve students better if utilized. Where many employees struggled with their

equipment and WIFI signal, almost all of these issues would be resolved when working

out of our campuses.

-

Materials – The district supplies not only basic

office supplies, but materials to best support student learning from

whiteboards to science kits, these materials are housed and restocked in our

school buildings. Employees who

struggled with access to materials issues will not face those issues at school.

-

Supervision – Supervision is a two-way

street. It is important for both the

protection of employees and protection of the district. Our transparency as a public school district

is predicated on the consistency and appropriateness of how our employees embody

that expectation. The work product of

our non-certificated employees must be easily and readily accessible. The interactions between students and non-certificated

employees must be easily monitored and those employees must have ready access

to assistance when needed (through Administration, Office Staff, Student

Support positions, etc.). Classified

employees are different from certificated employees in two key ways,

certificated employees are exempt from hourly fair labor standards and their

earned teaching certificate would be in jeopardy if the State code of professional

conduct were to be violated, these differences are critical when it comes to

supervision.

-

Liability – Our facilities are ADA accessible, we comply with all L&I and OSHA standards, we apply and enforce FSLA laws and practices on site. We take all precautionary measures to avoid risk in the workplace (salt walkways, provide ergonomic workspaces, provide ramps and lifts, automatic door openers, protected plumbing fixtures, etc.). All of these standards are to protect employees and all of these modifications have been developed for our actual work sites. This investment has not only protected employees, it also limits the liability of the district as an employer every day.

Many other issues that arose in the spring,

are quickly resolved by having employees report to work. We are aware that requiring employees to

report to work creates some new problems for some employees, but we have many

leave options for employees to manage those problems. Many leave provisions have always been a part

of the employee contract, and those options have only grown over the last few

years. But, in addition to the existing

leave provisions, the State and Federal government have expanded leave options

due to COVID19. These additional leave

benefits are aimed directly at many of the issues that have been raised by some

employees (like child care issues and high-risk status). Accessing the most appropriate types of leave

are intended to alleviate these challenges during this pandemic and although

they may not solve all issues, they are the enhanced tools we have for this

moment.

In addition to all previous types of

leave available, the following have been added:

-

Emergency Paid Sick Leave Act (EPSLA) - will

provide up to 80 hours of paid sick leave for employees depending on their full-time or part-time status who are unable to work (including remote work) and meet one or more of five conditions specified by the federal legislation.

-

Emergency Family and Medical Leave Act (EFMLA) -

grants employees up to 12 weeks of job-protected leave to care for a son or daughter whose school or place of childcare is closed due to a declared public health emergency related to COVID-19 and are unable to work (including remote work).

-

Access to unemployment (and potential access to

Federal enhanced unemployment benefits).

Dependent on leave type and reason, employees may have access to these benefits while on a qualifying leave.

The best way to determine your leave

options is to contact Human Resources to get assistance in aligning your needs with the most appropriate type of leave.

For Office Personnel, your contact is Annette Gahan - gahana@edmonds.wednet.edu

The Governor's Proclamation 20-46 allows

employees who are qualified as high-risk per CDC guidelines to request accommodations to protect them from exposure to the COVID-19 disease, these accommodations can include telework, alternative or remote work locations, reassignment, and social distancing measures. Employees

who are designated high-risk per CDC guidelines and confirmed through Human

Resources can request accommodations and will be considered for such accommodations.

Your supervisor should have contacted

you by now to review your daily work schedule and expected building

protocol. If you have not heard from

them, you should feel free to contact them directly.

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We will learn and grow from our
actions moving forward and we will adapt as needed as all good educators always
do.

Mark Roschy
Human Resources Director - Classified
Edmonds School District
425-431-7025

--

Thank you,
Lenni Carey
Edmonds School District
Science Materials Center
Woodway Campus
(425) 431-4715

--

Thank you,
Lenni Carey
Edmonds School District
Science Materials Center
Woodway Campus
(425) 431-4715

From: [JoAnn Todd](#) on behalf of [JoAnn Todd <toddj597@edmonds.wednet.edu>](#)
To: [Darcy Becker](#)
Cc: [Lauren Wishkoski](#); [Brandon Lagerquist](#); [Kim Hunter](#); [Robert Baumgartner](#); [Scott Barnes](#)
Subject: Re: PD Communication
Date: Tuesday, August 11, 2020 10:46:12 PM

Unless anyone has objections... I think (wince) I'd like to do a video message explaining the change in Summer Institute offerings and the rationale for those changes in elem. I can make the video Wednesday afternoon and would like to mention LMS options but won't (or will speak in generality) if that team isn't ready with dates. I can link the video in the elem info page you've described.

I just have this gut feeling that now is the time for me (us) to be incharge of our dept. narrative and lots of words on a page don't connect to people in a way that a video message does. My/our tone and words are not left to interpretation of the reader... it's right there on video tape (as is COVID hair).

Thoughts?

JoAnn

JoAnn Todd
she/her

Director of Elementary Education and BEST Induction

Edmonds School District

toddj597@edmonds.wednet.edu

425-431-7204

On Tue, Aug 11, 2020 at 9:26 PM Darcy Becker <beckerd973@edmonds.wednet.edu> wrote:
And I'll separate out Early Learning into its own document too.

On Tue, Aug 11, 2020 at 8:17 PM Lauren Wishkoski
<wishkoskil631@edmonds.wednet.edu> wrote:

I agree and had wondered about splitting into elem and sec info to make things easier to navigate.

My sec coaches are meeting tomorrow afternoon, and they're the ones leading training next week on Peardeck, etc, so I will get them to confirm when those sessions will be offered and get them on the Learning Sessions calendar. I will also see what I can work out re: LMS training by end of next week.

On Tue, Aug 11, 2020 at 7:48 PM Robert Baumgartner
<baumgartnerr@edmonds.wednet.edu> wrote:

All,

Thanks for all your work on this document. I think we will push out sending it until Thursday afternoon. I can speak to this topic at a high level to our administrators. We will have time on Th morning to meet as a team to finalize this as part of the DLT meeting time.

As for the communication to teachers, I'm thinking all of the information is getting a bit unruly. So how to streamline? I'm wondering about an email with a few of the Q&A pieces and a little context from me. Then we could link to documents for both elementary and secondary with the offerings, explanations, links, etc. I think this might be a bit more user friendly. Thoughts?

Let's finalize the information by tomorrow.



Rob Baumgartner, Ed.D.
he/him/his
Executive Director of Student Learning

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

--

Lauren

she/her/hers

425.341.7299 [for voicemail only during school closures]

Resources during the Closure: [For Families](#) / [For Staff](#)

Currently reading:

Untamed by Glennon Doyle

The Mindful Self-Compassion Workbook by Kristin Neff & Christopher Germer

Summer reading:

Nine Lies About Work by Marcus Buckingham

Alias Grace by Margaret Atwood

On Earth We're Briefly Gorgeous by Ocean Vuong

A Tale for the Time Being by Ruth Ozeki

The Untethered Soul by Michael A. Singer

Crucial Conversations by Kerry Patterson et al.

--

Darcy Becker

she/her/hers

Manager, Early Learning Programs

425.431.7135 Phone

beckerd973@edmonds.wednet.edu

Just finished:

The Ballad of Songbirds and Snakes by Suzanne Collins

Educated: A Memoir by Tara Westover

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Mag Gardner & Max Drummy

From: [JoAnn Todd](#) on behalf of [JoAnn Todd <toddj597@edmonds.wednet.edu>](#)
To: [Scott Barnes](#)
Cc: [Brandon Lagerquist](#); [Darcy Becker](#); [Lauren Wishkoski](#); [Kim Hunter](#); [Robert Baumgartner](#)
Subject: Re: PD Communication
Date: Wednesday, August 12, 2020 12:50:42 PM

You're both right. I think in my strong desire to take control of the narrative and bring humanity back into the conversation, I stepped out of my lane. To your point, that leadership voice should come from upper leadership, not the lil ole elem lady.
I know it goes without saying, but I'll support in any way appropriate.

JoAnn

JoAnn Todd

she/her

Director of Elementary Education and BEST Induction

Edmonds School District

toddj597@edmonds.wednet.edu

425-431-7204

On Wed, Aug 12, 2020 at 8:51 AM Scott Barnes <barnessc@edmonds.wednet.edu> wrote:

I agree that a video message gives a more personal connection, along with the digital version so that teachers have all the information that we can provide. Even though we will face some backlash, I think most teachers would be grateful for getting a message that plans are being made.

Scott

On Wed, Aug 12, 2020 at 12:08 AM Brandon Lagerquist

<lagerquistb835@edmonds.wednet.edu> wrote:

I definitely agree that a video message will be more personal than an email and will help more teachers understand the rationale, who may misunderstand a long email. Thus, a video message also helps to control the narrative. It's probably a pipe dream, but it would be pretty awesome to have members of Cabinet make cameos for the video to show support for the updated PD opportunities.

While our intent is to be helpful and supportive to teachers, I worry about the inevitable contingent that finds the new offerings to be overwhelming and confusing and thus leads to confusion and animosity towards our department. Being the husband of a 4th grade teacher, I know that bandwidth is already being stretched and anxiety is huge. I mention this as further support for good and clear messaging.

I would also encourage collaborating with the communications department, specifically Harmony Weinberg, to give the video a professional polish. One of the best decisions I've made lately is to more intentionally collaborate with Harmony and her team with the development and advertising of the multitude of surveys that the district continues to push out each week. Her expertise and resources have helped tremendously and she's great to work with.

Brandon Lagerquist

he/him/his

Director - Assessment, Research, and Evaluation

Edmonds School District

20420 68th Ave W

Lynnwood, WA 98036

425-431-7302



On Tue, Aug 11, 2020 at 10:46 PM JoAnn Todd <toddj597@edmonds.wednet.edu> wrote:

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JoAnn

JoAnn Todd

she/her

Director of Elementary Education and BEST Induction

Edmonds School District

toddj597@edmonds.wednet.edu

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Let's finalize the information by tomorrow.



Rob Baumgartner, Ed.D.
he/him/his
Executive Director of Student Learning

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

--

Lauren

she/her/hers

425.341.7299 [for voicemail only during school closures]

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Darcy Becker

she/her/hers

Manager, Early Learning Programs

425.431.7135 Phone

beckerd973@edmonds.wednet.edu

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Scott Barnes,
Manager of Visual and Performing Arts, Edmonds School District
President, NAFME NW Division
Past-President, Washington Music Educators Association
425-431-7116

From: [Lauren Wishkoski](#) on behalf of [Lauren Wishkoski <wishkoskil631@edmonds.wednet.edu>](#)
To: [Scott Barnes](#)
Cc: [Robert Baumgartner](#)
Subject: Re: PD for remote learning
Date: Thursday, July 30, 2020 4:20:36 PM

Thanks, Scott! I would not have seen this if you hadn't shared it. I'll be on the lookout for what various ESD's may be offering with regards to LMSs. Interesting that the article states: " One of the primary challenges experienced by students, families, and educators during that time centered on online learning: navigating the platforms; honing in on a single platform for consistent, district-wide use; and implementing best practices in an online learning environment. "

Seems to double-down more clearly on the call for a single platform for district-wide use.

Lauren

she/her/hers

425.341.7299 [for voicemail only during school closures]

Resources during the Closure: [For Families](#) / [For Staff](#)

Currently reading:

Alias Grace by Margaret Atwood

On Earth We're Briefly Gorgeous by Ocean Vuong

The Mindful Self-Compassion Workbook by Kristin Neff & Christopher Germer

Nine Lies About Work by Marcus Buckingham

July and August summer reading:

A Tale for the Time Being by Ruth Ozeki

The Untethered Soul by Michael A. Singer

Crucial Conversations by Kerry Patterson et al.

On Thu, Jul 30, 2020 at 3:37 PM Scott Barnes <barnessc@edmonds.wednet.edu> wrote:

FYI

----- Forwarded message -----

From: **Janet Hayakawa** <janet.hayakawa@k12.wa.us>

Date: Thu, Jul 30, 2020 at 1:57 PM

Subject: PD for remote learning

To: Andrew Landowski (andrew.landowski@tumwater.k12.wa.us)

<andrew.landowski@tumwater.k12.wa.us>, Andy Robertson <arobertson@lwsd.org>, Ann

Medellin <Ann.Medellin@vansd.org>, Ann Medellin (annmedellin@gmail.com)

<annmedellin@gmail.com>, BarnessC@edmonds.wednet.edu

<BarnessC@edmonds.wednet.edu>, Carinn.EckisOrmson@evergreenps.org

<Carinn.EckisOrmson@evergreenps.org>, Carol Pederson (CarolPe@spokaneschools.org)

<CarolPe@spokaneschools.org>, David Bentley <david.bentley@mercerislandschools.org>,

Debbie Montague <dmontague@nsd.org>, Emily Atkinson (emilyatkinsonart@gmail.com)

<emilyatkinsonart@gmail.com>, Gail Sehlhorst <ghsehlhorst@seattleschools.org>,

Lindquist, Georgia A. <glindquist@everettsd.org>, Heidi Menzenberg Zvilna

<hmenzenbergzvilna@lwsd.org>, Jessica Holloway (hollowayj@bsd405.org)

<hollowayj@bsd405.org>, Jody Cain <jody_cain@lkstevens.wednet.edu>, Joe Dyvig

<jdyvig@osd.wednet.edu>, Kalle Spear <KSpear@everettsd.org>, Karen Ollerenshaw

<kollerenshaw@lwsd.org>, KC Flynn <kflynn@psd1.org>, Keira Merwine <merwine@skschools.org>, Kevin Reimer <kreimer@nthurston.k12.wa.us>, Kim Merkley <kmerkley@lwsd.org>, Manny Cawaling (manny@inspirewashington.org) <manny@inspirewashington.org>, Mark Wilbert <wilbertm@bsd405.org>, MICHAEL SACCOMANNO <msaccomann@bethelsd.org>, paivezic@seattleschools.org <paivezic@seattleschools.org>, Paula Ferguson <pferguson@lwsd.org>, Roger Garcia <rgarcia@wwps.org>, Sarra Sharif <ssharif@lwsd.org>, Shellie M. Hatch <shatch@psd1.org>, Stefan.Nelson@highlineschools.org <Stefan.Nelson@highlineschools.org>, Suzanne Hanson <suhanson@lwsd.org>, White, Christopher <Christopher.White@kent.k12.wa.us>

Dear Colleagues,

FYI, this came in 20 minutes ago. It seems pertinent to our conversation today. It sounds like this will address some of the larger issues. We should continue to inquire about arts specific strategies.

Funding Approved for Statewide Training in Technology for Educators

Through the CARES Act, Congress allocated funds to local school districts and to state education agencies to provide support in covering emergency COVID-19 costs.

OLYMPIA — July 30, 2020 —During last spring's rapid transition to remote learning, school districts worked tirelessly to provide students with a continuity of learning, meals, and other supports.

One of the primary challenges experienced by students, families, and educators during that time centered on online learning: navigating the platforms; honing in on a single platform for consistent, district-wide use; and implementing best practices in an online learning environment.

To better prepare our educators for the potential of more remote learning in the 2020–21 school year, the Office of Superintendent of Public Instruction (OSPI) has remained committed to spending a portion of federal

Superintendent Chris Reykdal

emergency funds on professional development for educators on the use of learning management systems.

This week, the state Office of Financial Management (OFM) released \$2.5 million in federal funds to OSPI for this purpose. In partnership with OSPI, the state's nine regional educational service districts (ESDs), also known as the Association of ESDs (AESD) will provide support and training with no registration cost. These supports will help districts with platform selection, provide training for educators and families, and will launch networks for educators to share best practices.

"Last spring, we heard consistently from educators that they needed more training on how to effectively use online learning management systems," said Chris Reykdal, Superintendent of Public Instruction. "We also heard from students, parents, and guardians that they were overwhelmed by the variety of systems educators were using to provide online learning."

"To make online learning more effective this fall, we have to streamline this," Reykdal continued. "Students and parents should be able to focus on learning, and educators should be focused on teaching, without the modality of the instruction getting in the way. Our ESDs will provide educators with training in a handful of learning management systems consistent with guidance we have already sent to districts to simplify their remote learning managements systems for families."

In total, Congress allocated approximately \$195 million to Washington's local school districts and \$21 million to OSPI to address impacts resulting from COVID-19. While all funds have been released to local school districts, OFM has held back the vast majority of the funds allocated to OSPI; this \$2.5 million for professional learning represents the first major step in scalable statewide solutions to improve the online learning experience.

As OFM considers a release of the remainder of the state's portion of the funds, OSPI intends to cover the costs of internet for students eligible for free or reduced-price meals and to partner with community-based organizations to help families secure childcare, engage in language translation services, and other parent and family engagement strategies.

“The funds provided by Congress for state education agencies were intended for statewide coordination, statewide strategies, and statewide scale in purchasing and training,” Reykdal said. “I encourage OFM and the Legislature to release the remainder of the funds so we are able to provide additional and necessary supports for students, families, and schools as we prepare for perhaps the most complicated school year in American history.

More Information

- [OSPI’s Elementary and Secondary School Emergency Relief \(ESSER\) Funds Q&A](#)
 - [Final ESSER Funds Allocation Amounts by School District](#) (Excel spreadsheet)
 - [For more information about the professional learning, educators can visit the AESD website.](#) Educators who are interested in earning clock hours for time spent in training will be charged a nominal fee.
-

Janet Hayakawa

Pronouns: she, her, hers

Program Supervisor

The Arts | Learning and Teaching

Office of Superintendent of Public Instruction (OSPI)

P.O. Box 47200 | 600 Washington St. SE

Olympia, WA 98504-7200

Office: 360-725-4966

Cell/Text: 360-764-6157

janet.hayakawa@k12.wa.us

www.k12.wa.us

OSPI Mission

All students prepared for post-secondary pathways, careers, and civic engagement.

Nondiscrimination statement

OSPI provides equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal by a person with a disability. Questions and complaints of alleged discrimination should be directed to the Equity and Civil Rights Director at 360-725-6162/TTY: 360-664-3631; or P.O. Box 47200, Olympia, WA 98504-7200; or equity@k12.wa.us.

Legal disclaimer

This communication, including attachments, is intended solely for the use of the individual to whom it is addressed, and may contain information that is privileged, confidential, proprietary or otherwise exempt from disclosure under applicable state and federal laws. If you are not the addressee, or are not authorized to receive for the intended addressee, you are hereby notified that you may not use, copy, distribute or disclose to anyone this communication or the information contained herein. If you have received this message in error, immediately advise the sender by reply email and destroy this message.

--

Scott Barnes,
Manager of Visual and Performing Arts, Edmonds School District
President, NAFME NW Division
Past-President, Washington Music Educators Association
425-431-7116

From: [Kathleen Hodges](#) on behalf of [Kathleen Hodges <hodgesk@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Re: Para Working Conditions
Date: Tuesday, September 22, 2020 3:04:28 PM

I think that our BR has been encouraging colleagues to advocate for paraeducators....on their own time of course.

On Tue, Sep 22, 2020 at 2:43 PM Robert Baumgartner
<baumgartnerr@edmonds.wednet.edu> wrote:

Kathleen,

Not sure if you were blind copied on this. Could be an opportunity to coach a bit on advocacy while being mindful of one's tone...

I'm sure this was written on her duty-free lunch.

Seriously though, just keeping you in the loop.



Rob Baumgartner, Ed.D.
he/him/his
Executive Director of Student Learning

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

----- Forwarded message -----

From: Ms. Valencia <valenciab820@edmonds.wednet.edu>
Date: Tue, Sep 22, 2020 at 2:10 PM
Subject: Para Working Conditions
To: Gustavo Balderas <balderasg@edmonds.wednet.edu>, <joungh372@edmonds.wednet.edu>, Greg Schwab <schwabg@edmonds.wednet.edu>, Dana Geaslen <geaslend338@edmonds.wednet.edu>, Victor Vergara <vergarav816@edmonds.wednet.edu>, <baumgartnerr@edmonds.wednet.edu>, Debby Carter <carterd@edmonds.wednet.edu>, <selliel812@edmonds.wednet.edu>, Nancy Katims <katimsn@edmonds.wednet.edu>, Ann McMurray <McMurrayA@edmonds.wednet.edu>, Deborah Kilgore <kilgored952@edmonds.wednet.edu>, Gary Noble <NobleG@edmonds.wednet.edu>, Carin Chase <chaseca@edmonds.wednet.edu>

Hello School Board Members and District Leadership Team,
My name is Brianna Valencia and I am the General Music teacher at Madrona K8 School. I am writing in regards to the working conditions for Paraprofessionals. It is my understanding that they are going to be required to work on-site after September 30th and frankly, this decision baffles me. I do not understand how a school district that supposedly values equity can justify making a decision that so clearly indicates that they see less skilled labor as undeserving of the same treatment and safety measures as skilled labor. Like Certificated staff, many of the jobs that paraprofessionals perform do not require them to be

on-site. Furthermore, the jobs that do require on-site attendance could easily be arranged on specific days/times in order to promote safety and flexibility. While we're on the subject, what does being on-site to "prepare for student return" even mean? Paras cannot organize my classroom for me, I certainly do not want them touching any materials I use for safety reasons (I would have to disinfect them all), and they are not qualified nor do they have the protective equipment needed to do any sufficient level of cleaning.

Also, it is my understanding that the Assistant Super of Student Services wants IEP students who are heavily impacted by remote learning in buildings "as soon as possible". Do you all understand that these students are some of the ones who will struggle the most with wearing a mask? Do you also know that these students often need help with self care like eating and toileting? It is also my understanding that forcing Paras on-site to serve these students leaves them with little choice in terms of either exposing themselves to Covid, taking unpaid leave, or quitting. Again, how is it acceptable for an equity-minded District to do this to their less skilled labor?

I also have concerns regarding the number of resignations and leaves that the District has already had because of this unnecessary requirement for Paras to work on-site. What is your plan in terms of filling these positions? Are you going to fill them with long term subs? Are you going to fill them with rotating subs? If you are filling them with rotating subs, what is your plan in terms of safety? Are you going to limit those subs to one building? Have you considered any of the safety implications of having multiple rotating substitutes on-site in every building? Forcing paraprofessionals to work on-site during a Pandemic when Certificated staff are not required to do so indicates that this District sees less skilled labor as expendable, not essential.

Thank you for your time.

-Brianna Valencia

--

Brianna Valencia

General Music Teacher | Madrona K-8

She/Her Pronouns

P: 425.431.7979 Ext. 2921

E: ValenciaB820@edmonds.wednet.edu

Some people dream about meeting their favorite musicians, but I get to teach mine.

--



HodgesK@edmonds.wednet.edu | Instagram @MadronaK8bears

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From: [Lauren Wishkoski](#) on behalf of [Lauren Wishkoski <wishkoskil631@edmonds.wednet.edu>](#)
To: [Amanda Ralston](#)
Cc: [Greg Schwab](#); [Robert Baumgartner](#); [Cynthia E Nelson](#)
Subject: Re: Parent Handbook
Date: Thursday, August 6, 2020 5:37:20 PM

Amanda,

This is an interesting question, and I'm adding Rob and Cynthia to this response. I appreciate the underlying premise that if families "opted out", it would be (nearly?) impossible for us to provide their students with an education during fully remote learning. Even apart from fully remote learning, we increasingly have curricula that are only accessible online (Amplify, iReady, etc.), and I wonder to what extent we can make sure parents understand that their students really must use a Chromebook, the internet, and a variety of adopted/supported curricular tools (whether in person or in remote learning mode). To me, it seems like the only real opt-out is to opt out of turning on a camera or speaking during a synchronous Zoom meeting with a teacher, small group, or class, and that would be an option open to anyone, any time - not one that parents would sign for, etc.

It seems like the section you quoted from the handbook is important but that, perhaps, with Cabinet approval, the final part "unless..." could be removed, possibly replaced with some kind of additional statement, like, "...the internet as an ed resource and other adopted and supported online tools." Perhaps eventually we could include a link to those adopted and supported online tools, though I don't think we're there yet in starting to revamp our Tech Tool Review process.

I shared the links below from Issaquah with Cynthia and Chris Bailey recently as an interesting example of how they have all parents agree that they understand a few things as part of their enrollment process. It seems like these are necessary, not optional, understandings. Each link below is one page, and they're basically the same for elem and sec, with maybe a little different wording for email accounts and different links for approved tool lists.

 [EVF - Secondary Parent-Technology-Consent.docx](#)

 [EVF - Elementary Parent Technology Consent.docx](#)

Lauren

she/her/hers

425.341.7299 [for voicemail only during school closures]

Resources during the Closure: [For Families](#) / [For Staff](#)

Currently reading:

Untamed by Glennon Doyle

The Mindful Self-Compassion Workbook by Kristin Neff & Christopher Germer

Summer reading:

Nine Lies About Work by Marcus Buckingham

Alias Grace by Margaret Atwood

On Earth We're Briefly Gorgeous by Ocean Vuong
A Tale for the Time Being by Ruth Ozeki
The Untethered Soul by Michael A. Singer
Crucial Conversations by Kerry Patterson et al.

On Wed, Aug 5, 2020 at 10:46 AM Amanda Ralston <ralstona@edmonds.wednet.edu> wrote:
Hello Lauren and Greg,

Every year we discuss whether to include a section on student internet use in the district parent handbook and every year we leave it in because we might have a family who wants to opt out. With us entering full remote learning to start the year, I think keeping this section would just create confusion.

Would you agree that we can take it out this year?

Student internet use and electronic communication

The Edmonds School District provides all students with access to networked services as well as to the Internet and some forms of electronic communication. Having access allows students to use online curriculum and resources purchased by the district to support student learning, to access district systems such as their school library catalog, as well as access to free educational Internet sites. It is assumed that parents grant their child the right to access the network and have a desire to have their child use network resources which include the Internet as an educational resource unless their school has a signed Internet and Electronic Communication Exclusion form on file.

Thanks,
Amanda



Amanda Ralston

Communications Coordinator

425-431-7046

[@EdmondsSchools](#)

From: [Kim Hunter](#) on behalf of [Kim Hunter <hunterk@edmonds.wednet.edu>](#)
To: [Diane Martineau](#)
Cc: [Robert Baumgartner](#); [Jennifer Hageman](#)
Subject: Re: Physical Science - Need a PDF
Date: Monday, August 24, 2020 2:28:26 PM

Hi Diane,

I am hesitant to go down this road for a few reasons.

- With our current board policy, teachers are not supposed to use materials as a primary resource unless it is the official board adopted core curriculum.
- With the conflict during the reading adoption I am cautious of moving anything forward that hasn't been extremely well supported by the teacher vote and available to be processed by the community.
- We are going to be very tight on funds to support this sort of thing, unless they can make us the deal of the century.

I've included Rob so he can weigh in as well.

Thank You,
Kim Hunter
She/Hers Personal Pronouns
Director of Secondary Education and Highly Capable Programs
Student Learning Department
[Edmonds School District #15](#)
[Edmonds Canvas Login](#)
(425) 431-7149

Secondary Student Learning actively engages in practices that seek to disrupt institutionalized racism and inequities in the Edmonds community that impact historically marginalized peoples and impede fair and equitable opportunities for each member.

On Mon, Aug 24, 2020 at 2:20 PM Diane Martineau <martineaud@edmonds.wednet.edu> wrote:
What do you think? Should we look into a 1 year license for emergency purposes?

Diane Martineau
K-12 Instructional Materials Specialist
Student Learning Department
425-431-7190



----- Forwarded message -----

From: **Allison Anderson** <allison.anderson@savvas.com>
Date: Mon, Aug 24, 2020 at 1:27 PM
Subject: Re: Physical Science - Need a PDF
To: Diane Martineau <martineaud@edmonds.wednet.edu>

Diane,

These titles are so old. Is there not a way we can discuss purchasing something new? I'm sure I could get a good deal on Biology license at a minimum.

I sent in the request and have been asked for you to tell us specifically which chapters are needed to start the year and why? They are not releasing full PDFs of the titles/books and need to go to the Product Management for their review and determination.

Thank you and would be more than happy to review newer options with the content area Coordinators.

Alli Anderson
Account General Manager, WA
Savvas Learning Company (formerly Pearson K12 Learning)
Mobile: (206) 214-7474
savvas.com | [@savvaslearning](https://twitter.com/savvaslearning)
[LinkedIn](#) | [Facebook](#) | [Twitter](#)



On Tue, Aug 18, 2020 at 12:18 PM Diane Martineau <martineaud@edmonds.wednet.edu> wrote:

Hi Allison. I think we may be in the same boat with a few other Pearson texts that we adopted because we are going to be offering only remote learning due to the pandemic.

These are the other Pearson texts that we need access to either via a PDF or e-book. We are certainly willing to take one of our texts and make it into a PDF based on the permissions above if that will work.

Biology 013036701x (our adoption was 2300 texts with e-book)

Living Democracy 0130497061 (our adoption was 1250 texts with e-book)

World Civilizations 0132206994 (our adoption was 450 texts with e-book)

Diane Martineau

K-12 Instructional Materials Specialist

Student Learning Department

425-431-7190



On Mon, Aug 17, 2020 at 12:17 PM Allison Anderson <allison.anderson@savvas.com> wrote:

Diane and Jennifer,

This is what I heard back:

Dear Allison: I have checked our lists. Unfortunately, due to the products age, PDFs are NOT available for the below item(s).

PHYSICAL SCIENCE: CONCEPTS IN ACTION, WITH EARTH AND SPACE SCIENCE STUDENT EDITION 2004	0130366145		OP
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That said, ESD is authorized to copy/scan your original copy of the materials for a limited duration, subject to the [Terms](#) below.

We thank you for your interest in [Savvas Products](#) and we encourage our Clients to check the resources already being made available online via our Realize platform.

Instructions and pre-uploaded materials can be found here: <https://mysavvaslearning.com/channel/program/999-2000> that can be discussed with your regional Sales Representative.

I wish you and your students the best of health and success for the upcoming academic season.

Best- Jeff obo Rights Mgmt Team, Savvas Learning Co.

Copy/Scan Authorization Terms

If your request is due to national School closures, you are Authorized pursuant to the terms of our online Statement, updated for the Fall term <https://www.savvas.com/index.cfm?locator=PSZ19s#>

- it is good for time of off-site learning (the Term).
- Any Digital Distribution must offer one of the following protective measures (a) User/Pass login or protective codes or (b) Firewall protected services.
- You must collect and destroy any photocopies / remove scans from the Authorized Server at the conclusion of the Term or when Students return to the classroom.

This authorization is for enrolled Students only, does not allow monetization of any kind and does not allow uploads of teacher answer keys. You may NOT freely post to the internet.

Alli Anderson

Account General Manager, WA

Savvas Learning Company (formerly Pearson K12 Learning)

Mobile: (206) 214-7474

[savvas.com](https://www.savvas.com) | [@savvaslearning](https://twitter.com/savvaslearning)

[LinkedIn](#) | [Facebook](#) | [Twitter](#)



On Fri, Aug 14, 2020 at 4:07 PM Diane Martineau <martineaud@edmonds.wednet.edu> wrote:
School: Edmonds School District
Contact: Diane Martineau, Jennifer Hageman
martineaud@edmonds.wednet.edu and hagemanj446@edmonds.wednet.edu
Physical Science Concepts in Action with Earth and Space Science, ISBN 0130366145
Access of PDF file for School Year 2020-21

Diane Martineau
K-12 Instructional Materials Specialist
Student Learning Department
425-431-7190



On Wed, Aug 12, 2020 at 9:13 AM Allison Anderson <allison.anderson@savvas.com> wrote:
Diane,
There may be hope here. Please answer the below questions and I will see what I can do!

INFORMATION NEEDED FOR PDF REQUESTS

send completed information to k12learningpermissions@savvas.com

- Name of School (State): _____ ()
- Name of School Contact: _____
- Email Address of School Contact: _____
- Title of Product: _____
- ISBN** of Product: _____ (Be sure that it is the Student Edition)
- Unit/Chapters Needed: _____ (We rarely release full PDFs and typically default to sections that are consistent to Learning Plans concurrent to the time of the Academic School year)
- Your Pearson K12 Account Manager / Sales Rep.*** _____ Allison Anderson
- Term Requested: _____ **Summer or Fall?**

Alli Anderson

Account General Manager, WA

Savvas Learning Company (formerly Pearson K12 Learning)

Mobile: (206) 214-7474

savvas.com | [@savvaslearning](https://twitter.com/savvaslearning)

[LinkedIn](#) | [Facebook](#) | [Twitter](#)



On Wed, Aug 12, 2020 at 8:57 AM Allison Anderson <allison.anderson@savvas.com> wrote:
Diane,
When did you purchase this textbook? It is a really, really old title.

I will ask our Science group but it is not common practice to provide PDFs of books.

I am on vacation but will see what I can find out.

Alli Anderson

Account General Manager, WA

Savvas Learning Company (formerly Pearson K12 Learning)

Mobile: (206) 214-7474

[savvas.com](https://www.savvas.com) | [@savvaslearning](https://twitter.com/savvaslearning)

[LinkedIn](#) | [Facebook](#) | [Twitter](#)



On Mon, Aug 10, 2020 at 5:13 PM Diane Martineau <martineaud@edmonds.wednet.edu> wrote:

Hi Alli. We are still using the Pearson Physical Science Concepts in Action with Earth and Space Science, ISBN 0130366145. We purchased 2000 textbooks but because we are unable to teach in person it is critical we offer a way for students to access their textbook online through CANVAS. Do you have a PDF you can send us for this text?

Diane Martineau

K-12 Instructional Materials Specialist

Student Learning Department

425-431-7190



From: [Kathryn Sipe](#) on behalf of [Kathryn Sipe <sipek748@edmonds.wednet.edu>](#)
To: [Greg Schwab](#)
Cc: [Andi Nofziger \[WA\]](#); [JoAnn Todd](#); [Robert Baumgartner](#)
Subject: Re: Planning for in-person learning - how students will be divided into groups
Date: Wednesday, August 26, 2020 6:32:18 PM

That's good news! I can't stress this enough:

- * splits in remote learning were next level difficult (I had a 5/6 last year and will have one again this year)
- * math and science for 5&6 grades are vastly different
- * Typical supports for splits might apply less in remote learning (sub days or an IA to support...) leaving split teachers in a state of triage to deliver to each group
- * families don't always love a split anyway, and social/friendships are a big reason
- * splits often get "what's left" around the building (PE schedules, library times...) to provide common planning time to others

And

- * split class teachers are both left to be an island (figure it out on their own) AND pulled every which way (2x grade level team meetings...)

Therefore, seeing one grade on A days and the other on B days really does make the best opportunities for students. It's nice to see proactive solutions for split situations for a return to school (fingers crossed - please please please!)

Thanks!

Kate Sipe

On Wed, Aug 26, 2020 at 5:37 PM Greg Schwab <schwabg@edmonds.wednet.edu> wrote:

Hi All:

Yes, for splits, we'll divide those by grade level and we will have to hope that this aligns with all of the other variables we are trying to control for in the hybrid model as well. Obviously, we will need to take a look at this once we split up the classes. I don't believe that has been widely communicated yet, so I will work on getting that word out to Helen, Victor, and Dana to work with their principals on this.

Thanks,
Greg

Greg Schwab, Assistant Superintendent (he/him/his)

Edmonds School District

425-431-7105

