

On Thu, Aug 6, 2020 at 3:33 PM Lauren Wishkoski <wishkoskil631@edmonds.wednet.edu> wrote:
Submitted a form with our interest, and I'll let you know what I hear.

If we are looking for something that's more like "effective strategies for remote teaching," then I don't think Elena is our person. I really like her because I think keynotes should be inspirational and trying to get people to feel something, with some ideas of action items as well, and I think she is well-situated with her experience to provide reflections on how to stay resilient during this time as well as how to maintain a focus on equity.

If we want more of the "effective strategies for remote teaching," there's Jeff Utecht. I think people respond to Jeff in highly variable ways. He can be very motivating or very off-putting, depending on the person. He definitely won't sugar-coat anything. I sometimes feel kind of dumb or insulted when I attend his sessions at NCCE (not personally, but more like as someone who generally identifies as a teacher--like I'm made to feel defensive of teachers), even though I appreciate his thoughts. He's often very self-promoting - like looking for how he can partner longer-term to follow up, and that might be fine if we want that. My team generally likes him, and I know he's worked quite a bit with districts in their instructional tech visions and implementations.

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

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Alias Grace by Margaret Atwood

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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 6, 2020 at 12:15 PM Robert Baumgartner <baumgartnerr@edmonds.wednet.edu> wrote:
Would you mind reaching out to see what might work during our Summer Institute Window?



Rob Baumgartner, Ed.D.

he/him/his

Executive Director of Student Learning

425.431.7350 Phone

baumgartnerr@edmonds.wednet.edu

On Wed, Aug 5, 2020 at 1:04 PM Lauren Wishkoski <wishkoskil631@edmonds.wednet.edu> wrote:

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.

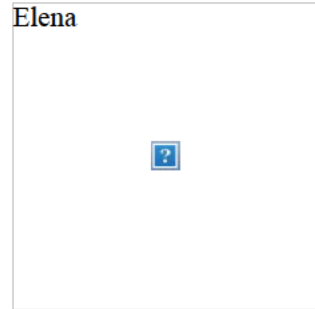
With all that there is to know and understand about equity, and given all the emotions that surge and swirl when we talk about racial equity, I'm working on keeping things simple. So that we can remember and take action. My new Coaching for Equity Masterclass is organized around the **Six Conversations** 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, it's 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--it's impact will be limited. You need to practice.

With love,

Elena



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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 soooooo 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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or made a purchase from us.

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From: [Robert Baumgartner](#) on behalf of [Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>](#)
To: [Dana Geaslen](#); [Shelley Roehl](#)
Subject: Re: Upcoming school openings
Date: Monday, July 6, 2020 8:36:09 AM

Dana,

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Thanks!

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Dana Geaslen
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Dana K. Geaslen
Assistant Superintendent of Educational Services
Edmonds School District
geaslend338@edmonds.wednet.edu
20420 68th Avenue West
Lynnwood, WA 98036
(425) 431-7186

This e-mail, related attachments and/or any response may be subject to public disclosure under state and federal law.

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>

Section 504 Family/Student Rights

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

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Best - Gustavo

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<mcmurraya@edmonds.wednet.edu>
Date: Fri, Jul 3, 2020 at 1:24 PM
Subject: Fwd: Upcoming school openings

To: Carin Chase <chaseca@edmonds.wednet.edu>, Deborah Kilgore <kilgored952@edmonds.wednet.edu>, Gary Noble <noble@edmonds.wednet.edu>, Nancy Katims <katimsn@edmonds.wednet.edu>, Gustavo Balderas <balderasg@edmonds.wednet.edu>

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To: Nicole Laney <nicole.laney@gmail.com>

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Ann

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Ms. McMurray,

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I know that in person attendance is not without risk, but I fear the alternative risks are greater. I have more to say on this subject, as a concerned parent and as a physician treating families in the community, and have been following the emerging literature closely. I am sure that you are being overwhelmed with the daily fluctuating barrage of information and opinions, but I am happy to discuss further if that would be of help! I just wanted to make sure that my opinion for Option Three of the hybrid model was communicated. Thank you for all that you are doing and I hope you and your family are safe and healthy.

Sincerely,
Nicole Laney, MD

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Ann McMurray
ESD #15 - Director District #2

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To: [Gustavo Balderas](#)
Cc: [Dana Geaslen](#); [Greg Schwab](#); [Helen Joung](#); [Victor Vergara](#)
Subject: Re: Upcoming school openings
Date: Friday, July 3, 2020 2:08:21 PM

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To: [Shelley Roehl](#)
Cc: [Dana Geaslen](#)
Subject: Re: Upcoming school openings
Date: Sunday, July 12, 2020 10:36:10 AM

I'm double-booked on the 16th. Is there another meeting upcoming? Is Helen going to this meeting?

I'll work on a few questions I have & send them to you.

Thanks!

On Tue, Jul 7, 2020 at 8:04 AM Shelley Roehl <roehls@edmonds.wednet.edu> wrote:

Yes, here they are. We are also meeting as a RAS team on July 16 at 9:30 am (Zoom). Do either of you want to join the conversation? The team includes the RAS and Matt and Linda from facilities.

Tiffany Bliss (Senior Regional Director) tiffany.bliss@rightatschool.com
Brenda Jallo (Regional Director) brenda.jallo@rightatschool.com
Shilo Waldbillig (Area Manager) shilo.waldbillig@rightatschool.com
Erin Simmons (erin.simmons@rightatschool.com)

Tiffany supervises Brenda, Shilo and Erin; Brenda supervises Shilo and Erin; Shilo and Erin supervise the caregivers at each school.

Shelley

Shelley Roehl | Administrative Assistant

Superintendent's Office | Edmonds School District
roehls@edmonds.wednet.edu | ph: 425-431-7176
fax: 425-431-7182

20420 68th Ave W Lynnwood WA 98036



On Mon, Jul 6, 2020 at 8:36 AM Robert Baumgartner
<baumgartnerr@edmonds.wednet.edu> wrote:

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Assistant Superintendent of Educational Services
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Ann McMurray
ESD #15 - Director District #2

Notice: Public records, including e-mails, are available to the public as provided by the Washington State Public Records Act (RCW 42.56). Your e-mail and my response may be considered a public record under the Act and subject to disclosure upon request by a third party.

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Ann McMurray
ESD #15 - Director District #2

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From: [Robert Baumgartner](#) on behalf of [Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>](#)
To: [Brandon Lagerquist](#)
Subject: Re: Update: iReady Math
Date: Tuesday, September 8, 2020 6:27:08 PM

Looks good!

Sent from my iPhone

On Sep 8, 2020, at 6:09 PM, Brandon Lagerquist
<lagerquistb835@edmonds.wednet.edu> wrote:

Rob,

At the conclusion of this evening's board meeting, I'd like to send a message to principals. Since board meetings are Zoomed, I anticipate that more principals and teachers than usual will be online and will hear the board discuss iReady and will hear them declare it as "optional".

Thus, I'd like to get ahead of the folks who might use that as an opportunity to abandon the system so so that we can keep participation levels as high as possible.

So, I'm checking with you to make sure it's an okay idea for me to send such a message and if the answer is yes I am hoping you can review my draft email below and let me know if you have suggestions for strengthening or tightening the message.

Please note there is a "Elementary Fall Assessment Plan" linked to the email. The link is active, but I am continuing to make edits and will continue to make edits as I hear the boards final verdict on the iReady contract and stipulations this evening.

Thanks,
Brandon

Dear School Leaders,

I know that to say you are busy is an understatement, so I'll keep this as direct and brief as possible.

This evening, Tuesday September 8, the district School Board voted to approve the iReady contract, with a stipulation that it can't be required for all teachers to use the system. The main concern of the School Board is to not over burden teachers with more new resources to learn.

It obviously remains my hope and expectation that all teachers will use the iReady system for mathematics this school year. The Math Assessment Steering Committee, the Elementary School Reopening Task Force, and the Secondary

Schools Reopening Task Force all voted to recommend iReady Math as a district-wide tool that all teachers should use. Part of the strong recommendation from numerous committees is due to the fact that systems like iReady are uniquely situated to add a layer of flexibility in a school year that will require everyone to stretch their thinking and skill set. In the "pilot within a pilot" that we ran last spring, as a means to support learning during the spring 2020 school building closures, the feedback was overwhelmingly positive that iReady Math was an easy tool to learn (for teachers, families, and students) and was a valuable tool, particularly as a method of providing a type of asynchronous learning opportunities that did not require extensive planning.

To that end:

- The district-wide training is still taking place on Wednesday September 23rd.
 - All teachers should attend the training, including those considering opting-out, as a means to support them in making an informed decision.
- The diagnostic window will still open on September 24th.
- Schools can still opt-in to use iReady Reading (if your school wants to use Reading and you haven't contacted me or filled out the form, you must do so by Monday September 14th).
- All schools had at least one teacher in the pilot (most schools had numerous) and those pilot teachers will be a great resource if your teachers have questions about how things worked out last school year, particularly in the spring.
- **Elementary Only - [Linked here is a Elementary Fall Testing Plan that will be sent to teachers later this week.](#)**

Please don't hesitate to contact me with questions or concerns.

Thank you,
Brandon
Brandon Lagerquist
he/him/his
Director - Assessment, Research, and Evaluation
Edmonds School District
20420 68th Ave W
Lynnwood, WA 98036
425-431-7302



From: [Robert Baumgartner](#) on behalf of [Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>](#)
To: [Mark Roschy](#)
Subject: Re: Updated return to work guidelines for Supervisors regarding Paras and OPs
Date: Tuesday, September 1, 2020 9:57:25 AM

Mark,

I'm going to need some help with this. I have four OPs who work in close proximity in my area -- another in proximity to others downstairs. I also have an administrative assistant who is working a combination of home and remote that adds to the proximity concerns. I am in the office at least 4 days per week. What is my timeline for making changes to my cubicle arrangement before they can work on site?



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 9:48 AM Mark Roschy <roschym141@edmonds.wednet.edu> wrote:
Principals and Supervisors

Updated return to work expectations were released today in regards to the Paraeducators and Office Personnel that you supervise. As their supervisor, you should be communicating and maintaining these expectations with employees. An email will also be going out to each employee group.

As of 9/1/20 Office Personnel are expected to report to their work location for their assigned hours and calendar or to request the appropriate leave of absence. Accommodations due to an employee's high-risk status may be requested as described below.

Paraeducators are expected to begin work on 9/8/20 per their calendar and the schedule you designed for them. Paraeducators can work in the building as needed. Paraeducators will also be allowed to work remotely, if appropriate, through 9/21/20. This will provide additional time to work out the details of daily schedules and associated duties. This will also allow paraeducators to request the appropriate leave if they are not able to return to work on or after 9/21/20. The District will continue to assess the situation between 9/8 and 9/21, but knowing that some students will be returning to the district over the coming weeks, the ability for paraeducators to work remotely will continue to diminish.

Employees requesting leave have access to all contractual leave options as well as the following leave options that have been added due to COVID19:

- 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).

In addition, there has been clarification around employees who qualify as "high risk" under the

CDC guidelines and the Governor's proclamation 20-46. For those employees who have been verified as high risk by Human Resources AND request accommodations (such as an alternative assignment or to work remotely), their request for accommodation must be considered and accommodated if possible. You and I will need to review their duties and determine if an accommodation can be made. Please do not interpret this as blanket permission to allow these employees to work remotely. Each case will have to be reviewed by you and me to determine if an accommodation is feasible and appropriate. In addition, if any portion of duties is approved to be accommodated, that accommodation would likely have to be maintained even while students return to the worksite, which makes our collaboration essential. Duties that cannot be done remotely, would need to be done on-site. This consideration applies only to employees who have been determined to meet the high-risk qualification per CDC guidelines. Employees who are not verified in the high-risk category would not be given such consideration unless qualifying under a different requirement (like ADA).

This communication is a change from what we have communicated with some employees early on (last week). I will reach out to you if one of your employees has sought such an accommodation due to their high-risk status. If an employee asks you directly about such an accommodation, you are to guide them to Annette Gahan in HR.

If you have any questions or concerns, please share them with me.

Mark Roschy
Human Resources Director - Classified
Edmonds School District
425-431-7025

From: [Robert Baumgartner](#) on behalf of [Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>](#)
To: [Mark Roschy](#)
Subject: Re: Updated return to work guidelines for Supervisors regarding Paras and OPs
Date: Tuesday, September 1, 2020 11:09:44 AM

Thanks Mark.



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 10:03 AM Mark Roschy <roschym141@edmonds.wednet.edu> wrote:
Hi Rob,

This is the direction I received last night. I asked about ESC specifically and was told that Cabinet members discussed how to manage their own personnel at ESC.

Mark Roschy
Human Resources Director - Classified
Edmonds School District
425-431-7025

On Tue, Sep 1, 2020 at 9:57 AM Robert Baumgartner
<baumgartnerr@edmonds.wednet.edu> wrote:
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Rob Baumgartner, Ed.D.
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If you have any questions or concerns, please share them with me.

Mark Roschy
Human Resources Director - Classified
Edmonds School District

| | | 425-431-7025

From: [Robert Baumgartner](#) on behalf of [Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>](#)
To: [Amy Peterson](#)
Subject: Re: We Need Your Help!
Date: Saturday, June 20, 2020 10:42:49 AM

Amy,

Truly can't wait to close the books on this year and make next year so much better. I'm sure you can relate.

As for the time commitment, it's hard to say. I feel like once we're clear on the model we'll be in for reopening and what that means for each level/job-alike the work should go pretty fast. If I had to guess, there's probably 3 -4 solid days of work and then some follow up for these job-alike groups. Some groups may want to hunker down and get it done in a few days; others may want to spread it out a bit.

I will work with my team to develop a template that will have the specific areas that we need plans--SEL, tech, student access, schedules, teacher planning, standards, etc. Not all of that work has to happen together; pairs or individuals could draft concepts on their own schedules.

I know you're an all in kinda person, but know that if you can just help out a bit when you can, we'll take that!

Hope that helps; follow up if needed.

Thanks,

Rob

On Sat, Jun 20, 2020 at 10:28 AM Amy Peterson <peterzona@edmonds.wednet.edu> wrote:

Hi Rob. I hope you are doing well. I can't imagine the amount of hours you have been putting in. I have been thinking about you a lot during all of this, wanting to check in, but not wanting to send one more email for you to have to read. Please know I appreciate all the work that is being done to try to guide our district through this difficult time. I know you said that the schedule would be decided by the team, but I am curious if you have a rough estimate of the time commitment- 5 hours a week, 3 hours per day, full work schedule, weekends needed. I am trying to see if I might have time for what you are referring to as a heavy lift. Thanks for all clarification you might be able to provide. When do you need me to make my decision?

Sincerely,

Amy Peterson

8th grade Science Teacher



[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>

On Fri, Jun 19, 2020 at 4:58 PM Robert Baumgartner

<baumgartnerr@edmonds.wednet.edu> wrote:

This message is sent on behalf of Andi and Rob:

Good afternoon. Forgive the late email on the last day of school, but it's an important one.

Planning for the reopening of school this fall will require all hands on deck. We have landed on a process for making decisions about the instructional program: recommendations will be developed in job-alike groups, reviewed by our standing task force, and then forwarded to bargaining and inclusion in the district's reopening plan.

You are receiving this email because we would like you to participate in a job-alike planning group. Many of you have participated in our PEC committee, or joined the expanded PEC group this spring. Others are being "nominated" by us to join for your knowledge and expertise. [This document](#) shows groups and where we think you would best assist the work.

These groups will play a critical role in developing recommendations for what learning will look like in the fall. This will be a heavy lift as we will be planning for both in-person instruction (in whatever model is chosen) and for Continuous Learning 2.0 should we have to pivot again to a full school closure.

This will require a commitment of your time in the first part of the summer. Lots of the work will happen into July. Each of the job-alike groups will work together to set a work schedule that works for most members of the team. It may be that you can only participate in some of the work--that is ok!

If you are able to assist with this work, please reply to both Andi and me indicating this. Likewise if you have questions, send them our way.

You may also be contacted by the lead for each of the job-alikes to start gathering input for scheduling meeting times.

Please consider. Thanks much and have a great weekend

Andi & Rob

From: [Robert Baumgartner](#) on behalf of [Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>](#)
To: [Peggy Aguilar](#)
Subject: Re: Webinar
Date: Friday, August 21, 2020 2:06:48 PM
Attachments: [Danielson Group Remote Teaching Guide 1.pdf](#)

Did you see this?



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 1:58 PM Peggy Aguilar <aguilarm320@edmonds.wednet.edu> wrote:

I was too late, too. I think the session filled really fast. I'm going to watch the recorded version. I think this is it <https://vimeo.com/449729187>

I wanted to touch base with you, Rob, to get a feel for what you're thinking for Danielson training this year (so I have time to start percolating in my head different ideas and tech tools). Would you like me to start thinking about synchronous or asynchronous options (or both?)

Happy Friday! I hope you and your family are well!

:)

Peggy



Margaret (Peggy) Aguilar, NBCT 2010, 2019

She / Her

Instructional Coach working with the Highly Capable program

Terrace Park Elementary Brier Terrace ESC

Office: (425) 431-7225

Book time with me by [clicking here!](#)

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, Aug 19, 2020 at 4:08 PM Robert Baumgartner

<baumgartnerr@edmonds.wednet.edu> wrote:

I was too late to the webinar...I couldn't get in. Did you?



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

425.431.7350 Phone

baumgartnerr@edmonds.wednet.edu

From: [Robert Baumgartner](#) on behalf of [Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>](#)
To: [Jennifer Hershey](#)
Subject: Re: Work Group Question
Date: Thursday, July 2, 2020 12:06:19 PM

It's both. The key question is about narrowing the standards for the school year recognizing we're not able to cover everything. Regardless of hybrid or CL 2.0 (premiering this acronym just for you, btw), we have reduced time with students. What are the priority standards for the grade level? After we make a decision about that, then it's what instructional practices are best for in-person vs. at home. I.e. we're teaching standards R & V in quarter one, what would we recommend for teaching these for in-person and for teaching them remotely?

Has OSPI done any work on this? Are they providing any guidance for what the essential standards are?

Let me know if this is helpful.

Thanks!

On Thu, Jul 2, 2020 at 11:55 AM Jennifer Hershey <hersheyj@edmonds.wednet.edu> wrote:

Rob -

I am drafting an agenda for the PE work group and am having a bit of trouble wrapping my mind around remote learning component of the hybrid model and Continuous Learning 2.0. Should we be thinking about what standards are (better) suited for at home learning and which are more dependent on face to face for the remote aspect of the hybrid? Or which standards/content should be prioritized for 100% at home (Continuous Learning 2.0)? Or both? (gasp). Can you clarify?

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: [Robert Baumgartner](#) on behalf of [Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>](#)
To: [Jennifer Hershey](#)
Subject: Re: Work Group Question
Date: Thursday, July 2, 2020 1:41:11 PM

As for F/K, etc. we will have to get together a game plan...maybe August. Without guidance we will need to proceed as if the existing requirements are in place, so yes I see us teaching F/K. I'm needing a little more understanding of the 4th grade piece. Would we have to adopt curriculum next year to meet this requirement? What's your thinking?

On Thu, Jul 2, 2020 at 12:21 PM Jennifer Hershey <hersheyj@edmonds.wednet.edu> wrote:

No, they haven't really offered suggestions as to essential standards (big surprise). This is helpful for me. The priority standards/content might be different at each level - primary, intermediate, middle, and high.

I am sure I will have more questions as I dive into the prep. Thanks!

Oh - on a different note, I assume that the expectation will be for F/K to happen next year? I know the law is being brought up for a vote but in the meantime, do we follow the current (new) law for Sex Ed? It didn't change our current practice except for adding something to grade 4.

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 Thu, Jul 2, 2020 at 12:06 PM Robert Baumgartner

<baumgartnerr@edmonds.wednet.edu> wrote:

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Jennie Hershey

K-12 Physical Education and Health Coordinator

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

From: [Robert Baumgartner](#) on behalf of [Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>](#)
To: [Dana Geaslen](#)
Subject: Re: [EXTERNAL] Re: tech support for AECC
Date: Friday, September 25, 2020 9:27:03 AM

Sure. Give a call. I'll be in later. There's support designated for AECC. Not sure why the coach is saying there's not. Lauren has followed up. There are even office hours set & communicated for when AECC teachers can get support. As for equipment, Chris communicated on this. Are you hearing more?

For context, we are down a tech coach due to maternity leave and another is essentially awol due to performance issues. Both of which Andi has full knowledge. We have permission to hire another tech coach and that will get under way soon.

Has your team replaced the adaptive technology position? This could be another source of support.



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

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

On Fri, Sep 25, 2020 at 9:21 AM Dana Geaslen <geaslend338@edmonds.wednet.edu> wrote:
Can we touch base on this? My today is crazy, in a preconference hearing right now:(Are you at the ESC today?

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

This e-mail, related attachments and/or any response may be subject to public disclosure under state and federal law.

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 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>

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

From: **Dana Geaslen** <geaslend338@edmonds.wednet.edu>
Date: Thu, Sep 24, 2020 at 1:00 PM
Subject: Fwd: [EXTERNAL] Re: tech support for AECC
To: Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>

FYI...

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

From: **Andi Nofziger [WA]** <ANofziger@washingtonea.org>
Date: Wed, Sep 23, 2020 at 7:45 PM

Subject: RE: [EXTERNAL] Re: tech support for AECC
To: baileym@edmonds.wednet.edu <baileym@edmonds.wednet.edu>
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>

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.

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Andi

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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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Dana Geaslen

She/Her/Hers



Dana K. Geaslen
Assistant Superintendent
Edmonds School District

geaslend338@edmonds.wednet.edu
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(425) 431-7186

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She/Her/Hers



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Thanks--

Andi

www.edmondsea.org



From: [Robert Baumgartner](#) on behalf of [Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>](#)
To: [Lauren Wishkoski](#)
Subject: Re: [EXTERNAL] Re: tech support for AECC
Date: Wednesday, September 23, 2020 12:42:13 PM
Attachments: [image002.png](#)

Thanks Lauren.



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

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

On Wed, Sep 23, 2020 at 12:40 PM Lauren Wishkoski
<wishkoskil631@edmonds.wednet.edu> wrote:

Hi Dana,

Thanks for checking. Historically, there has not been a coach assigned to AECC. This year, the need for some support became apparent early, and I coordinated with West and my coach Brian Fulmer for Brian to support AECC. Brian is actually providing training to their staff today, and he will hold regular office hours for them.

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 11:47 AM Robert Baumgartner
<baumgartnerr@edmonds.wednet.edu> wrote:

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Dana Geaslen

She/Her/Hers



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Date: Wed, Sep 23, 2020 at 10:14 AM

Subject: RE: [EXTERNAL] Re: tech support for AECC

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To: [Dana Geaslen](#); [Lauren Wishkoski](#)
Subject: Re: [EXTERNAL] Re: tech support for AECC
Date: Wednesday, September 23, 2020 11:47:19 AM
Attachments: [image002.png](#)

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To: [Dana Geaslen](#)
Subject: Re: [EXTERNAL] Re: tech support for AECC
Date: Friday, September 25, 2020 10:58:07 AM

Now you done triggered me all over the place... ;-)

1. The tech coach has been talked to. He now has AECC on his roster, he has office hours open to AECC staff, West has been in the loop on these things, there was a successful training on Wednesday (according to West), I think we are good to go.
2. When it comes to tech, AECC has not been historically forgotten. This fall, yes, but not historically when it comes to tech coaching. Tech coaching is primarily in place to support our one-to-one device initiative. AECC students have not had devices, so would not have been included in our coaching work.

I'm a little defensive right now about my instructional tech team. They are busting A and mostly doing so on point. Lauren has her hands full with managing all of that and a pretty significant personnel issue, so I'm throwing cover when I can.



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

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

On Fri, Sep 25, 2020 at 9:32 AM Dana Geaslen <geaslend338@edmonds.wednet.edu> wrote:

Yes we have replaced our AT piece, but they would not be knowledgeable really about this stuff (they are generally OTs, PTs or SLPs with a adaptive tech skillset for services to students per IEPs. On the tech coach front, we have a staff member saying he cannot provide coverage to other EEA members? AECC is historically forgotten so I get that. So does Brian have capacity to cover or not? Feels like we said he is assigned and covering and he said I will not be and it's too much...

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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: (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 Fri, Sep 25, 2020 at 9:27 AM Robert Baumgartner

<baumgartnerr@edmonds.wednet.edu> wrote:

Sure. Give a call. I'll be in later. There's support designated for AECC. Not sure why the coach is saying there's not. Lauren has followed up. There are even office hours set & communicated for when AECC teachers can get support. As for equipment, Chris communicated on this. Are you hearing more?

For context, we are down a tech coach due to maternity leave and another is essentially awol due to performance issues. Both of which Andi has full knowledge. We have permission to hire another tech coach and that will get under way soon.

Has your team replaced the adaptive technology position? This could be another source of support.



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

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

On Fri, Sep 25, 2020 at 9:21 AM Dana Geaslen <geaslend338@edmonds.wednet.edu> wrote:

Can we touch base on this? My today is crazy, in a preconference hearing right now:(Are you at the ESC today?

Dana Geaslen
She/Her/Hers



Dana K. Geaslen
Assistant Superintendent
Edmonds School District
geaslend338@edmonds.wednet.edu
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----- Forwarded message -----

From: **Dana Geaslen** <geaslend338@edmonds.wednet.edu>

Date: Thu, Sep 24, 2020 at 1:00 PM

Subject: Fwd: [EXTERNAL] Re: tech support for AECC

To: Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>

FYI...

Dana Geaslen

She/Her/Hers



Dana K. Geaslen

Assistant Superintendent

Edmonds School District

geaslend338@edmonds.wednet.edu

20420 68th Avenue West

Lynnwood, WA 98036

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Section 504 Family/Student Rights

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

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

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

Date: Wed, Sep 23, 2020 at 7:45 PM

Subject: RE: [EXTERNAL] Re: tech support for AECC

To: baileym@edmonds.wednet.edu <baileym@edmonds.wednet.edu>

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>

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 EWHS 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

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.

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
20420 68th Avenue West
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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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<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
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On Wed, Sep 23, 2020 at 8:10 AM Andi Nofziger [WA]
<ANofziger@washingtonnea.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: [Robert Baumgartner](#) on behalf of [Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>](#)
To: [Allison Kaufmann](#)
Cc: [Dana Geaslen](#)
Subject: Re: [Information] Re: Required information - Student Intent Form 2020-21
Date: Friday, August 14, 2020 10:32:33 AM

These are for technology - Jenn Madsen most likely.



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

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

On Fri, Aug 14, 2020 at 9:38 AM Allison Kaufmann <kaufmanna@edmonds.wednet.edu> wrote:
Good Morning,

Merry has been forwarding responses to me from this communication. I am only the keeper of responses to Gustavo's letters.

Who should Merry be emailing these to? WHO is the keeper of this information?

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

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

From: **Merry Rumpel** <information@edmonds.wednet.edu>
Date: Fri, Aug 14, 2020 at 9:24 AM
Subject: Fwd: [Information] Re: Required information - Student Intent Form 2020-21
To: Allison Kaufmann <kaufmanna@edmonds.wednet.edu>

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

From: **Rachel Broderhausen** <rachel.broderhausen@comcast.net>
Date: Thu, Aug 13, 2020 at 4:38 PM
Subject: [Information] Re: Required information - Student Intent Form 2020-21
To: <information@edmonds.wednet.edu>

I had no trouble filling out the intent form because my kids have been in ESD for years and we've used Skyward. But I am seeing many comments on Facebook about parents who have kids new to the district and do not have access to Skyward, or all their kids aren't showing up in Skyward yet.

Is there a way to send the intent form as a Google Doc in email, or offer some Skyward support for families? Not all buildings are available for tech support right now, and Skyward can be confusing for new families.

Thanks,

Rachel

On 08/13/2020 3:45 PM Edmonds School District <communications@edmonds.wednet.edu> wrote:

edmonds school district logo



REOPENING EDMONDS SCHOOLS 2020 - CRITICAL PLANNING UNDERWAY

In addition to planning for starting school on Sept. 9, 2020 in the fully remote learning model of Continuous Learning 2.0, the district must also continue to plan for opening schools for in-person learning later in the school year when it is safe to do so.



In order for the district to adequately prepare for reopening later in the year for in-person learning in the Hybrid Model AA/BB, while continuing to offer a fully remote option, it is critical you fill out the [Student Intent Form 2020-21](#) by Wednesday, Aug. 19, 2020. The district will use this information to plan how we will assign students and teaching staff with hopes of avoiding major disruption during a transition when we can safely offer in-person learning.

UNDECIDED?

We understand families may not know if they will send their students to school for in-person learning this school year. **There will be an opportunity to change your intent as we get closer to the possibility of opening our buildings.** Please give us your best answer that you have today.

WHAT WILL FULLY REMOTE LEARNING LOOK LIKE WHEN IN-PERSON LEARNING IS OFFERED?

There are still many details to be finalized, but we have set the following goals for the fully remote option that will happen as other families are opting for in-person learning:

- Students' instructional program will match the Continuous Learning 2.0 model; the schedule, time allocations, and expectations would, to the degree possible, remain the same.
- Students remain enrolled in their assigned school.
- Students remain in their current program. This includes International Baccalaureate (IB), Highly Capable, and Advanced Placement (AP).

IN-PERSON LEARNING (HYBRID MODEL AA/BB)

Earlier in the summer, the district shared our plans for in-person learning in the Hybrid Model AA/BB. Please [see our website](#) to review this option.

PREVIOUS SURVEY

Thank you to our families who filled out the survey in July regarding in-person learning, fully remote learning, transportation needs and childcare needs. That information helped us get initial data on what families were thinking. The purpose of this [Student Intent Form 2020-21](#) is for families to now register their student(s) for either in-person learning or to continue with fully remote learning. The district will use this information to begin planning how we will assign students and teaching staff for when it is safe to offer in-person learning.

THANK YOU!

Thank you for filling out the Student Intent Form 2020-21. Your information is critical to the district's planning.

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From: [Robert Baumgartner](#) on behalf of [Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>](#)
To: [Allison Kaufmann](#)
Subject: Re: [Information] Re: Required information - Student Intent Form 2020-21
Date: Friday, August 14, 2020 10:37:13 AM

We might need to talk about this at the Cabinet. Maybe we need a matrix for who is on point for responses to which communication?



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

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

On Fri, Aug 14, 2020 at 10:34 AM Allison Kaufmann <kaufmanna@edmonds.wednet.edu> wrote:
Not this message in particular, but all of the replies. Someone who can then decide who else might need it.

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

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From: [Robert Baumgartner](#) on behalf of [Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>](#)
To: DLLIMB@outlook.com
Subject: Re: [Information] Re: Student daily schedules for the fully remote model, Continuous Learning 2.0
Date: Friday, August 21, 2020 5:36:07 PM

Deborah,

Good evening. Replying to your question below with 2 points:

1. It is true; the secondary classes are short. This is aligned with best practices for not having students engaged for more than two hours or so each day in synchronous (video conference learning). The goal for these synchronous should be to check in with students, promote student-student conversation, answer questions, etc. AND set students up for the work they will need to do offline or independently.
2. Teachers will be responsible for providing an asynchronous or offline version of what they deliver in person. This could be a recording of the class or the outline or slides. Some teachers assign a student to take notes for the class as well. This will both support students unable to attend the class and support students that need to review whatever was covered in class.

Hope this helps answer your questions. Be sure to give a call if you'd like to chat about this or other items related to remote learning this fall.

Have a good weekend.



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

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

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

From: **Deborah Limb** <DLLIMB@outlook.com>
Date: Fri, Aug 14, 2020 at 1:14 PM
Subject: [Information] Re: Student daily schedules for the fully remote model, Continuous Learning 2.0
To: information@edmonds.wednet.edu <information@edmonds.wednet.edu>

Thanks for the update, classes are very short. To enable learning, will teachers be providing written notes and attachments of their presentations for students to study later?

How are you integrating IEP support needs into the plan?

Thanks

Deborah Limb

Sent from my iPhone

On Aug 14, 2020, at 12:33 PM, Communications Department
<information@edmonds.wednet.edu> wrote:

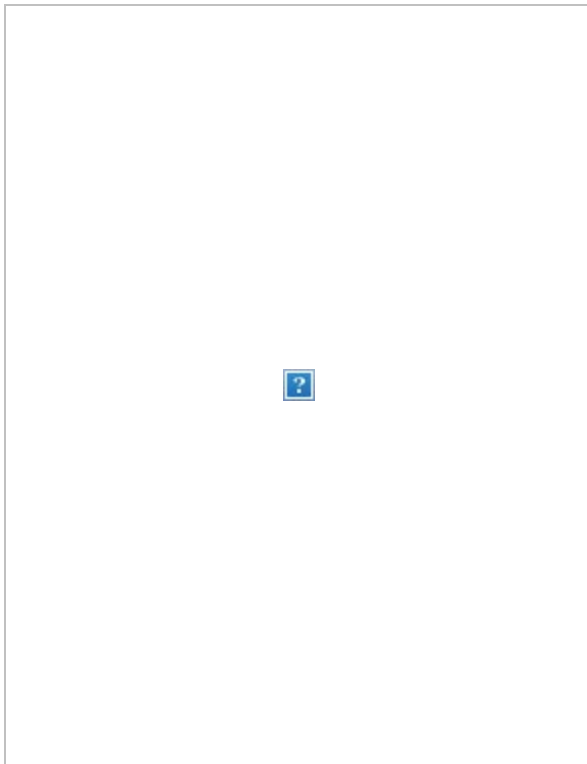


STUDENT DAILY SCHEDULES

For the fully remote model, Continuous Learning 2.0

Please see the drafts of the schedules below for elementary, middle and high school students. With the district's commitment to providing clear and consistent communication with our students, families and staff, we want to share with you the latest information we have right now regarding student schedules. While the schedules are currently in draft form, we expect final decisions soon and will provide you updates if changes are made. You can also find all of this information on our website: <https://bit.ly/RemoteSchedules>.

Elementary School Schedule



Click on the image for a larger, printable document (PDF)

Middle School Schedules

Your school will contact you with specific information about your student's schedule.



Click on the image for a larger, printable document (PDF)

High School Schedules

Your school will contact you with specific information about your student's schedule.



Click on the image for a larger, printable document (PDF)

Edmonds School District would like to continue connecting with you via email. If you prefer to be removed from our list, please contact Edmonds School District directly. To stop receiving all email messages distributed through our SchoolMessenger service, follow this link and confirm: [Unsubscribe](#)

SchoolMessenger is a notification service used by the nation's leading school systems to connect with parents, students and staff through voice, SMS text, email, and social media.

From: [Robert Baumgartner](#) on behalf of [Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>](#)
To: [Brandon Lagerquist](#)
Subject: Re: [Information] Recorded lessons
Date: Monday, August 24, 2020 1:52:17 PM

I'd forward this one to Student Services...maybe Haylie or Joy



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

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

On Mon, Aug 24, 2020 at 9:31 AM Brandon Lagerquist
<lagerquistb835@edmonds.wednet.edu> wrote:

Hello,

One of the things I've been working on the past couple of weeks is getting families to fill out an intent form for what they plan for their students when we move to a hybrid model. This email below brings up a question that I don't know the answer to. Can you please review the question and let me know the answer and/or respond directly to Dina?

Thanks,

Brandon

Brandon Lagerquist

he/him/his

Director - Assessment, Research, and Evaluation

Edmonds School District

20420 68th Ave W

Lynnwood, WA 98036

425-431-7302



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

From: **Wendy Sinclair** <sinclairw@edmonds.wednet.edu>
Date: Mon, Aug 24, 2020 at 9:24 AM
Subject: Fwd: [Information] Recorded lessons
To: Brandon Lagerquist <lagerquistb835@edmonds.wednet.edu>

--

Wendy Sinclair

she/her/hers

Support Specialist

Assessment, Research and Evaluation

Edmonds School District

425-431-7112

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

From: **Merry Rumpel** <information@edmonds.wednet.edu>

Date: Mon, Aug 24, 2020 at 7:40 AM

Subject: Fwd: [Information] Recorded lessons

To: Wendy Sinclair <sinclairw@edmonds.wednet.edu>

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

From: **Dina** <dina.alcala@gmail.com>

Date: Mon, Aug 24, 2020 at 7:37 AM

Subject: [Information] Recorded lessons

To: <information@edmonds.wednet.edu>

Hello. I read how the remote learning will work, but it won't work in my case. I can't afford childcare and the DSHS think i make too much a month to qualify for it. I work 6 days a week and my child whom is under ASD stays in different places while i work. My mom babysits sometimes but she takes her with her to work. Sometimes i do the same. Even if i could bring the chromebook we wouldn't have internet access for her to "attend" to class.

Could you tell me if there is any way to record the lessons and watch them again later?

Thank you.

D.A

From: [Robert Baumgartner](#) on behalf of [Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>](#)
To: [Krista Morales](#)
Subject: Re: [Middle Teachers] Additional Professional Development Offerings
Date: Friday, August 14, 2020 3:18:15 PM

I asked the PD portal team to make that adjustment. Just sign up for 1.5 hours for these trainings. This was a miss as we were rushing to get this in the portal. As for the rest of the professional development communication, I sent an email to your principles yesterday afternoon asking them to forward it out to all the teachers. If you don't get that, let me know and I can send it directly to you.

Have a good weekend.

Sent from my iPhone

On Aug 14, 2020, at 2:56 PM, Krista Morales <moralesk@edmonds.wednet.edu> wrote:

Thanks Rob. I don't think we had received this yet. Quick Q: The "Remote Learning" option is 1.5 hours but the registration says up to 3.5. My brain is for sure short-circuiting but should I request 1.5 or 3.5 (wasn't sure if some time was added for planning or something)?

Thanks again,
Krista

On Fri, Aug 14, 2020 at 2:25 PM Robert Baumgartner
<baumgartnerr@edmonds.wednet.edu> wrote:

Good afternoon. As a follow-up to my message sent yesterday on professional development (check with your supervisor if you didn't receive it), we are excited to offer two **optional** pd opportunities for you. With apologies, these virtual sessions have limited spots - sign up right away to save your "seat."

Maximizing Learning in a Remote Environment with Jeff Utecht

[Jeff Utecht](#) is a well known educator and author who focuses on the changing nature of learning and research-based practices around what learning should look like when teaching a media-first generation. His talk with Edmonds teachers will focus on *how to approach instruction in a remote environment, best practices for synchronous learning, and the power of instructional videos*. Jeff launched our summer institute several years ago, he's a popular speaker, and we're lucky to have him join us.

Date: Thursday, August 20 (Virtual Session)

Time: 12:30 - 2:00 PM

Sign up in [PD Portal](#), Course # 4059 -- Zoom link will be sent to registrants prior to the session.

Registration is limited to 250 participants. **If you are unable to attend the virtual session, we will have a recorded version of the session available to district staff.**

A Conversation on Equity and Resilience with Elena Aguilar

[Elena Aguilar](#) will help us start our year thinking about *strategies to build and maintain our resilience in these challenging times, so that we can engage in equity-centered work with our colleagues and students. This engaging keynote will include breakout sessions to allow for participant interaction.*

Elena has trained thousands of educators across the United States and abroad in transformational coaching. She is the author of five highly acclaimed books: *The Art of Coaching* (2013) and *The Art of Coaching Teams* (2016), [Onward: Cultivating Emotional Resilience in Educators](#) (2018) and the *Onward Workbook* (2018), and the forthcoming *Coaching for Equity* (August 2020). She is a regular contributor to Edutopia and ASCD's Educational Leadership, and she was a blogger for EdWeek Teacher for many years.

Date: Thursday, August 20 (Virtual Session)

Time: 1:00 - 2:30 PM

Sign up in [PD Portal](#), Course # 4058 -- Zoom link will be sent to registrants prior to the session.

Registration is limited to 300 participants. **If you are unable to attend the virtual session, we will have a recorded version of the session available to district staff.**

Thank you and have a great weekend!



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

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

|

--

Krista Morales
8th Grade Humanities
(425) 431-1193
[ESD Learning Resources](#)
[Mental Health Resources](#)

From: [Robert Baumgartner](#) on behalf of [Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>](#)
To: [Harmony Weinberg](#)
Subject: Re: [communications] Re: Student daily schedules for the fully remote model, Continuous Learning 2.0
Date: Friday, August 21, 2020 2:05:18 PM

I'd love to reply....she's one of my favorites....



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

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

On Fri, Aug 14, 2020 at 5:09 PM Harmony Weinberg <weinbergh683@edmonds.wednet.edu> wrote:

Just passing along some of the feedback.

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

From: **Amy Hiebel** <hiebela@edmonds.wednet.edu>
Date: Fri, Aug 14, 2020 at 3:31 PM
Subject: [communications] Re: Student daily schedules for the fully remote model, Continuous Learning 2.0
To: Communications Department <communications@edmonds.wednet.edu>

Please pass on to whomever decided to send this out, that this was a dirty move. Bargaining is not completed, and there isn't even any mention on these documents of synchronous vs nonsynchronous. The word "draft" is tiny, and should have been plastered across the docs. This will get to parents and set up unrealistic expectations. I was hoping a change in leadership would make working in this district better. That is obviously not the case.

On Fri, Aug 14, 2020 at 12:10 PM Communications Department <communications@edmonds.wednet.edu> wrote:

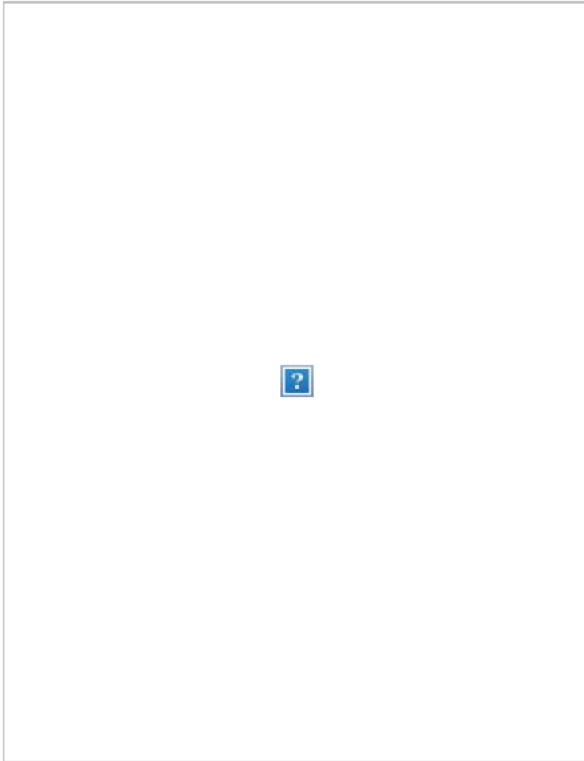
Dear staff,

We want to share with you the drafts of the student daily schedules for the fully remote learning model, Continuous Learning 2.0. We will share this information with our families and the community shortly.

Thank you,

Communications Department

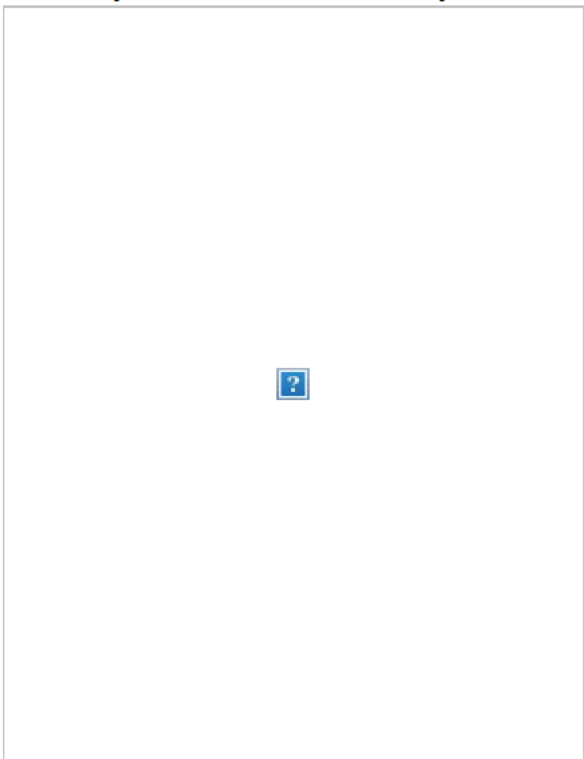
Elementary School Schedule

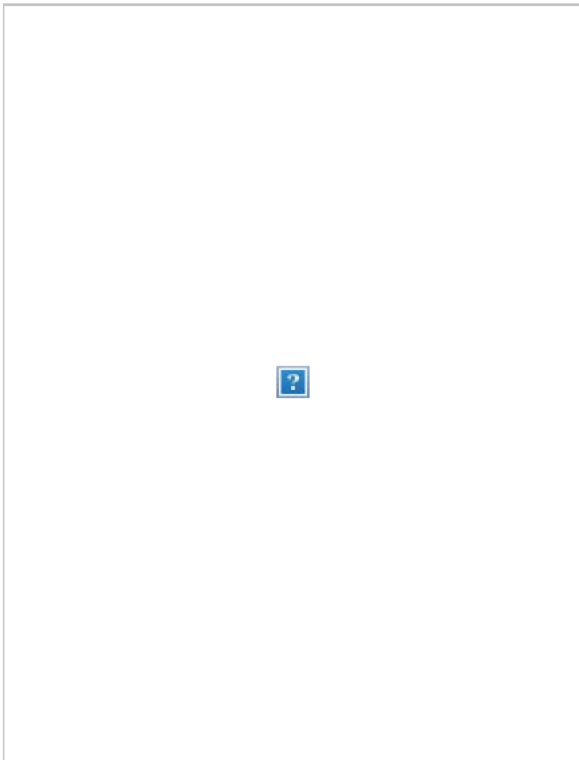


Click on the image for a larger, printable document (PDF)

Middle School Schedules

Contact your school to find out if you have a 6-period day or a block schedule.

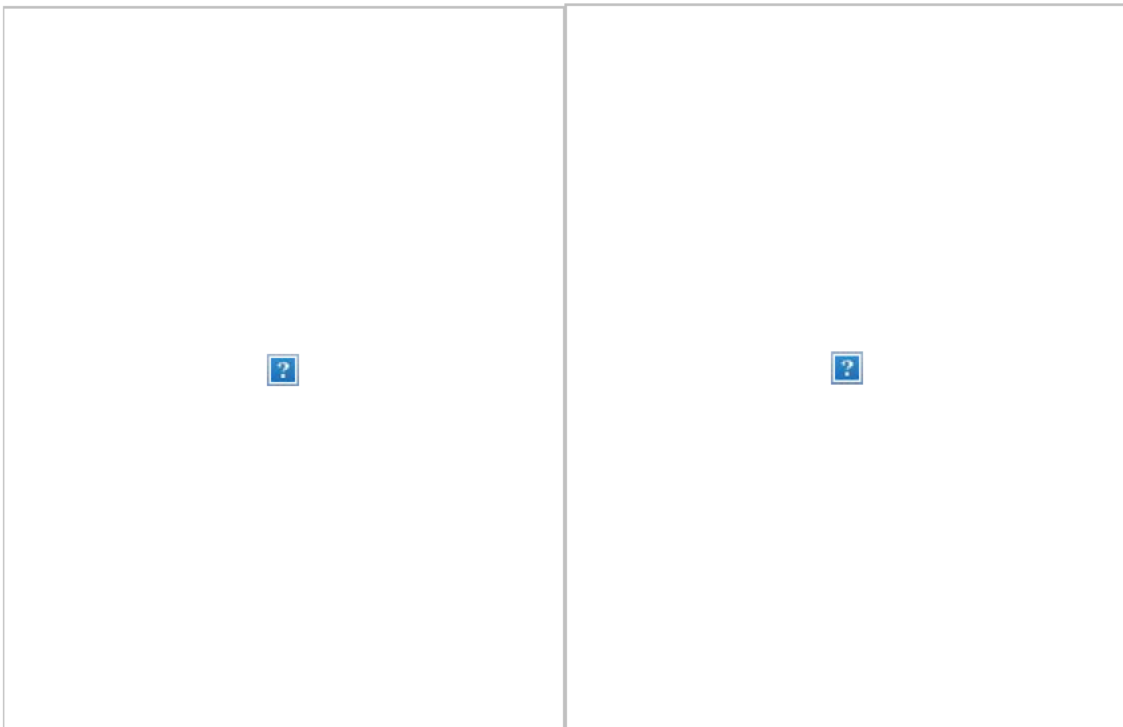




Click on the image for a larger, printable document (PDF)

High School Schedules

Contact your school to find out if you have a 6-period day or a block schedule.



Click on the image for a larger, printable document (PDF)

Harmony Weinberg
Communications Manager
Edmonds School District
425-431-7044 (desk)
971-704-9099 (mobile/Google Voice)

From: [Robert Baumgartner](#) on behalf of [Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>](#)
To: [Brandon Lagerquist](#)
Subject: Re: can't resist sharing
Date: Thursday, June 11, 2020 8:32:28 PM

You should ask her if it's OK to check with HR on how to handle input on ones evaluation when it's presented like that. She probably didn't have time to do more.

Sent from my iPhone

On Jun 11, 2020, at 7:18 PM, Brandon Lagerquist
<lagerquistb835@edmonds.wednet.edu> wrote:

Hi Rob,

I hope you find this humorous, because it's meant to be as we get towards the end of grueling week (and prepare to enter a more grueling week, next week).

I reminded one of my staff that I need her reflections from this school year, progress on goals, and ideas and plans for next school. Here is what she emailed back and I'll think you'll guess pretty quickly who it's from. First of all, whenever she starts out an email with my name, I always know she's incredibly unhappy with what I'm asking her to do.

Can you imagine having this mindset on a daily basis? It's truly a miracle that she shows up when these are her feelings.

[Brandon, you know I never have any thoughts on this. As I have absolutely no control over my work, there is no point in my setting goals. I may have activities I want to get done, but those aren't goals. No, nothing good has happened this past year to celebrate. Other than losing a valuable data point, the pandemic has not affected my work.](#)

Brandon Lagerquist
he/him/his
Director - Assessment, Research, and Evaluation
Edmonds School District
20420 68th Ave W
Lynnwood, WA 98036
425-431-7302



From: [Robert Baumgartner](#) on behalf of [Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>](#)
To: [Charlotte Richardson](#)
Subject: Re: for [REDACTED]
Date: Thursday, June 18, 2020 4:19:42 PM
Attachments: [Mail Attachment.png](#)

It is my understanding that it will be individualized. It's a new product for us, but the overview indicates that students will be assessed and then have learning modules designed for their levels. We will know more soon. Please convey that we are still working through all of the details of the program, but should she have questions, send an email to the email address listed and we will get back to her as soon as we're able.

On Thu, Jun 18, 2020 at 4:02 PM Charlotte Richardson <richardsonc@edmonds.wednet.edu> wrote:

Rob, a parent of a student in the CPM Life Skills class has asked about this summer offering.

From the parent:

[REDACTED]

Kathy

Could this program be utilized by this student? They are anxious to access any available opportunities and provide excellent support at home, as well as working with a tutor.

Charlotte Richardson, MS CCC-SLP (*she/her pronouns*)

Manager | Student Services

(425) 431-1050



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>

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

From: Kathleen Kindred <kmkeen@msn.com>

Date: Thu, Jun 18, 2020 at 3:46 PM

Subject: for [REDACTED]?

To: Charlotte Richardson <richardsonc@edmonds.wednet.edu>

Cc: Jack & Kath Kindred <jdkindred@comcast.net>

Hi Charlotte,

[REDACTED]

Kathy

Begin forwarded message:

From: Communications & Public Relations

<information@edmonds.wednet.edu>

Subject: Summer Learning Opportunities for Elementary and Middle School Students

Date: June 18, 2020 at 10:25:42 AM PDT

To: <kmkeen@msn.com>

Reply-To: information@edmonds.wednet.edu



Thank you families for sharing your hopes for summer learning opportunities for your child by completing our survey. The survey results show an interest in having the district provide an online learning option and a learning resources website.

Online Summer School

We will have an optional, online summer school program for elementary (finishing K-6) and middle school students (finishing 7-8). The program will begin the week of July 20 and conclude on Aug. 14. A few other details:

- There is no charge to families.
- The instructional focus of the program will be English Language Arts and mathematics.
- The program is fully online. However, district teachers will be available to support students on a limited basis.
- The program is flexible and individualized. Students will complete pre-assessments for each unit and receive instruction at their levels.
- We are partnering with Edgenuity, the company that provides our curriculum for our eLearning Academy. We will use their [SPARK](#) program for K-6 and the [My Path](#) program for 7-8. We apologize, but the vendor does not have these translated into Spanish at this time.

If you are interested in having your child participate in the online summer school program, please complete the following form (submit one form per child).

[Elementary K-6 Form](#)

[Middle School 7-8 Form](#)

We will provide information about the program in the coming weeks. If you have any questions, please email SummerLearningK8@edmonds.wednet.edu.

Summer Learning Resources

To support families and students over the summer, we have compiled a list of resources you may use to review and reinforce learning from home. Our [Supplemental Resources Site](#) will be available through the summer.

Edmonds School District would like to continue connecting with you via email. If you prefer to be removed from our list, please contact Edmonds School District directly. To stop receiving all email messages distributed through our SchoolMessenger service, follow this link and confirm: [Unsubscribe](#)

SchoolMessenger is a notification service used by the nation's leading school systems to connect with parents, students and staff through voice, SMS text, email, and social media.

From: [Robert Baumgartner](#) on behalf of [Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>](#)
To: [Brandon Lagerquist](#)
Cc: [Allison Kaufmann](#)
Subject: Re: iReady Sole Source
Date: Thursday, August 20, 2020 2:18:07 PM

Allison,

We have a contract for service approval that includes a sole source document. Brandon was working with Business Services to get this processed...not sure what the guidance for this was. I hope we can resolve in time for the Board packet. Can you and Brandon talk live? I have to head into Bargaining planning now and won't be able to assist with this other than saying it should have been done and we're flying a little blind on these processes...remote work making it harder...sorry to make things harder for you too...

Thanks!



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

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

On Thu, Aug 20, 2020 at 2:04 PM Brandon Lagerquist
<lagerquistb835@edmonds.wednet.edu> wrote:

Hi Allison,

I am thoroughly confused. I am adding Rob to this email in hopes he can clarify. The initial request was to have the contract approved. Upon the purchasing department reviewing the contract, they told me I had to fill out the Sole Source.

So, I guess I am asking the board to approve both the contract and the sole source?

The one other time I did this was about 3 years ago for a contract with School Data Solutions that required a Sole Source and it seemed like the contract approval and Sole Source approval went hand-in-hand as a single approval process.

Brandon
Brandon Lagerquist
he/him/his
Director - Assessment, Research, and Evaluation
Edmonds School District
20420 68th Ave W
Lynnwood, WA 98036
425-431-7302



On Thu, Aug 20, 2020 at 2:00 PM Allison Kaufmann <kaufmanna@edmonds.wednet.edu> wrote:

Brandon,

The way the board item is written it is asking for the approval of sole source for iReady, it does not request an approval to purchase. What is the intent of the board's vote? Can this wait until the September 8th meeting?

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

On Thu, Aug 20, 2020 at 1:08 PM Brandon Lagerquist
<lagerquistb835@edmonds.wednet.edu> wrote:

Hello,

Here is a second attempt at the Background section:

Background

iReady was one of two systems selected for a pilot based on the research of the Math Task Force that took place in the 2018-2019 school year. The Math Task Force was composed of elementary, middle school, and high school teachers, specialists and school and district administrators. The Math Task Force based the research on the findings of the National Center on Intensive Intervention and through comparisons with other Washington school districts.

The pilot took place over the duration of the 2019-2020 school year and included more than 200 teachers and specialists and more than 5,000 students across 33 schools. A Math Assessment Steering Committee was convened in the 2019-2020 school year to evaluate the data from the pilot and make a recommendation for district-wide implementation in Fall 2020. In the pilot data, teachers provided strong preference for the iReady system. Community feedback also provided a strong preference for the iReady system.

Based on the outcomes of the feedback, analysis of student data, and presentations from both assessment system vendors, the Math Assessment Steering Committee voted, in May 2020, to recommend iReady for district-wide implementation in Fall 2020. In July 2020, both the elementary and secondary Reopening Schools Planning Committees recommended the iReady system as a required tool to support math learning and achievement. The iReady system being purchased through this contract includes:

- K-12 adaptive diagnostic assessment
- K-8 Online Instruction
- K-8 Math Learning Games
- K-12 PDF Lesson Plans
- K-8 Standards Mastery Assessments

Brandon Lagerquist

he/him/his

Director - Assessment, Research, and Evaluation

Edmonds School District

20420 68th Ave W

Lynnwood, WA 98036

425-431-7302



On Thu, Aug 20, 2020 at 11:41 AM Allison Kaufmann

<kaufmanna@edmonds.wednet.edu> wrote:

Good Morning Sari,

Dr. Balderas reviewed the board agenda and has requested that the iReady Sole Source Background section be revised to include more information and backup. He would like to see more information from the documentation included in this area.

I need to finalize the agenda and send it to the board before I leave at 3:30 today. You may not be able to edit, so please send me your new background statement by 2:30 and I will add it to the form before I finalize.

Warm regards,

Allison Kaufmann

Administrative Assistant

Superintendent's Office

Edmonds School District

425-431-7003

From: [Robert Baumgartner](#) on behalf of [Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>](#)
To: [Brandon Lagerquist](#)
Subject: Re: iReady Sole Source
Date: Thursday, August 20, 2020 2:08:30 PM

What guidance did the business office give for getting this put through for Board approval?



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

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

On Thu, Aug 20, 2020 at 2:04 PM Brandon Lagerquist
<lagerquistb835@edmonds.wednet.edu> wrote:

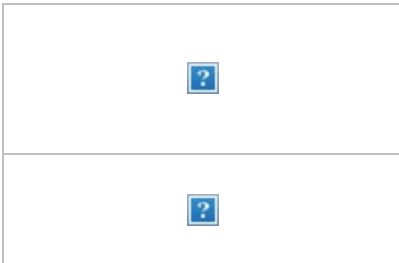
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Brandon
Brandon Lagerquist
he/him/his
Director - Assessment, Research, and Evaluation
Edmonds School District
20420 68th Ave W
Lynnwood, WA 98036
425-431-7302



On Thu, Aug 20, 2020 at 2:00 PM Allison Kaufmann <kaufmanna@edmonds.wednet.edu>

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

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- K-8 Standards Mastery Assessments

Brandon Lagerquist
he/him/his
Director - Assessment, Research, and Evaluation
Edmonds School District
20420 68th Ave W
Lynnwood, WA 98036
425-431-7302



On Thu, Aug 20, 2020 at 11:41 AM Allison Kaufmann
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Warm regards,

Allison Kaufmann

Administrative Assistant
Superintendent's Office
Edmonds School District
425-431-7003

From: [Robert Baumgartner](#) on behalf of [Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>](#)
To: [Brandon Lagerquist](#)
Subject: Re: iReady Sole Source
Date: Thursday, August 20, 2020 2:50:25 PM

Jeezus. I've fielded a few questions, but not much. I don't know why this is an issue. I imagine Nancy has tainted the well with her opinion a bit. I can chat this afternoon around 4...



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

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

On Thu, Aug 20, 2020 at 2:43 PM Brandon Lagerquist
<lagerquistb835@edmonds.wednet.edu> wrote:

Hello,

With Dr. Balderas's direction, Allison is pulling the agenda item to approve the iReady contract.

Apparently the board has already been asking a bunch of questions about it, beginning with a retreat they had earlier in the summer (first I'm hearing about this)?

Allison is instead adding an agenda item for Tuesday where I will give a report about iReady. The contract would then be on the agenda for approval for September 8th, but that depends on how the board reacts to the presentation on Tuesday.

Let me know if you want to collaborate at all on the report and/or if you have suggestions on what to include (or not include) to help ensure things get lined up for an approval on September 8th.

Thanks,
Brandon
Brandon Lagerquist
he/him/his
Director - Assessment, Research, and Evaluation
Edmonds School District
20420 68th Ave W
Lynnwood, WA 98036
425-431-7302





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

From: **Robert Baumgartner** <baumgartnerr@edmonds.wednet.edu>

Date: Thu, Aug 20, 2020 at 2:18 PM

Subject: Re: iReady Sole Source

To: Brandon Lagerquist <lagerquistb835@edmonds.wednet.edu>

Cc: Allison Kaufmann <kaufmanna@edmonds.wednet.edu>

Allison,

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Thanks!



Rob Baumgartner, Ed.D.
he/him/his
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<lagerquistb835@edmonds.wednet.edu> wrote:

Hi Allison,

I am thoroughly confused. I am adding Rob to this email in hopes he can clarify. The initial request was to have the contract approved. Upon the purchasing department reviewing the contract, they told me I had to fill out the Sole Source.

So, I guess I am asking the board to approve both the contract and the sole source?

The one other time I did this was about 3 years ago for a contract with School Data Solutions that required a Sole Source and it seemed like the contract approval and Sole Source approval went hand-in-hand as a single approval process.

Brandon
Brandon Lagerquist

he/him/his
Director - Assessment, Research, and Evaluation
Edmonds School District
20420 68th Ave W
Lynnwood, WA 98036
425-431-7302



On Thu, Aug 20, 2020 at 2:00 PM Allison Kaufmann
<kaufmanna@edmonds.wednet.edu> wrote:

Brandon,

The way the board item is written it is asking for the approval of sole source for iReady, it does not request an approval to purchase. What is the intent of the board's vote? Can this wait until the September 8th meeting?

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

On Thu, Aug 20, 2020 at 1:08 PM Brandon Lagerquist
<lagerquistb835@edmonds.wednet.edu> wrote:

Hello,

Here is a second attempt at the Background section:

Background

iReady was one of two systems selected for a pilot based on the research of the Math Task Force that took place in the 2018-2019 school year. The Math Task Force was composed of elementary, middle school, and high school teachers, specialists and school and district administrators. The Math Task Force based the research on the findings of the National Center on Intensive Intervention and through comparisons with other Washington school districts.

The pilot took place over the duration of the 2019-2020 school year and included more than 200 teachers and specialists and more than 5,000 students across 33

schools. A Math Assessment Steering Committee was convened in the 2019-2020 school year to evaluate the data from the pilot and make a recommendation for district-wide implementation in Fall 2020. In the pilot data, teachers provided strong preference for the iReady system. Community feedback also provided a strong preference for the iReady system.

Based on the outcomes of the feedback, analysis of student data, and presentations from both assessment system vendors, the Math Assessment Steering Committee voted, in May 2020, to recommend iReady for district-wide implementation in Fall 2020. In July 2020, both the elementary and secondary Reopening Schools Planning Committees recommended the iReady system as a required tool to support math learning and achievement. The iReady system being purchased through this contract includes:

- K-12 adaptive diagnostic assessment
- K-8 Online Instruction
- K-8 Math Learning Games
- K-12 PDF Lesson Plans
- K-8 Standards Mastery Assessments

Brandon Lagerquist

he/him/his

Director - Assessment, Research, and Evaluation

Edmonds School District

20420 68th Ave W

Lynnwood, WA 98036

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On Thu, Aug 20, 2020 at 11:41 AM Allison Kaufmann

<kaufmanna@edmonds.wednet.edu> wrote:

Good Morning Sari,

Dr. Balderas reviewed the board agenda and has requested that the iReady Sole Source Background section be revised to include more information and backup. He would like to see more information from the documentation included in this area.

I need to finalize the agenda and send it to the board before I leave at 3:30 today. You may not be able to edit, so please send me your new background statement by 2:30 and I will add it to the form before I finalize.

Warm regards,

Allison Kaufmann

Administrative Assistant
Superintendent's Office
Edmonds School District
425-431-7003

From: [Robert Baumgartner](#) on behalf of [Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>](#)
To: [Gustavo Balderas](#)
Cc: [Dana Geaslen](#); [Debby Carter](#); [Greg Schwab](#); [Helen Joung](#); [Victor Vergara](#)
Subject: Re: just making sure
Date: Tuesday, August 25, 2020 4:47:32 PM

Can we divvy these up? Who is on point for each? I'm happy to take most of them, but.... :)



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

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

On Tue, Aug 25, 2020 at 4:45 PM Gustavo Balderas <balderasg@edmonds.wednet.edu> wrote:

FYI

On Tue, Aug 25, 2020 at 4:43 PM Deborah Kilgore <kilgored952@edmonds.wednet.edu> wrote:

Here are the questions I want to ask on behalf of the board:

-

Who was involved in developing the draft

schedules for the district?

-

In developing the draft schedules, were participants

drawn from all levels, from all parts of the district, serving a wide array of

students? Was union leadership involved?

-

How much independent time is part of the draft schedule

for the upcoming year, compared with the pre-Covid-19 agreement?

-

How will Wednesday be spent, exactly, in the

life of a teacher, using these schedules?

-

How much of Wednesday time is at the discretion

of the teacher?

-

Do the draft schedules seem comparable to those

of other districts in the region? I've heard from some teachers that other

districts have given more independent time to their teachers.

-

What flexibility is there for teachers in the

draft schedules? For parents?

-

When we talk about the work teachers do in staff

meetings with their principals or in district- or building-directed professional development, what

exactly is in the pre-COVID-19 contract now? How many hours do teachers spend

in staff meetings? In district-directed PD?

(I took out the bargaining question)

Deb

--

Deborah Kilgore, Ph.D.
School Board President
Director, District 4

From: [Robert Baumgartner](#) on behalf of [Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>](#)
To: [Gustavo Balderas](#)
Cc: [Dana Geaslen](#); [Debby Carter](#); [Greg Schwab](#); [Helen Joung](#); [Victor Vergara](#)
Subject: Re: just making sure
Date: Tuesday, August 25, 2020 4:57:22 PM
Attachments: [Planning Time Review CL 2.0.xlsx](#)
[Elementary Schedule TA- Continuous Learning 2.0.pdf](#)
[Secondary Continuous Learning & Remote schedule TA.pdf](#)

See below--I've assigned questions. Will this work for you?



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

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How will Wednesday be spent, exactly, in the

life of a teacher, using these schedules? Dana

-

How much of Wednesday time is at the discretion

of the teacher? Dana

-

Do the draft schedules seem comparable to those

of other districts in the region? I've heard from some teachers that other

districts have given more independent time to their teachers. Greg

-

What flexibility is there for teachers in the

draft schedules? For parents? Rob

-

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exactly is in the pre-COVID-19 contract now? How many hours do teachers spend

in staff meetings? In district-directed PD? Debby

(I took out the bargaining question)

Deb

--

Deborah Kilgore, Ph.D.
School Board President
Director, District 4

From: [Robert Baumgartner](#) on behalf of [Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>](#)
To: [Jessica G. Rigby](#)
Subject: Re: participate in webinar re: district-level practices in COVID times?
Date: Wednesday, September 16, 2020 12:03:57 PM

Yes. Assuming I can fit it in, I'd enjoy participating. Sorry for the lag...this email thing is on some major steroids...



Rob Baumgartner, Ed.D.
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425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

On Wed, Sep 16, 2020 at 12:02 PM Jessica G. Rigby <jrigby@uw.edu> wrote:

Hi Rob,

Just following up to see if you're interested in participating!

Warmly, Jessica

On Fri, Sep 11, 2020 at 10:40 AM Jessica G. Rigby <jrigby@uw.edu> wrote:

Dear Rob,

We wanted to express our thanks once more for your participation in our study of district leaders' instructional decision-making in response to the COVID 19 pandemic. We've had lots of positive feedback on our [policy brief](#) and we're currently working on an academic paper to share our findings with the research community.

Based on the excitement generated by the policy brief, we've been asked by the UW College of Education to set up a webinar to discuss our findings. Since many district leaders are in the midst of hammering out the details for the new school year, this is an ideal time to engage with and share ideas about equity-focused instructional discussion-making. We're particularly curious to follow up with leaders to hear about how the principles that we identified have come into play as y'all consider both racial justice and challenges of distance learning.

Would you be interested in participating as a presenter or panelist in a webinar focused on district-level instructional decision-making in response to the COVID 19 pandemic?

We appreciate how hectic your work must be at the moment, so we would design processes for planning and participation that feel doable given your workload. We're thinking that the webinar would take place some time in October, although we haven't set any dates yet. We have the chance to design the webinar based on the ideas, passions, and insights of our study participants, so there is lots of flexibility.

What do you think?

We look forward to hearing from you!

Best wishes for the start of the school year,
Jessica and Stephanie

--

Jessica G. Rigby
Associate Professor
Educational Policy, Organizations & Leadership in PK-12 Systems
College of Education | University of Washington
<https://education.uw.edu/people/jrigby>
she/her
[zoom room](#)

PI: Systems Leadership for Math Improvement | <https://www.education.uw.edu/slmi>

Latest publications:

Rigby, J.G., Forman, S., Foster, J.L., Kazemi, E., & Clancey, S. (2020). [Promising District Leadership Practices for Transformative Change in the Context of COVID-19](#). University of Washington, College of Education.

Rigby, J.G., Andrews-Larson, C., & Chen, I. (2020). [Learning Opportunities About Teaching Mathematics: A Longitudinal Case Study of School Leaders' Influence](#). *Teachers College Record*, 122(7), online first.

--

Jessica G. Rigby
Associate Professor
Educational Policy, Organizations & Leadership in PK-12 Systems
College of Education | University of Washington
<https://education.uw.edu/people/jrigby>
she/her
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Rigby, J.G., Andrews-Larson, C., & Chen, I. (2020). [Learning Opportunities About Teaching Mathematics: A Longitudinal Case Study of School Leaders' Influence](#). *Teachers College Record*, 122(7), online first.

From: [Robert Baumgartner](#) on behalf of [Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>](#)
To: [Brandon Lagerquist](#)
Cc: [Kim Hunter](#); [JoAnn Todd](#)
Subject: Re: school reopening work groups
Date: Tuesday, June 23, 2020 2:06:09 PM

I see a spot for including you in the elementary and secondary teams when they tackle the iReady conversation.

On Tue, Jun 23, 2020 at 10:47 AM Brandon Lagerquist
<lagerquistb835@edmonds.wednet.edu> wrote:

Hi All,

I'll start with the 3 of you and will rely on you to help me know where to further branch off to (if necessary).

I've been mostly out of the loop on the work groups that are about to launch to do the planning for reopening schools, so I have a few questions that probably weren't worth everyone's time at this morning's DLT meeting, so asking them in this email instead.

In regards to the reopening work groups, where does the conversation live in regards to data collection and screening for academic, SEL, and well-being and planning for on-going data collection activities such as iReady math?

The above is a topic that has a throughline through at least a few of the work groups. Thus, having "data collection and screening" be it's own work group might not make sense. Instead, it probably makes more sense for it to be one of the conversations in multiple work groups. To that end, I assume I should plan on assisting with the facilitation of discussions with the work groups around data collection, screening, and assessment but am concerned that meeting dates and times will have heavy overlap, particularly given the tight timelines to get the planning done.

Thus, I guess this email is mostly a request to keep me in the loop on days and times that I need to keep clear on my calendar to help with that part of the planning and/or to get updates if you have already had conversations about this topic.

Thanks,
Brandon
Brandon Lagerquist
he/him/his
Director - Assessment, Research, and Evaluation
Edmonds School District
20420 68th Ave W
Lynnwood, WA 98036
425-431-7302





From: [Robert Baumgartner](#) on behalf of [Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>](#)
To: [Brandon Lagerquist](#)
Subject: Re: school reopening work groups
Date: Tuesday, June 23, 2020 6:10:37 PM

I've made little progress on a [reopening planning template](#), but several of the items on your list can be part of this. Please add your thinking with regard to both a general template for every group as well as specific thoughts for the different levels, e.g. MTI. I made some notes below.

I appreciate you pushing on this.

On Tue, Jun 23, 2020 at 5:06 PM Brandon Lagerquist
<lagerquistb835@edmonds.wednet.edu> wrote:

Hello,

Yes, the iReady math conversation for sure. And there is also:

- ELPA21 Screening - has been on hold since March and directly impacts the district's funding for supporting English language learners. And about 12% of our students did not complete their annual ELPA, so need to figure out a way to get an updated set of data in order to ensure the supports provided meet their current needs. K through 2 are the grade levels with the highest numbers of students in the ELL program and several hundred Kindergarten students are screened "early" (prior to 1st day of school). **(Put notes on the planning template - connect with JoAnn, Kim, & Kelley to offer support and guidance)**
- MTI - how does this look and what are the requirements in a hybrid and/or distance education model? Running records for example, possible to conduct remotely? Train paraeducators on how to administer them so that classroom teachers can take that off their to-do list in the fall? **(Put notes on the planning template - connect with JoAnn)**
- Screening and Diagnostic recommendations in the OSPI guidance:
 - Screening for SEL and well being in both staff and students.
 - Progress monitoring of SEL to ensure supports and interventions have an impact.
 - BOY screeners and/or diagnostics in core content areas for all students.
 - Progress monitoring of academics to ensure all students are on a trajectory to achieve more than one years growth by the end of the school year (in order to ensure all students are making up for the likely less than one year progress made this school year). **(Put notes on the planning template - connect with JoAnn & Kim to help work through these challenges and make recommendations)**
- And, an overall plan for evaluating if what's being done is having desired impacts, so that we can adjust the model throughout the school year. For example, are there surveys to start planning now that we'll want to administer in September and October? Planning the surveys now will allow for a timeline that helps us avoid the numerous pitfalls we've experienced this spring with the constant rushed development of the multitude of surveys (15 by my current count) that have been administered this spring. **To be honest, we're better off if you take the lead on this and make suggestions about how we might go about this. As you can see from this spring, in the absence of a coordinated effort, your team was randomized all over the place. Put together a proposal and a plan for what you think is best to evaluate**

- I am also concerned that behavior, and the inequitable handling of behavior, will be a more prominent issue when school returns. I assume this is an issue that the Darcy and Jo team will be handling and could benefit from some influence from the assessment department, in regards to managing, storing, and analyzing the data.
You'll need to elaborate on this and what you mean exactly. This work would ideally be tucked into MTSS work that never quite got off the ground. Start with Darcy and Jo, but I believe this will be work that our asst sups & new exec dir of equity will be leading.

Let me know if I should be reaching out to committee leads individually or if it's something that should be handled in a different fashion.

Thanks,
Brandon
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, Jun 23, 2020 at 2:06 PM Robert Baumgartner

<baumgartnerr@edmonds.wednet.edu> wrote:

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Thus, I guess this email is mostly a request to keep me in the loop on days and times that I need to keep clear on my calendar to help with that part of the planning and/or to get updates if you have already had conversations about this topic.

Thanks,
Brandon
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he/him/his
Director - Assessment, Research, and Evaluation
Edmonds School District
20420 68th Ave W
Lynnwood, WA 98036
425-431-7302



From: [Robert Baumgartner](#) on behalf of [Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>](#)
To: [Darcy Becker](#); [Diane Martineau](#)
Subject: Re: supplies for K
Date: Friday, August 21, 2020 1:02:15 PM

Get me a quote and I'll see... :)

Diane could you price small whiteboards for K students? Get a few options to Darcy?

Thanks!



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 12:48 PM Darcy Becker <beckerd973@edmonds.wednet.edu> wrote:

Are there any \$\$\$ available to purchase some supplies for remote learning for K? One thing that I heard was the interest in small whiteboards. Is this possible?

D.

From: [Robert Baumgartner](#) on behalf of [Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>](#)
To: [Kari Park](#)
Subject: Re: want to come to a zoom class?
Date: Tuesday, September 22, 2020 8:39:09 AM
Attachments: [image.png](#)

Kari,

First, do let me know some times that I could join your class. I haven't yet had the chance to see an Edmonds class this year live. You're right, I know what it looks like for my kids, but I I've tasked my team to make sure they are getting out there to see what's really happening and not happening.

I hear you on the training. For what it's worth, let me share a little explanation:

- SafeSchools--no way around it. This is required by our risk management pool. We usually do this as part of the pre-service days, but this year we wanted to give ample time for LMS, etc. We also received late notice that there was an additional set of trainings required--we had planned on 70 minutes, now it's a bunch more. You should have until late in October to complete these. Administrators received an update on this from Human Resources last week.
- Reading materials training--these are part of the adoption proposal. We certainly weighed how to go about this given our remote learning model; we landed on making sure teachers had training on the new materials and how they might best be used in this environment.
- Running Records--the only new part is a 25 minute video that gives some ideas on how to administer the running records remotely. Probably optional for an experienced teacher like you.
- Science--teachers expressed worry about having to plan for science instruction while in remote learning. The training is a quick how-to on the materials we have received from Amplify. This is designed to make life easier. You have time on this, we are just communicating now about what's available.

For as much as it seems we are bombarding teachers with things, we are also getting dozens of questions each day about these very things from teachers. It may not feel like it, but our goal is support.

It is not lost on anyone on my team about how difficult this is. If possible, invite me to a lesson soon and we can find a time shortly thereafter to chat more about how things are going.

Thank you for elevating your concerns. With great appreciation!



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

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

On Mon, Sep 21, 2020 at 4:17 PM Kari Park <parkk@edmonds.wednet.edu> wrote:

Hi Rob -

Just wondering if any of you at the district office are able to frequent zoom classes right now. I know you are as busy as the rest of us and since you have your own kiddos you know what a "zoom class" looks like.

Others may not feel as I am but it seems to me that every time I log into my computer there is another training I am notified about this month.

To me it is a bit overwhelming. I am (we all are) in the process of getting to know my kids and families, helping them with technology, deciphering and condensing my notes from Family Connections, preparing for Running Record assessments - which involves setting up 1/1, getting permission from parents to record etc... And of course I'm planning with my team for hours each week, creating videos, Seesaw activities.....

I know you know all of this.

Could we just place pause on some of this training? Do we really need safe schools right now? Is Science training really necessary right now?

I don't mean to complain and I don't want to be seen as one. I am very positive and a hard worker.

I appreciate your time.



--

Kari Park
Second Grade Teacher
Lynndale Elementary - Edmonds School District

From: [Robert Baumgartner](#) on behalf of [Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>](#)
To: [Kari Park](#)
Subject: Re: want to come to a zoom class?
Date: Tuesday, September 22, 2020 10:44:03 AM
Attachments: [image.png](#)

No worries about coming off as "one of those teachers." I could show you some of our colleagues' emails...

Would next Tuesday at 9:00 work for you? Send me the link if it does...I promise no laughing at all...



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

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

On Tue, Sep 22, 2020 at 10:31 AM Kari Park <parkk@edmonds.wednet.edu> wrote:

Thank you for your reply.

I appreciate all the reading training and all the work the coaches put into them.

You are welcome anytime to my zoom classes. Thursday we start two synchronous times 9:00 and 1:00 with running record assessments running throughout the other asynch. small group times. The time we were given for FC meetings was amazing and such a gift to us and to families.

Let me know whenever you are available and I can send you the invite or Fulford has it on a doc.

You might want to keep yourself on mute so the kiddos can't hear you laughing. Again I hope I didn't come across as "one of those teachers". 30 years in the "biz"

On Tue, Sep 22, 2020 at 8:39 AM Robert Baumgartner
<baumgartnerr@edmonds.wednet.edu> wrote:

Kari,

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Executive Director of Student Learning

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baumgartnerr@edmonds.wednet.edu

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I appreciate your time.



--
Kari Park
Second Grade Teacher
Lynndale Elementary - Edmonds School District

--
Kari Park
Second Grade Teacher
Lynndale Elementary - Edmonds School District

From: [Robert Baumgartner](#) on behalf of [Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>](#)
To: [Darcy Becker](#); [Lauren Wishkoski](#); [Kim Hunter](#); [JoAnn Todd](#); [Scott Barnes](#); [Brandon Lagerquist](#); [Sari White](#)
Subject: Reopening Guide
Date: Thursday, August 6, 2020 7:58:35 AM

Team,

I will be compiling our reopening instructional plan into a guidance document. I will need your help with this. I will be framing the document around 3 "growth areas" for improvement with remote learning:

Improved User Experience-students first, then families, then teachers
Clear and Consistent Expectations
High Quality Remote Learning

While the true audience will be broad, for the purposes of writing let's have the audience be our teachers. Also, the primary focus of the report will be CL 2.0. There will be a section that provides some detail on the Hybrid Model, but will be mostly high level.

As a start, here's what I need from each of you:

Sari - an acknowledgements page that captures everyone that participated in the process in job-alikes, PEC+, etc. --their name, role, etc.

Brandon - a short summary report of key findings from our surveys of families and staff regarding the learning experience in the spring. This will be in the introduction of the report and lead into the explanation of the planning process.

Scott - take the guidance from the job-alike groups and format it so we can have sections for the specific groups/programs. This can be updated with additional guidance you'd like to include as well. Still finalizing schedule and expectations for general music, but other than that, I think the guidance your teams created is on point.

JoAnn/Kim - the schedules/times, etc. have been processed in bargaining. I'll get those to you soon, but I think you know what's in them. This is about turning the recommendations of the job-alikes into narrative guidance.

Darcy - synthesis of guidance for early learning + a small section on jump start.

Lauren -- the library piece we'll hold on until your teams has a chance to spend more time planning. The LMS section will be mostly putting in the minimum requirements.

This will be the start. If you could get me your parts no later than next Wednesday. I will be putting these in a shared document for us to all edit. I'll also be looping in Student Services.

Thanks!



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

425.431.7350 Phone

baumgartnerr@edmonds.wednet.edu

From: [Robert Baumgartner](#) on behalf of [Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>](#)
To: [JoAnn Todd](#); [Lauren Wishkoski](#); [Kim Hunter](#); [Darcy Becker](#); [Scott Barnes](#); [Schwab, Gregory S. \(MTH\)](#); [Dana Geaslen](#); [Kate Pothier](#); [Jo Callaghan](#); [Charlotte Richardson](#); [Leighanne Law](#); [Mark Madison](#); [West Keller](#); [WILLIAM JOHNSON](#)
Subject: Reopening Planning
Date: Thursday, June 18, 2020 11:48:19 PM

All,

Instructional planning for reopening will be a heavy lift for us. In addition to putting together plans for reopening likely in some hybrid version of in-person and remote instruction, we also need to put together plans for Continuous Learning 2.0 in the event we need to go to fully remote learning.

Instructional program recommendations will be developed in job-alike groups, reviewed by our standing task force, and then forwarded to bargaining and inclusion in the district's reopening plan. You are receiving this email because we need you on point for facilitating one of these job-alike groups. *Note: I'm ahead of connecting with Dana on this, so for those things related to Student Services, I'll leave designating leads to your team. Also, Andi mixed counselors/psychs with guidance--we can change this--you can edit the doc.*

Attached is a [document](#) with each of the job-alike groups listed as well as members that Andi has recommended. I would like you to review the list and make additional recommendations, e.g. TOSAs or other teacher leaders. If you have concerns about an individual listed, let me know and I will follow up with you. **Please add your recommendations to the attached document by the end of the day tomorrow, Friday. I know, I know...last minute...story of my month folks!**

I will send an invitation over the weekend at the latest to everyone listed. However, should you have individuals you would like included, you can reach out to them as well.

I am putting together a follow-up document that will provide more detail on the process, summer meetings, expectations for you, etc.

Reach out if you have any questions.

Thanks!



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

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

From: [Robert Baumgartner \(via Google Docs\)](#) on behalf of [Robert Baumgartner \(via Google Docs\) <drive-shares-noreply@google.com>](#)
To: whitesa@edmonds.wednet.edu
Subject: Response to 9.11.20 Email from District Regarding COVID-19 - Invitation to edit
Date: Wednesday, September 16, 2020 1:47:05 PM

Robert Baumgartner has invited you to **edit** the following document:



[Response to 9.11.20 Email from District Regarding COVID-19](#)



I put these in. Can you use these to craft replies? Thanks!

[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 baumgartnerr@edmonds.wednet.edu shared a document with you from Google Docs.



From: [Robert Baumgartner](#) on behalf of [Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>](#)
To: [Dana Geaslen](#); [Schwab, Gregory S. \(MTH\)](#); [Victor Vergara](#); [Helen Joung](#)
Subject: SIP Templates
Date: Tuesday, September 22, 2020 11:19:55 AM
Attachments: [Secondary SIP Template 20-21.docx](#)
[Elementary SIP Template 20-21.docx](#)

I've updated these. What is highlighted reflects proposed changes. As background, the red text is either guidance or mentor text that should be deleted before submitting the school improvement plan. They are in Word for ease of use, so if you have edits, just submit those to me via email.



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

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

From: [Robert Baumgartner](#) on behalf of [Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>](#)
To: [JoAnn Todd](#); [Kim Hunter](#)
Subject: Study Session
Date: Tuesday, July 14, 2020 12:43:28 PM

Kim and JoAnn,

Finally up to speed on tonight's study session with the Board. A few things to consider as you organize your thoughts...hope this is helpful even if it's last minute.

- Dr. Balderas wants the presentation to be framed by the question, what does the community most want to hear? The Board is the community's representative and he wants us to steer from the deep weeds and about what's most relevant to the Board and the community that will be listening in.
- I will set us up and share the PEC+ / job-alike work in motion and the 7-ish categories the teams are grappling with.
- I'm thinking we frame your update on the work around what's going to be an improvement on remote learning from the spring to the fall regardless of model. LMS, draft expectations for learning time and frequency, more consistency with tools, curriculum, etc.
- Remember we only have a few minutes plus time for questions...

Thoughts?



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

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

From: [Robert Baumgartner](#) on behalf of [Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>](#)
To: [Brandon Lagerquist](#); [Harmony Weinberg](#); [Chris Bailey](#); [Sally Guzmán](#)
Subject: Survey for Intent for Fall
Date: Tuesday, August 4, 2020 4:16:20 PM

Brandon, Chris, Harmony & Sally,

Good afternoon. This warrants a meeting, but time is tight, so I wanted to get your thoughts on this right away.

I think we are at a critical point in determining what our families intend to choose if and when we return to school for some level of in-person instruction. The data we collected a couple of weeks ago were valuable for broad planning purposes, but we are at a stage where we need to know how to address the staffing needs running a hybrid option and a full remote option simultaneously will bring. We have to do some planning as soon as possible for how we might organize staff now so that we don't have to disrupt everything when we open for in-person instruction.

I know there was thinking and work done on this already, so I want to pick up from there and get moving forward.

- It's really one question--when we return for in-person instruction, will your child join the hybrid or continue with full remote learning?
- We will need a survey and system of follow-up to collect this information from all of our families so we have a response on all of our students.
- We will include information about what the full remote option will look like..

What's your thinking on the best delivery for this survey, timeline, etc.?

Appreciated!



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

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

From: [Robert Baumgartner](#) on behalf of [Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>](#)
To: [undisclosed-recipients:](#)
Bcc: [@District Leadership Team](#); [@Office Mgrs.](#); [Sari White](#)
Subject: This Week's PD with Zoom Links
Date: Monday, August 31, 2020 1:13:12 PM
Attachments: [PD Schedule for Pre-service Days.pdf](#)

Building and Program Administrators,

Good afternoon. I know you're in the throes of planning, but I need to follow up on Friday's communication about our pre-service days agendas. **Please distribute the attached document to your staff...the main update is the various links for job-alikes on Wednesday.**

Remember that you will receive a link to a video with Drs. Balderas and Vergara to play for your staff on Tuesday.

Tracking Attendance and Clock Hours:

You received attendance verification information from Diana Drake regarding the three supplemental days (September 1, 2, & 3). These forms can be used for clock hours verification as well. Simply copy Sari White on your email to Diana with the scans of these forms, & we will use these to verify attendance for clock hours on these days.

Since 9/8 is not a supplemental day, we will not have the above forms for this. Instead, you should use the Zoom attendance log and submit this as verification of attendance for clock hours for this day.

My hope was to streamline this for you. We do expect you to join sessions and monitor for your teachers' attendance. However, we will treat our teachers as professionals and honor their word that they attended when it comes to clock hours (unless evidence to the contrary presents itself, of course).

Give a call if you have any questions. Good luck with everything.



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

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

From: [Robert Baumgartner](#) on behalf of [Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>](#)
To: [Sari White](#)
Subject: Today's TF Meeting
Date: Thursday, June 25, 2020 7:42:49 AM

Sari,

Good morning. Hoping you can take care of 2 tasks for our PEC+ meeting today. One is to set up the meeting to include breakout rooms--groups of up to 6, not sure how long.

The second is to create a Google doc for teams to put their input for each of these hybrid models which asks teams to include the pros of the model, the cons of the model, and additional considerations or questions

Hybrid 1 - Combination of in-person and remote learning-- students would attend on MT or Th F for in person with the remaining days to be for remote learning -- W would be for teachers planning & prep and professional development

Hybrid 2 - Combination of in-person and remote learning-- students would attend on MTh or TF for in person with the remaining days to be for remote learning -- W would be for teachers planning & prep and professional development

Hybrid 3 - Combination of in-person and remote learning-- emphasis on youngest students and students furthest from educational justice attending more with older students attending less or fully remote.

Hybrid 4 - Other models folks are pondering

Thanks! I'm slammed busy today, but should have time to look at the doc around 11:45 or so. Then we can share it in the chat during the meeting.



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

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

From: [Robert Baumgartner](#) on behalf of [Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>](#)
To: [undisclosed-recipients:](#)
Bcc: [West Keller](#); [@Elem. Principals](#); [@High Principals](#); [@Middle Principals](#)
Subject: Updated SIP Templates
Date: Tuesday, September 29, 2020 3:55:01 PM
Attachments: [Elementary SIP Template 20-21.docx](#)
[Secondary SIP Template 20-21.docx](#)

Good afternoon. Attached are the updated School Improvement Plan templates. As communicated on 9/21, we have extended the deadline for submitting SIPs until Friday, November 13--with presentation to the Board at the 11/24 General Meeting (we take care of that, you don't have to be there for that!). The extension is to provide additional time to work with your staff in light of our start to the school year.

A few notes:

- In addition to being submitted to the Board for review, final SIPs are posted on the district website. Please edit your document with this in mind before submitting.
- The updates are minimal and any changes from last year's template have been **highlighted**.
- The **red text** is to provide additional directions or examples. Please delete all of this from your final copy.
- Submit as a Word document--submitting as a PDF or Google doc makes preparing these for the Board report more difficult.

If you need any assistance, do not hesitate to contact me to arrange a time to meet.

With appreciation!



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

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

From: [Robert Baumgartner](#) on behalf of [Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>](#)
To: [Contact](#)
Subject: had to share
Date: Tuesday, June 9, 2020 5:26:41 PM

Got a nice compliment from one of my reports today:

Thanks for your leadership, friendship, and guidance during a very, very tough year. A huge thank you for supporting me in Danforth as my mentor. You also stepped up and provided a good model of strong leadership in crisis (Covid-19). Having your model of resilience, patience, and professionalism has helped me greatly to maintain my own composure during a time where I often felt like I was about to lose it.



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

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

From: [Wendy Sinclair](#) on behalf of [Wendy Sinclair <sinclairw@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#); [Brandon Lagerquist](#)
Subject: Air quality at the ESC
Date: Wednesday, September 2, 2020 12:08:20 PM

Hi Rob and Brandon,

I've been discussing at home the prospect of returning to work at the ESC. My wife, Jodi, is retired Senior Environmental Analyst for Seattle Parks & Recreation and air and water quality was a big part of her job. She has done some research on what current indoor air quality should be and has put together a list of questions and recommendations based on current guidelines. I would really like the district to answer these questions and comment on the recommendations before being required to fully return to work at the ESC.

From Jodi:

There is a lot of info available for COVID response. ASHRAE is the accepted standard for air quality. Below is the site for COVID reopening of commercial buildings like yours. Also Washington State has a code **Table 403.3.1.1 WAC 51 Indoor Air Quality** that dictates the safe air flow for occupancy.

Questions you should ask your maintenance group:

1. As recommended by WA State, ASHRAE and CDC – is the HVAC running 24/7 and is the system being flushed 2 hours prior to opening?
2. What is the current air exchange ratio for the building HVAC system with the COVID modifications? Does it meet the standard?
3. Did they follow the HVAC fresh air exchange guidelines for assessment provided by the State and ASHRAE?
4. Is the building air flow ratio impacted by the use of low-micron filters and, if so, was the HVAC air flow rate adjusted to maintain the required fresh air flow exchange? (Recirculated building air is a problem!)
5. Will the maintenance team perform air flow assessments during building occupancy to insure worker safety?
6. Knowing that the building has an older HVAC system, does the fresh air exchange on the second floor meet the air exchange standard?
7. Is the minimum of 6 feet distance per person (desk to desk) being upheld?
8. Are work shifts being staggered to ensure minimum people contact?
9. Lastly, was a specialist (versed in HVAC systems assessment) consulted?

<https://www.ashrae.org/file%20library/technical%20resources/covid-19/ashrae-building-readiness.pdf>

Per the CDC and ASHRAE:

To clarify minimal contact/shift staggering to ensure employee safety includes (so a building, floor or a work section is not near capacity at any time)

1. Altering work shift times to limit section/floor crowding
2. Altering work days to include work at home schedules (example: alternating one person per section who provides an 'at work' presence while others work from home)
3. Individuals must clean up after themselves after each use with tools provided in common areas (conference rooms, break rooms/eating spaces, restrooms) and custodial cleans common areas (break rooms, conference room, restrooms, reception) on a two-hour basis.
FYI: Most sites recommend keeping common amenities closed including refrigerators, kitchen sinks, water fountains/coolers, vending machines and microwave use.
4. Common use office machines should be cleaned by individuals before and after each use.

--

Wendy Sinclair

she/her/hers

Support Specialist


Assessment, Research and Evaluation

Edmonds School District




425-431-7112

From: [Victor Vergara \(Google Docs\)](#) on behalf of [Victor Vergara \(Google Docs\) <comments-noreply@docs.google.com>](#)
To: baumgartnerr@edmonds.wednet.edu
Subject: Attendance Proced... - @vergarav@edmonds.wednet.edu Should w...
Date: Thursday, August 27, 2020 9:01:48 AM

Victor Vergara replied to an action item in the following document

 Attendance Procedures- Remote Learning

Karla

-  Robert Baumgartner
@vergarav@edmonds.wednet.edu Should we have Karla join the attendance conversation? Not critical.
Assigned to Victor Vergara
-  Greg Schwab
probably not a bad idea
-  Victor Vergara **New**
Absolutely!

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From: [Victor Vergara](#) on behalf of [Victor Vergara <vergarav@edmonds.wednet.edu>](#)
To: [@Cabinet](#); [Gustavo Balderas](#)
Subject: Black Lives Matter Report 2020
Date: Tuesday, September 15, 2020 9:04:48 PM
Attachments: [BLMReport2020.pdf.pdf](#)

Hello,

Attached is the report on the Black Lives Matter report for your review.

Victor

From: [Sari White](#) on behalf of [Sari White <whitesa@edmonds.wednet.edu>](mailto:whitesa@edmonds.wednet.edu)
To: [Baumgartner, Robert J. \(ESC\)](#)
Subject: C-4 Form - COVID Label
Date: Monday, June 1, 2020 11:09:38 AM
Attachments: [C-4 Form.pdf](#)

Hi Rob,

I forgot to mention this morning the C-4 forms. You had requested for me to check in with a school to see how the end of the year info looks like on a student's C-4 form. I emailed an office manager on Friday to get info. She said that she went through a few different files and found that most files don't have anything written for the end-of-the-year. She sent me a copy of one that actually had a little item noted (see attached).

I am thinking of logistics about this project and have come up with a couple of thoughts that I have noted as Option A and B:

Option A: Labels come in sheets of 10 to 30. Some offices have a para (this is how we did it at Westgate) come in and place report cards in the cum files. Schools that choose to do it this way will find it easier in handling the labels since it will be just one big pile of labels to work with. The only additional thing needed would be for the person to have a set of blank C-4 forms onhand in case the C-4s in the file are filled up.

Other schools, I am hearing, require the teacher to place report cards in files. In this case the office will need to take some of the label sheets and cut them into smaller portions to provide enough labels per classroom. If the office did not want to do that they would need to extra sheets on hand in the office so that teachers running short could get more labels.

Option B: Instead of labels we could have the print shop print a set of C-4 sheets for each school with the COVID verbiage written on the form (see COVID Sample). The new sheet would need to be stapled to the other C-4 forms already in the file. If we wanted to go the extra mile, I could highlight the verbiage on the document. The cost would be a little more for doing it this way, but if it needs to stand out that would be a good way to do it.

Please let me know your thoughts. In addition there were a couple more items in regards to the COVID labels:

VERBIAGE - JoAnn's initial thought - *"Due to the COVID-19 school closure, we are not providing grades for the second semester of the 2019-2020 school year. Please refer to the comments section for information on your child's progress and participation."* Probably need to add to the "comments section" sentence that it will be found on the student's report card.

TIMELINE - What is our timeline for getting this out to schools?

Thanks,

Sari



From: [Vickie Coury](#) on behalf of [Vickie Coury <couryv746@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Course request for approval
Date: Tuesday, September 1, 2020 11:01:46 AM
Attachments: [Course Detail for 4701.pdf](#)

Hi Rob,

Just one here.

*Vickie Coury
Testing/Evaluation Technician
Edmonds School District
(425) 431-7139*

From: [Vickie Coury](#) on behalf of [Vickie Coury <couryv746@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Course request for approval
Date: Wednesday, September 16, 2020 10:25:55 AM
Attachments: [Course Detail for 4082.pdf](#)

One~

*Vickie Coury
Testing/Evaluation Technician
Edmonds School District
(425) 431-7139*

From: [Vickie Coury](#) on behalf of [Vickie Coury <couryv746@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Course requests for approval
Date: Friday, September 18, 2020 8:06:18 AM
Attachments: [Course Detail 4093.pdf](#)
[Course Detail for 4089.pdf](#)
[Course Detail for 4092.pdf](#)

Three this morning.

*Vickie Coury
Testing/Evaluation Technician
Edmonds School District
(425) 431-7139*

From: [Vickie Coury](#) on behalf of [Vickie Coury <couryv746@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Course requests for approval
Date: Thursday, September 17, 2020 3:59:42 PM
Attachments: [Course Detail for 4047.pdf](#)
[Course Detail for 4073.pdf](#)
[Course Detail for 4090.pdf](#)
[Course Detail for 4087.pdf](#)

Hi Rob,

Four here.

*Vickie Coury
Testing/Evaluation Technician
Edmonds School District
(425) 431-7139*

From: [Vickie Coury](#) on behalf of [Vickie Coury <couryv746@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Course requests for approval
Date: Tuesday, September 15, 2020 3:06:31 PM
Attachments: [Course Detail for 4076.pdf](#)
[Course Detail for 4079.pdf](#)
[Course Detail for 4078.pdf](#)
[Course Detail for 4080.pdf](#)
[Course Detail for 4077.pdf](#)

Hi Rob,

I've got five for you.

*Vickie Coury
Testing/Evaluation Technician
Edmonds School District
(425) 431-7139*

From: [Vickie Coury](#) on behalf of [Vickie Coury <couryv746@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Course requests for approval
Date: Friday, August 21, 2020 5:18:05 PM
Attachments: [Course Detail for 4051.pdf](#)
[Course Detail for 4050.pdf](#)

Hi Rob,

Two.

Have a nice weekend~

*Vickie Coury
Testing/Evaluation Technician
Edmonds School District
(425) 431-7139*

From: [Vickie Coury](#) on behalf of [Vickie Coury <couryv746@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Course requests for approval
Date: Wednesday, August 12, 2020 12:52:01 PM
Attachments: [Course Detail for 4053.pdf](#)
[Course Detail for 4054.pdf](#)

Hi Rob,

Two of them.

*Vickie Coury
Testing/Evaluation Technician
Edmonds School District
(425) 431-7139*

From: [Vickie Coury](#) on behalf of [Vickie Coury <couryv746@edmonds.wednet.edu>](mailto:couryv746@edmonds.wednet.edu)
To: [Robert Baumgartner](#)
Subject: Course requests for approval
Date: Monday, July 20, 2020 9:06:08 AM
Attachments: [Course Detail for 4044.pdf](#)
[Course Detail for 4039.pdf](#)

Hi Rob,

I've got two for you today.

*Vickie Coury
Testing/Evaluation Technician
Edmonds School District
(425) 431-7139*

From: [Vickie Coury](#) on behalf of [Vickie Coury <couryv746@edmonds.wednet.edu>](mailto:couryv746@edmonds.wednet.edu)
To: [Robert Baumgartner](#)
Subject: Course requests for approval
Date: Tuesday, September 22, 2020 11:34:18 AM
Attachments: [Course Detail for 4096.pdf](#)
[Course Detail for 4100.pdf](#)

Hi Rob,

Two~

*Vickie Coury
Testing/Evaluation Technician
Edmonds School District
(425) 431-7139*

From: [Victor Vergara](#) on behalf of [Victor Vergara <vergarav@edmonds.wednet.edu>](#)
To: [@Elem. Principals](#)
Subject: Documents for 1:00 pm meeting
Date: Thursday, September 3, 2020 12:13:10 PM
Attachments: [Agenda.pdf](#)
[COVID Supervisor.pdf](#)
[Attendace Guidelines.pdf](#)
[Expecations.pdf](#)

Hi All:

We'll be referencing these documents as part of our agenda today and we wanted you to have them to review.
See you at 1:00pm.

Victr, Helen and Dana

From: [Victor Vergara \(via Google Docs\)](#) on behalf of [Victor Vergara \(via Google Docs\)](#)
<vergarav@edmonds.wednet.edu>
To: elem.principals@edmonds.wednet.edu
Subject: ESD In-Person Visiting During COVID-19 - Invitation to edit
Date: Wednesday, September 30, 2020 9:49:05 AM

[vergarav@edmonds.wednet.edu](#) has invited you to edit the following document:

 [ESD In-Person Visiting During COVID-19](#)

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From: [Victor Vergara](#) on behalf of [Victor Vergara <vergarav@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#); [Dana Geaslen](#); [Helen Joung](#); [Greg Schwab](#); [Gustavo Balderas](#)
Subject: Equity Infographic
Date: Thursday, August 27, 2020 8:43:38 AM

FYI

From: [Victor Vergara \(via Google Docs\)](#) on behalf of [Victor Vergara \(via Google Docs\)](#)
<vergarav@edmonds.wednet.edu>
To: elem.principals@edmonds.wednet.edu
Subject: Expectations for Principals- Remote Learning Fall 2020 - Invitation to view
Date: Thursday, September 3, 2020 12:26:55 PM

[vergarav@edmonds.wednet.edu](#) has invited you to **view** the following document:



[Expectations for Principals- Remote Learning Fall 2020](#)



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From: [Victor Vergara](#) on behalf of [Victor Vergara <vergarav@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: FWPS Technology Tools - Family Resources - Page 17
Date: Monday, August 31, 2020 10:19:22 AM
Attachments: [FAMILY Resource Guide FINAL FWPS \(1\)Continuous Learning Federal way SD.pdf](#)

Look @ page 17 of attached document.

From: [Sally Guzmán](#) on behalf of [Sally Guzmán <guzmanreyess@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Final draft of Instructional leadership assignment and reflection
Date: Monday, June 29, 2020 2:19:59 PM
Attachments: [Reflection IL Final.docx](#)
[Final Draft IL 2020.docx](#)

Hey Rob,

Attached is Cathy and mines final draft and reflection. Thank you for all the support!

Kind regards,
Sally Guzmán, MNPL
She/Her Pronouns

From: [Sari White](#) on behalf of [Sari White <whitesa@edmonds.wednet.edu>](#)
To: [Baumgartner, Robert J. \(ESC\)](#)
Subject: Fwd: Call for article! (11)
Date: Sunday, June 7, 2020 9:51:50 PM

Hi Rob,

I held off sending this to you until the eve of our meeting. Is this something you think some of the coaches might be interested in or should I just give it a pass and delete?

Thanks,

Sari



On Tue, Jun 2, 2020 at 3:13 PM Victoria Alunni <alunniv@edmonds.wednet.edu> wrote:

Sari,
Is this something your dept and/or Rob would be interested in?

Victoria Alunni
Administrative Assistant
Human Resources
Edmonds School District
425-431-7023

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

From: Penny Roberts <penny.roberts@phoenix.edu>
Date: Tue, Jun 2, 2020 at 1:05 PM
Subject: Call for article! (11)
To: <alunniv@edmonds.wednet.edu>

Greetings Victoria,

I hope this email finds you well!

We here at University of Phoenix have been doing our best to provide assistance to school districts and their educators throughout the Covid-19 crisis. Whether it be in the form of offering no cost technology courses, webinars, last month's virtual job fair, or our alliance with Blackboard to host the upcoming Virtual Teaching Academy, we want to be here to support your team with meaningful opportunities. Additionally, we hope to create some normalcy by moving forward with the summer edition of Educator Insights, particularly since the national bulletin is the quarterly vehicle for showcasing the creative talents of your teams' anecdotes, articles and photo submissions from around the country. We believe that this edition will be a fantastic way for your educators to write about their recent experiences with distance learning and how they have made a positive impact on the day to day lives of their students.

Please take a moment to send this message with the added request that your team members submit to me, their stories, articles and photos for inclusion in the summer edition. We are seeking positive occurrences that have taken place in the midst of the pandemic.

All submissions must be received no later than June 15, 2020.

Thank you in advance for your help!

Wishing you and yours excellent health and good spirits!

Kindest regards,

Penny Roberts

Regional Education Development Specialist

University of Phoenix , College of Education

direct 714-642-5855 | mobile 714-642-5855 | fax 602-643-0890

email penny.roberts@phoenix.edu

[Continuing Teacher Education Course Schedule](#)

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From: [Vickie Coury](#) on behalf of [Vickie Coury <couryv746@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Fwd: Course request for approval
Date: Thursday, September 3, 2020 10:35:49 AM
Attachments: [Course Detail for 4701.pdf](#)

Hi Rob,

Have you had a chance to look at this?

Thanks,

*Vickie Coury
Testing/Evaluation Technician
Edmonds School District
(425) 431-7139*

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

From: **Vickie Coury** <couryv746@edmonds.wednet.edu>
Date: Tue, Sep 1, 2020 at 11:01 AM
Subject: Course request for approval
To: Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>

Hi Rob,

Just one here.

*Vickie Coury
Testing/Evaluation Technician
Edmonds School District
(425) 431-7139*

From: [Vickie Coury](#) on behalf of [Vickie Coury <couryv746@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Fwd: Course request for approval
Date: Wednesday, September 9, 2020 9:44:40 AM
Attachments: [Course Detail for 4701.pdf](#)

Hi Rob,

I've been out, so I may have missed it, but I don't find approval for this one.

Thanks,

*Vickie Coury
Testing/Evaluation Technician
Edmonds School District
(425) 431-7139*

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

From: **Vickie Coury** <couryv746@edmonds.wednet.edu>
Date: Thu, Sep 3, 2020 at 10:35 AM
Subject: Fwd: Course request for approval
To: Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>

Hi Rob,

Have you had a chance to look at this?

Thanks,

*Vickie Coury
Testing/Evaluation Technician
Edmonds School District
(425) 431-7139*

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

From: **Vickie Coury** <couryv746@edmonds.wednet.edu>
Date: Tue, Sep 1, 2020 at 11:01 AM
Subject: Course request for approval
To: Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>

Hi Rob,

Just one here.

*Vickie Coury
Testing/Evaluation Technician
Edmonds School District
(425) 431-7139*

From: [Vickie Coury](#) on behalf of [Vickie Coury <couryv746@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Fwd: Course requests for approval
Date: Wednesday, July 22, 2020 8:28:11 AM
Attachments: [Course Detail for 4044.pdf](#)
[Course Detail for 4039.pdf](#)

Hi Rob,

Did you get a chance to look at these?

Thanks,

*Vickie Coury
Testing/Evaluation Technician
Edmonds School District
(425) 431-7139*

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

From: **Vickie Coury** <couryv746@edmonds.wednet.edu>
Date: Mon, Jul 20, 2020 at 9:05 AM
Subject: Course requests for approval
To: Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>

Hi Rob,

I've got two for you today.

*Vickie Coury
Testing/Evaluation Technician
Edmonds School District
(425) 431-7139*

From: [Victor Vergara](#) on behalf of [Victor Vergara <vergarav@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#); [Helen Joung](#); [Dana Geaslen](#)
Subject: Fwd: From <https://www.edsurge.com/news/2020-05-06-how-can-educators-tap-into-research-to-increase-engagement-during-remote-learning>
Date: Thursday, September 3, 2020 8:39:12 AM
Attachments: [image.png](#)

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

From: **Victor Vergara** <vergarav@edmonds.wednet.edu>
 Date: Tue, Sep 1, 2020 at 11:10 AM
 Subject: From <https://www.edsurge.com/news/2020-05-06-how-can-educators-tap-into-research-to-increase-engagement-during-remote-learning>
 To: Greg Schwab <schwabg@edmonds.wednet.edu>

Type of Engagement	Definition	Common Measurement That Teachers Can Use in Virtual Settings
Behavioral	How often and for how long learners engage with course materials	<ul style="list-style-type: none"> Amount of time a student spends on a virtual learning module Number of logins to a course site Consistency of interactions with course materials Assignments completed Level of participation in online discussion forums
Cognitive	How learners think about and make connections with what they are learning	<ul style="list-style-type: none"> Performance on assignments Interactions within threaded discussions Quality of interactions within a synchronous session Word usage in online discussion forums
Emotional	Level of connectedness and caring that learners feel in their learning community	<ul style="list-style-type: none"> Student satisfaction with the course and instructor How students communicate and interact with the teacher and with peers The quality and quantity of parental involvement Emotional reaction to school and whether students feel valued

From: [Sari White](#) on behalf of [Sari White <whitesa@edmonds.wednet.edu>](#)
To: [Baumgartner, Robert J. \(ESC\)](#)
Subject: Fwd: Honorary Invitation | Robert Baumgartner
Date: Thursday, September 10, 2020 2:43:33 PM

Hi Rob,

Since the person included me in this email I just want to check in with you. Is this something that I need to do something with?

Thanks,

Sari



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

From: **Liam Ambrosio** <liam@rtmbusinessgroup.com>
Date: Thu, Sep 10, 2020 at 10:12 AM
Subject: Honorary Invitation | Robert Baumgartner
To: Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>
Cc: <whitesa@edmonds.wednet.edu>

Hello Mr. Baumgartner,

Hope you had a relaxing weekend! You may recall receiving an email from me before regarding the West Congress. September is turning out to be a tough time for District Leaders to commit to this year, so RTM has officially made the decision to postpone the West Congress until **October 25th-27th**.

After having Chris Bailey, Cynthia Nelson, and confirming Dr. Kim Hunter we would love to have you represent Edmonds as well at our upcoming conference!

We are NOT a vendor and there is no cost to participate.

The core theme for this years' event focuses on the challenges with the reopening of schools & working through the unforeseen challenges the COVID pandemic with

many more topics to be discussed as well such as...

1. *SEL (Student Emotional learning)*
2. *School Safety: Cultivating a Culture for Safe & Engaging Learning Environments*
3. *Authentic Leadership: Empowering District-Level & Site-Level Leaders*
4. *Equity, Diversity & Inclusion*
5. *Expanding the Definition of College & Career Readiness*
6. *The Impact of Early Childhood Education on Graduation Rates*
7. *The Mental Health of District Leaders during times of Remote Learning and Re-Opening*

With a snapshot of speakers including...

- *Sofia Freire - Chief of Leadership & Learning, SAN DIEGO UNIFIED SCHOOL DISTRICT (CA)*
- *Sean Precious - Regional Superintendent, DENVER PUBLIC SCHOOLS (CO)*
- *Dr. Devon Horton - Superintendent, EVANSTON/SKOKIE 65 (IL)*

After having your district referred to us by our advisory board it is clear you would add a lot of value to our congress. I would love to schedule a call or zoom at your best convenience to discuss your role in the congress.

Please feel free to email me or call me at any time with any questions you may have about the congress. I am very flexible with setting a time that works best for you to chat.

Looking forward to hearing back,

Liam Ambrosio

Liam Ambrosio
Director of K-12 Education
RTM Business Group
Liam@rtmbusinessgroup.com
Direct: (315) 549-0907 ex 1016

From: [Scott Barnes](#) on behalf of [Scott Barnes <barnessc@edmonds.wednet.edu>](#)
To: [Allison, Bradley W. \(BR,CW,HW,TP\)](#); [Brian Rascon](#); [Edwards, Matthew B. \(MA\)](#); [Frank Seeberger](#); [Ian Alvarez](#); [Jeffrey Cohn](#); [Labiak, Kathryn A. \(CL,CP,CPM\)](#); [Lance Ellis](#); [ROBERT RUTHERFORD](#); [Ashley Giri](#); [Brittany Newell](#); [Jacqueline Scheffer](#); [Jennifer Schillen](#); [Malacari, Gillian E. \(HT,ML,MW\)](#); [Nelson, Victoria L. \(MA,SW,WG\)](#); [Robert Collins](#)
Cc: [Robert Baumgartner](#)
Subject: Fwd: IMPORTANT: Please share attached message with your staff today
Date: Friday, August 21, 2020 12:32:50 PM

Staff: Here's an important message regarding accessing school facilities. I would recommend that you click on the links and bookmark the **Health Attestation form**, and the **Building Access Tracking Form**, so that you can easily find them when you need them. Please let me know if you have any questions.

Thanks,
Scott

REQUIRED PROTOCOLS FOR ENTERING AND EXITING A DISTRICT BUILDING

STEP 1: BEFORE ENTERING BUILDING: [HEALTH ATTESTATION FORM](#)

All staff *must* complete the [Attestation Form](#) prior to entering a district building. This process will require each employee to answer questions to confirm they are healthy and have not been exposed to COVID-19. Staff medical information will be confidential and remain with Human Resources.

In addition to clicking on the form link provided in this message, there will be a QR Code posted on the entrances to buildings that will take you to the attestation form as well.

Administrators will need to verify attestations metrics data daily for their onsite staff.

STEP 2: BEFORE EXITING BUILDING: [BUILDING ACCESS TRACKING FORM](#)

All staff must fill out the district's [Building Access Tracking Form](#) when they leave a district building. This information is critical for the custodial team, as well as for contact tracing, should we have a positive COVID-19 case and need to notify staff of possible exposure.

Please know that for staff who work in multiple buildings, the tracking form will need to be completed for each building accessed.

WHAT TO DO WITH A POSITIVE ATTESTATION

- Staff are not to go to their work location if they are experiencing symptoms and/or their attestation is positive.

- Follow the district's normal communication process with your supervisor to either take appropriate leave or work remotely, as applicable.
- A staff member is to contact Human Resources or their Administrator if:
 - They are diagnosed with COVID-19;
 - If their healthcare provider instructs them to self-isolate because they are experiencing COVID-19 symptoms;
 - They experience COVID-19 like symptoms and/or they have been informed that they can not attend work; and/or
 - They have been in close contact with someone who has COVID-19 (even if not experiencing symptoms).
- Contact Student Health Services:
 - If assistance is needed for contact tracing, if other staff or students are involved in the case incidence.

VISITORS IN DISTRICT BUILDINGS

Please work with your building administrator when it comes to non-employees entering district buildings. There should be few to no visitors to our buildings at this time. Pick up or drop off of paperwork and materials should be managed as much as possible outside of the building. Visitors who do have approval to enter a district building must sign in at the front office and fill out the required [Attestation Form](#). You can email your visitor the form prior to them entering the building or they can fill out a hard copy. Our goal is to have as few hard copies of attestation forms as possible, but we understand there will be times when that will be the only option. PLEASE DO NOT ALLOW ANY VISITORS INTO THE BUILDING UNLESS THEY HAVE AN APPOINTMENT WITH YOU.

FACE COVERING REQUIREMENTS

Effective June 28, 2020, every Washingtonian must now 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 your school site, it is an expectation that you will wear a face covering at all times and you will maintain social distancing 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 Plexiglass 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 or classroom 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 and stay at least six feet apart.

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 conference rooms in schools. If you do need to access a conference room, please contact your head custodian so the room can be

properly cleaned.

STAFF LOUNGE AND MAIL ROOM ETIQUETTE

Employees on-site may use a staff lounge to access vending machines, microwaves, other cooking equipment, and the refrigerator. Please DO NOT congregate in the staff lounge or eat your food in these spaces. We ask all employees to eat in their classrooms or workspaces or find space outside. The same guidelines apply to the mailroom. Please limit your time in the mailroom.

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

ELEVATORS

Only one person should take a district building elevator at a time unless assistance is needed.

STUDENTS ACCESSING SCHOOLS AND DISTRICT BUILDINGS

In promoting health and safety in our district buildings and schools, we are not allowing students to access any of our buildings at this time. More guidance will be issued by the district in the coming weeks as we finalize plans to serve some of our students in-person.

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!

--

Scott Barnes,
Manager of Visual and Performing Arts, Edmonds School District
President, NAFME NW Division
Past-President, Washington Music Educators Association
425-431-7116

I am NAFME, You are NAFME, We are NAFME!

From: [Scott Morrison](#) on behalf of [Scott Morrison <morrison@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#); [JoAnn Todd](#)
Subject: Fwd: Math Leaders Collaborative Meeting Resources & Survey
Date: Wednesday, August 5, 2020 11:07:56 AM
Attachments: [image003.png](#)

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

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From: [Teresa Lynd](#) on behalf of [Teresa Lynd <lyndt110@edmonds.wednet.edu>](#)
To: [Amy Kneeland](#); [Jeff Stone](#); [Jennifer Hageman](#); [Kim Hunter](#); [Peggy Aguilar](#); [Robert Baumgartner](#)
Subject: Fwd: Math Team
Date: Friday, June 5, 2020 1:16:54 PM

I thought you'd like to see what amazing leadership we have with the LHS math department!

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

From: **Dawn Withee-Hurd** <witheehurdd@edmonds.wednet.edu>
Date: Fri, Jun 5, 2020 at 12:51 PM
Subject: Math Team
To: Sarah Walsh <walshs517@edmonds.wednet.edu>, Sara Lowes <lowess@edmonds.wednet.edu>, Michael Taylor <taylorm@edmonds.wednet.edu>, Mike Piper <piper@edmonds.wednet.edu>, Glenn Chinn <chinng@edmonds.wednet.edu>, Clint Chan <chanc@edmonds.wednet.edu>, David Ammentorp <ammentorpd226@edmonds.wednet.edu>, Zachary Bopp <boppz882@edmonds.wednet.edu>, David Whitney <whitneyd@edmonds.wednet.edu>, Celeste Yeisley <yeisleyc393@edmonds.wednet.edu>, Teresa Lynd <lyndt110@edmonds.wednet.edu>

Our hearts have been breaking over the news lately. Here we are in a pandemic, seeing first hand how the closure of schools, and the disease itself, is disproportionately impacting kids of color and kids living in poverty, grieving for the loss of one of our students, and wondering how many more we will lose. We feel very powerless and overwhelmed. We are constantly looking for the small victories, for any signs of life from the kids we are especially worried about. And now, in the middle of all of this, race riots are everywhere we look. Dawn saw pictures of White supremacists in Snohomish and recognized the hand signals from students in her classes. It is a lot.

We feel like the call for racial equity lies especially heavy on our shoulders as math teachers. While all education is important, it is very clear one of the greatest areas of employment inequity in our country, and even more so in our tech heavy community, is in the STEM field. We live in one of the strongest job markets in the country right now. Yet many of our students will not have access to the jobs (and companies have to recruit outside our country) because our kids are not graduating with what they need to move into the world of STEM careers.

So, this is our call to action for our department:

1) Re-commit to Culturally Responsive Teaching Practices. We were doing some REALLY GOOD work with Complex Instruction a while back, but it was really hard work and we had multiple obstacles that ended up causing us to lose our steam. I would love to see us start working toward that again. For those who don't know, Complex Instruction is an instructional framework initially developed for all grades and subject areas to desegregate schools in the 60s. It has continued to be researched and refined. Jo Boaler has done a lot of work with Complex Instruction specific to math. The basic idea is that you create classrooms that promote interdependence and a community of respect and inquiry through specific structures and instructional practices. One of the biggest focus points is mitigating status. Perhaps we as a department can start here: <https://complexinstruction.stanford.edu/> Also, if you have not yet read Culturally Responsive Teaching and the Brain, I am sure the building has some copies

lying around that you could read.

2) Participate in the curriculum adoption, and advocate for the adoption of a culturally responsive curriculum. There are definitely forces in our district that want to stick with traditional, rote learning models. We know that these models are not best practice for kids and do not help close achievement gaps.

3) We need to advocate for more equitable district policies and practices. This includes staffing buildings based on the trigger ratios and not just on pure numbers. Also, we need to either begin systemic math intervention in k-8 and/or fund intensive intervention for students who need it in High School. We need to create a specially designed intervention model for ELL newcomers who enter our country with limited literacy and numeracy. When we create policies around student placement and course sequencing we need to stop prioritizing parent and student desire for status, or for not being in class with "those kids," over the need for quality math education. Our current practices are reinforcing racist, elitist attitudes toward math, when all district policies should be doing the opposite.

4) we need to reflect critically on our discipline and grading practices to make sure they are equitable. Celeste and Dawn are starting to look at mastery learning, especially in light of the possible models for teaching in the fall. What other things can we look at to make sure our classrooms are equitable?

5) Finally we would like to create a Black Lives Matter video from our department to our school. We are thinking anyone who wants to participate could join a Zoom and we could each say "Black Lives Matter" and "we love you" or "we are here for you" or something like that. We can record the zoom and then share it. Can we do this Monday at 10am?

This letter outlines the racist resistance Jo Boaler met after her initial research at Stanford

<https://web.stanford.edu/~jboaler/>

Here is a link to looking at racism in math ed

<https://www.youcubed.org/resources/why-a-math-revolution/>

Math lesson to look at representation in STEM careers

<https://www.tolerance.org/classroom-resources/tolerance-lessons/stem-by-the-numbers>

We are so proud of our team, and the hard work that we do. We know that we have the heart and talent to continue to improve and grow for our kids. If you would like to join us in reviewing, developing, and refining Complex Instruction practices please let us know and we will get something going for us.

We also want to say how proud we are that we are so well represented on both the equity team and the STEAM committee. We think both of these have the potential to make some big changes for our school as a whole.

Thank you all for all you do for our kids,

Dawn and Michael

--

Teresa Lynd

She/ her

Secondary Math Lead

ESC

From: [Sally Guzmán](#) on behalf of [Sally Guzmán <guzmanreyess@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Fwd: Online Learning for Fall
Date: Thursday, June 18, 2020 3:47:22 PM

FYI,

I asked Montse to write this to share with you. Seems Hybrid is creating some confusion. I think allow in families the choice of in-person or online will be needed, I think we talked about that but just in case.

Kind regards,
Sally Guzmán, MNPL
She/Her Pronouns

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

From: **Montse Healy** <healyr257@edmonds.wednet.edu>
Date: Thu, Jun 18, 2020 at 3:42 PM
Subject: Online Learning for Fall
To: Sally Guzman Reyes <guzmanreyess@edmonds.wednet.edu>

Hi Sally,

Here is the information:

Choice Schools

The parents from the two choice schools are afraid that their students will lose their spots at Madrona/Maplewood if they decide not to return this fall. It was not clear if Madrona and Maplewood would hold their spots. People said it was a funding issue. Another person explained that schools get money for each student that is enrolled and if Madrona does not fill all their available spots they don't get as much funding. Some people have to opt out due to the fact that they have someone at home with underlying conditions.

Online Learning Questions and Opinions

Some parents enrolled their students up for Washington Connections Academy for the year. Others have ideas to have at Cedar Way Elementary (who has four First Grade teachers), the option to have 3 teachers with in-person students and one do remote learning. One mom shared that they decided to enroll their students in private school and added that Shoreline Christian School will most likely be offering an option for remote learning at home."

Kindergarten

Families are not receiving the district's emails because their kids are not enrolled, or they have not added an email. They are frustrated because they feel "out of the loop" in relationship with the choice school specifically. Some people are wondering if there

will be an email for upcoming Kindergarten families.

Edmonds Heights and Online Programs

Other parents are encouraging families to sign up for homeschooling with Edmonds Heights for online learning. Most of them would like to stay in their school but think they have to go somewhere else. Others have said they have enrolled their students online. “ Just sign up with www.K12.com. it’s a free public online school. Comes with everything you need: books, supplies, computers if you need them.” Some said that the survey was not helpful, but the majority of the people have said that you can add comments when you click in “other.” The survey link has been shared several times.

Thanks,

--

Montse Healy

Family Engagement Liaison/Coordinadora de Participacion Familiar

Martha Lake Elementary and Mountlake Terrace Elementary

Diversity, Equity and Outreach Dept.

[\(425\) 431-7766](tel:(425)431-7766)

From: [Scott Barnes](#) on behalf of [Scott Barnes <barnessc@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#); [Lauren Wishkoski](#)
Subject: Fwd: PD for remote learning
Date: Thursday, July 30, 2020 3:37:32 PM

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 <gsehlhorst@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 emergency funds on professional development for educators on the use of learning management systems.

Superintendent Chris Reykdal



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

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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.

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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: [Sari White](#) on behalf of [Sari White <whitesa@edmonds.wednet.edu>](#)
To: [Abigail Espegard](#); [Amy Kneeland](#); [Ana Maria Nacanaynay](#); [Anna Stuart](#); [Barbara Childs](#); [Baumgartner, Robert J. \(ESC\)](#); [Becky Cass](#); [Brandon Lagerquist](#); [Brian Fulmer](#); [Christa Polzin](#); [Darcy Becker](#); [Diane Martineau](#); [James Bettis](#); [Jason Aillaud](#); [Jeff Stone](#); [Jennifer Hageman](#); [Jennifer Hershey](#); [Jennifer McCloughan](#); [JoAnn Todd](#); [Joelle Mertel](#); [Julie Paddock](#); [Kelly McCarty](#); [Kelly Ward](#); [Kieran Edmundson](#); [Kim Hunter](#); [Lauren Wishkoski](#); [Laurie Piper](#); [Leighanne Law](#); [Lenora Carey](#); [Lynn Caulkins](#); [Mara Vlasic](#); [Megan Hendrickson](#); [Melissa Diltz](#); [Olga Mashnitskaya](#); [Patricia Hathaway](#); [Patricia Schultz](#); [Peggy Aguilar](#); [Rose Maxwell](#); [Scott Barnes](#); [Teresa Lynd](#); [Vickie Coury](#); [Wendy Sinclair](#); [White, Sari S. \(WG\)](#)
Subject: Fwd: PLEASE READ: New protocols for building access & tech support info for staff
Date: Wednesday, August 19, 2020 12:43:32 PM

Hi All,

Just a reminder that I have a [COVID-19 page](#) on our Student Learning Team site. I have added the latest entering/exiting protocol on that page under "Accessing the ESC and Other Buildings" tab. As 20-21 information becomes available (directory, rates...etc) I will add them to the site. Please send me items that you would like to have posted on the site, and I am always open to suggestions and how to make it more helpful.

Not sure where to find the site? It is under Student Learning Workspace - the last link under "Helpful Links".

Take care,

Sari



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

From: **Communications Department** <communications@edmonds.wednet.edu>
Date: Wed, Aug 19, 2020 at 12:12 PM
Subject: PLEASE READ: New protocols for building access & tech support info for staff
To:

Dear ESC staff,

We appreciate your patience and understanding as new information continues to come your way.

Below you will find a new protocol that requires filling out a building access tracking form (*no longer the shared Google Sheets document*) for exiting all district buildings.

We also want to share a message from our Technology Department on the process for getting tech support.

Thank you!

~Communications

REQUIRED PROTOCOLS FOR ENTERING AND EXITING A DISTRICT BUILDING

BEFORE ENTERING BUILDING: [HEALTH ATTESTATION FORM](#)

1.

All staff *must* complete the attestation process prior to entering a district building. This process will require each employee to answer questions to confirm they are healthy and have not been exposed to COVID-19. The information is private and only shared with Human Resources. In addition to clicking on the link provided in this message for the [Attestation Form](#), there will be a QR Code posted on the entrances to buildings that will take you to the attestation form as well.

NEW! BEFORE EXITING BUILDING: [BUILDING ACCESS TRACKING FORM](#)

2.

All staff must fill out the district's [Building Access Tracking Form](#) when they leave a district building. The building tracking information is critical for the custodial team, as well as for contact tracing, should we have a positive COVID-19 case and need to notify staff of possible exposure. Please know that for staff who work in multiple buildings, the tracking form will need to be completed for each building accessed.

****We were using a Google Sheets document and that was causing confusion for some staff members. We hope the new Google form will allow for a smoother process.****

HELP DESK SUPPORT: ONSITE APPOINTMENTS

A message from the Technology Department

As we look to ramp up to the start of the 2020-21 school year in this new environment, we want to be sure staff working onsite at the ESC are aware of our process to request tech support from the Help Desk. We are here to help you during this challenging time!

Please be aware that onsite technical support is still being handled by appointment only for all district staff, regardless of your work location. The Help Desk is not accepting walk-ins at this time.

You can schedule an appointment with the Help Desk by clicking [this link](#). Immediate needs are being handled remotely by a team of Help Desk and Field Tech staff by phone and help desk tickets. You can call us at 425-431-7333 or [click this link](#) to submit a help desk ticket.

Have a great school year!

Thank you,

Technology Department

From: [Sari White](#) on behalf of [Sari White <whitesa@edmonds.wednet.edu>](#)
To: [Baumgartner, Robert J. \(ESC\)](#)
Subject: Fwd: [Information] Re: 2020-21 Family and Community Calendar! Handbook! First day of school!
Date: Tuesday, September 8, 2020 9:57:32 AM
Attachments: [noname](#)
[noname](#)
[noname](#)

Hi Rob,

As I am making my way through the many emails, I came across this one that Merry sent to me from a frustrated family. So that I can advise Merry for future emails like this, who is best to forward these emails to for a response? Will that be me? If so, what are the preferred talking points?

Thanks,
Sari



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

From: **Merry Rumpel** <information@edmonds.wednet.edu>
Date: Fri, Sep 4, 2020 at 10:48 AM
Subject: Fwd: [Information] Re: 2020-21 Family and Community Calendar! Handbook! First day of school!
To: Sari White <whitesa@edmonds.wednet.edu>

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

From: **Aleksandra Shepsis** <shepsis@gmail.com>
Date: Thu, Sep 3, 2020 at 2:38 PM
Subject: [Information] Re: 2020-21 Family and Community Calendar! Handbook! First day of school!
To: <information@edmonds.wednet.edu>

Hello,
Why didn't we know about the release plan earlier? Why are we finding out about this right now?
Who do I complain about this poor planning? Both my husband and I work full-time. How are we supposed adjust to this last minute change with two small kids?

Thank you,
Aleks

On Thu, Sep 3, 2020, 2:33 PM Edmonds School District
<information@edmonds.wednet.edu> wrote:

edmonds school district logo



RELEASED! CALENDAR DATES FOR THE 2020-21 SCHOOL YEAR

We are happy to share the final [2020-21 Family and Community Calendar](#) that includes school breaks, early releases and all the other dates your family needs to know as we launch the school year.

[2020-21 family calendar](#)



DISTRICT HANDBOOK

Please read through the [2020-21 District Handbook](#) for important updates and reminders.

FIRST DAY OF SCHOOL

We look forward to starting school for our 1st through 12th grade students on Wednesday, Sept. 9, 2020! Schools will provide specific information about what to expect on your student's first few days of school.

In order for teachers and families to meet for family connection during the first few weeks of school, students in 1st - 6th grade will have early release each school day from Thursday, Sept. 10, through Tuesday, Sept. 22. Your school will contact you to arrange these meetings.

KINDERGARTEN FAMILIES

We can't wait for your students to start Monday, Sept. 14, 2020! Wednesday, Sept. 9, through Friday, Sept. 11, are reserved for family connection meetings. Kindergarten students will also have early release each school day from Monday, Sept. 14, through Tuesday, Sept. 22, for family connection follow ups and additional family meetings. Your school will contact you to arrange these meetings.

Edmonds School District would like to continue connecting with you via email. If you prefer to be removed from our list, please contact Edmonds School District directly. To stop receiving all email messages distributed through our SchoolMessenger service, follow this link and confirm:

[Unsubscribe](#)

SchoolMessenger is a notification service used by the nation's leading school systems to connect with parents, students and staff through voice, SMS text, email, and social media.

From: [Sari White](#) on behalf of [Sari White <whitesa@edmonds.wednet.edu>](#)
To: [Baumgartner, Robert J. \(ESC\)](#)
Subject: Fwd: [communications] Re: Student daily schedules for the fully remote model, Continuous Learning 2.0
Date: Friday, August 21, 2020 3:09:46 PM

Hi Rob,

Here is another person with a scheduling question. This was in regards to specialists.

Sari



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

From: **Merry Rumpel** <information@edmonds.wednet.edu>
Date: Fri, Aug 21, 2020 at 1:56 PM
Subject: Fwd: [communications] Re: Student daily schedules for the fully remote model, Continuous Learning 2.0
To: Sari White <whitesa@edmonds.wednet.edu>

Hi Sari,

Not sure who these would go to...

Thank you!

Merry Rumpel



Communications | ESC Reception
20420 68th Ave W | Lynnwood, WA | 98036-7405
information@edmonds.wednet.edu
(425) 431-7000 | (425) 431-7006 (fax)
Each Student Learning, Every Day!

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

From: **Amy Yarno** <yarnoal33@edmonds.wednet.edu>
Date: Fri, Aug 14, 2020 at 1:10 PM
Subject: [communications] Re: Student daily schedules for the fully remote model, Continuous Learning 2.0
To: Communications Department <communications@edmonds.wednet.edu>

Where do specialists fall into play? music, library, PE time?

Thanks

Amy

Ms. Yarno

Kindergarten Teacher
College Place Elementary



On Fri, Aug 14, 2020 at 12:10 PM Communications Department
<communications@edmonds.wednet.edu> wrote:

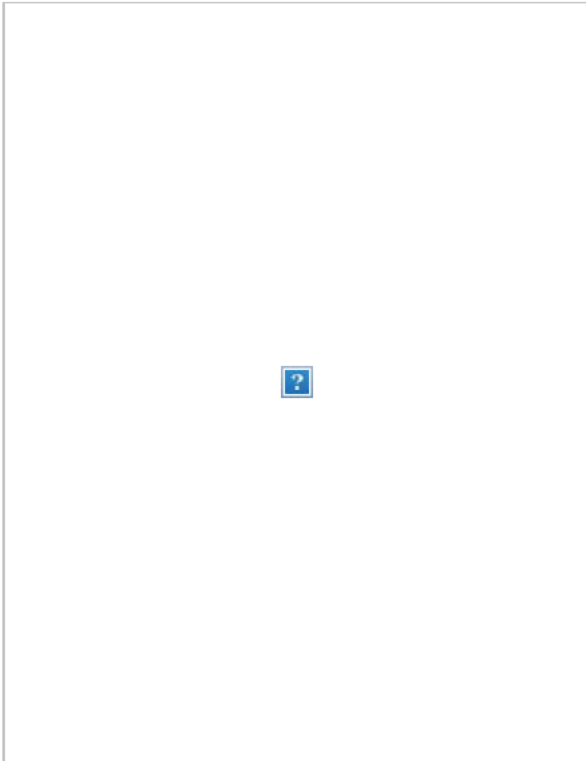
Dear staff,

We want to share with you the drafts of the student daily schedules for the fully remote learning model, Continuous Learning 2.0. We will share this information with our families and the community shortly.

Thank you,

Communications Department

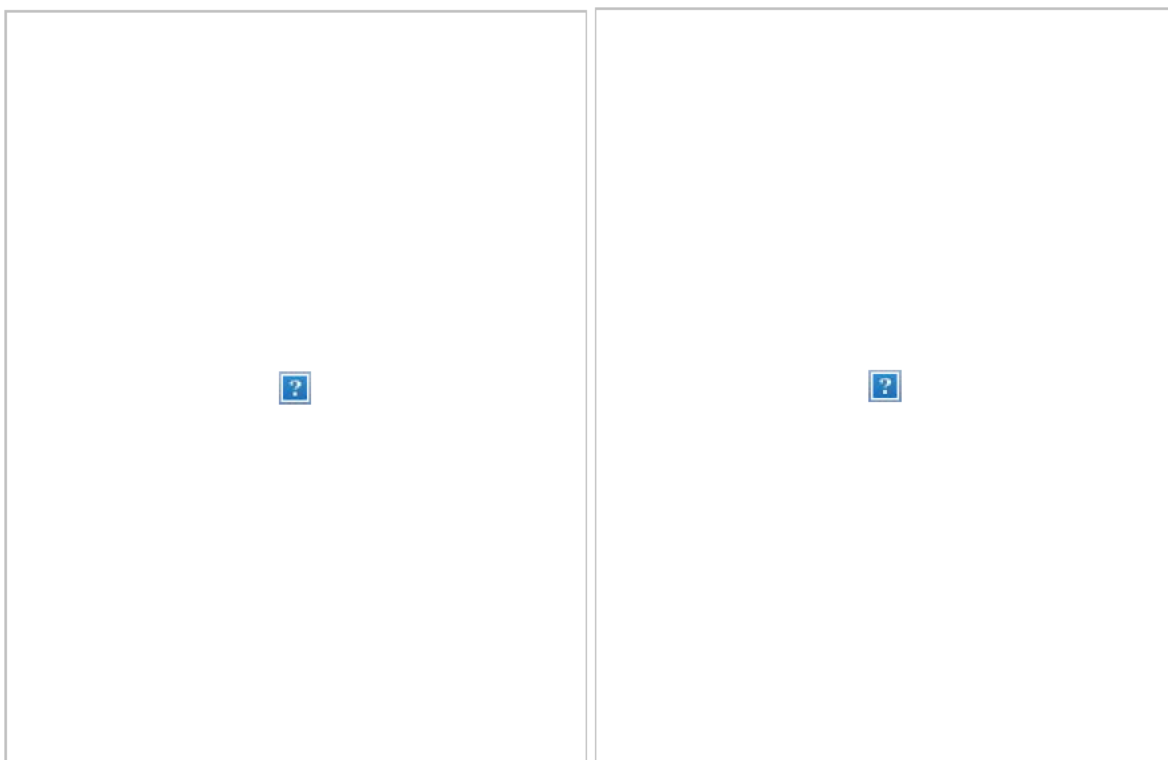
Elementary School Schedule



Click on the image for a larger, printable document (PDF)

Middle School Schedules

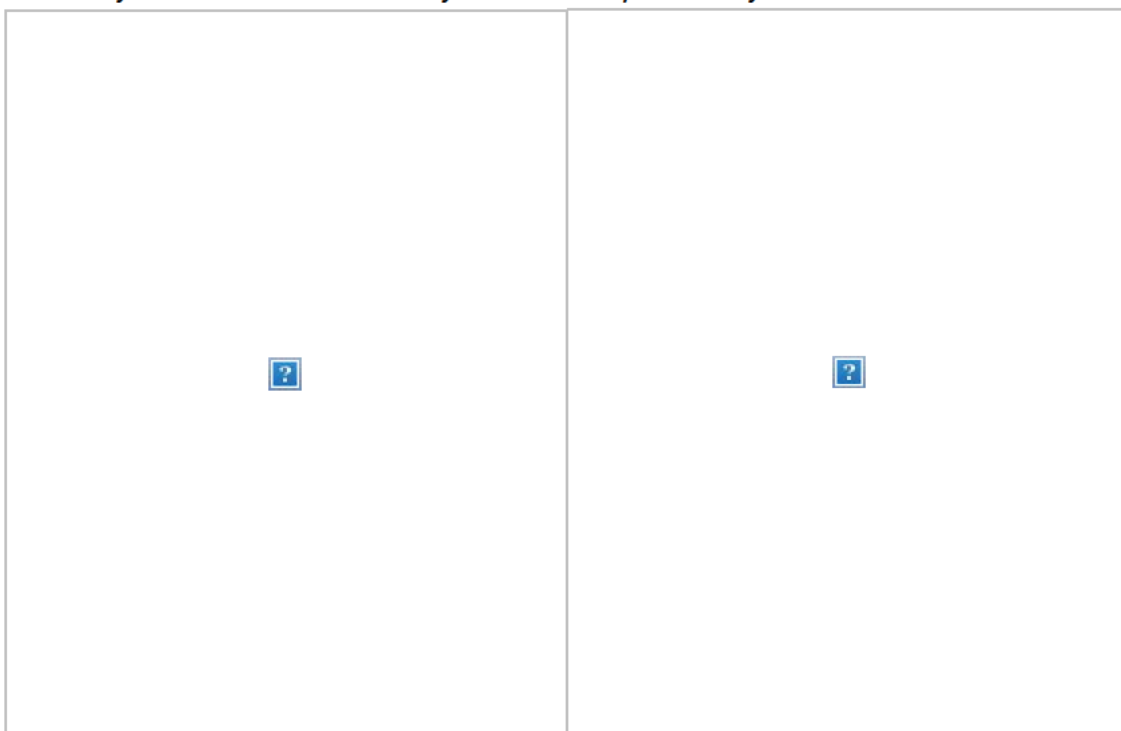
Contact your school to find out if you have a 6-period day or a block schedule.



Click on the image for a larger, printable document (PDF)

High School Schedules

Contact your school to find out if you have a 6-period day or a block schedule.



Click on the image for a larger, printable document (PDF)

From: [Scott Barnes](#) on behalf of [Scott Barnes <barnessc@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: General Music Hope list
Date: Monday, June 15, 2020 1:06:38 PM
Attachments: [GM Distance Learning hopes.docx](#)

Hi Rob: Attached is the top 5 hopes from Elementary GM teachers for any continued remote learning in the fall that we talked about in our last meeting. I've also run these by the other specialist groups, and their experiences and hopes are similar.

--

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: [Victor Vergara](#) on behalf of [Victor Vergara <vergarav816@edmonds.wednet.edu>](#)
To: [@Cabinet](#); [Gustavo Balderas](#)
Subject: How long will it take to revolutionize equity in education?
Date: Monday, July 20, 2020 10:00:46 AM

Hello Friends:

This article was published last Saturday. Speaks clearly about the need not only for Districts to provide more equity training, but also develop a concrete plan with specific goals.

The article urges us to invite marginalized families to have crucial conversations with school leaders.

<https://www.seattletimes.com/education-lab/teaching-changed-almost-instantly-due-to-covid-19-how-long-will-it-take-to-revolutionize-equity-in-education/>

Reading this article, I believe we are going in the right direction. We need to hear from parents and students at ALL levels and make sure we come up with a systematic plan to serve each child appropriately. Our scheduled parent forums are a good first step:)

Victor

--

Dr. Victor Vergara
Executive Director of Equity and Student Success
Edmonds School District
vergarav@edmonds.wednet.edu

From: [Sari White](#) on behalf of [Sari White <whitesa@edmonds.wednet.edu>](#)
To: [Anne Floe](#); [Birgit Albiker-Osterhaug](#); [Christina Duff](#); [Christopher Lindblom](#); [Courtney McCready](#); [Cynthia E Nelson](#); [Deann Anguiano](#); [Emily Moore](#); [Krista Morales](#); [Mercredi Noble](#); [Nancy Katims](#); [Nofziger, Andi](#); [Rob Baumgartner](#); [Sandra Goveia](#); [Timothy McCarthy](#); [William Van Wyck](#); [Amy Frost](#); [Arunadevi Ganasen](#); [Dana Geaslen](#); [Greg Schwab](#); [Jillian Wellington](#); [JoAnn Todd](#); [Justin Irish](#); [Kanoë Vierra](#); [Kim Hunter](#); [Kimberlee Armstrong](#); [Lauren Wishkoski](#); [Soraya Al Khoury](#); [Webster, Joseph P. \(MM\)](#)
Subject: IMPORTANT Update Info for Continuous Learning Task Force
Date: Tuesday, June 16, 2020 11:34:37 AM

Sent on behalf of Rob Baumgartner...

All,

I'm certain that OSPI's release of guidance for next year has you spinning with questions and perhaps a little bit of panic. With this, hopefully you're also feeling some optimism that we can do this! Andi and I met today to do some planning and decided on a few things that we think will make some of the work ahead more efficient and doable within the time we have.

1. We have not landed on a model for our return just yet, and we don't expect to do so by Thursday. We know everyone is winding things down and very busy, so instead of meeting to just process what could be decided, we thought it a better use of your time to meet next week when we are more likely to know what the option or short list of possible options are. We are asking that you take the time to read or reread [OSPI's District Guide](#) for reopening schools before then.

2. We will meet next Thursday, 6/24 12:30 - 2:00. We also have a series of meetings tentatively scheduled after that and into July. We know that is going to conflict with scheduled time off, etc, but we will work with who can join on these dates. Sari will get these sent out to you this week.

3. We will also be dividing up into smaller working groups to figure out some of the finer details. We'll discuss this next week, but it just makes more sense for a group of music educators and our Visual & Performing Arts manager to work together to make recommendations for their classes and programs. Our committee will still be the "instructional hub, and we'll meet to finalize recommendations. Tentatively these groups will be Elementary, Secondary, Visual and Performing Arts, PE & Health, CTE, ESAs, Counselors, Sp Ed, & EL. Including this team, we'll identify others to join these smaller teams.

Thank you for your ongoing commitment to this work. All the best as you finish things up.

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

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

From: [Victor Vergara](#) on behalf of [Victor Vergara <vergarav816@edmonds.wednet.edu>](#)
To: [@Cabinet](#); [Gustavo Balderas](#)
Subject: Language from FWPS
Date: Thursday, July 23, 2020 8:29:47 AM

Parents, we have heard you. As a result, we have made significant improvements to our remote learning model (Continuous Learning 2.0). The remote learning model we will be rolling out in September is not the same model you experienced in the spring. It will be much more robust, structured, and consistent. We are also continuing to refine the hybrid model, so when it's time to resume in-person instruction, we are ready to do so safely. We know this is a difficult situation that will have an impact on our students, parents, and staff. Here are some supports we will be providing based on feedback from the 100+ member Continuous Learning Plan committee comprised of parents, staff, and administrators:

For scholars, staff, and families:

- **In August, Launchpad to Learning will be available!** This is a one-stop online location with easy access to all school applications and educational resources.
- **Consistency:** Consistent, predictable communication, and instructional schedules! For example, a consistent way to view and access links, schedules, and information on Canvas Learning Management System.
- **Remote Learning Guidelines:** We will provide a clear and helpful handbook that will serve as a resource for families and staff in how to successfully navigate remote learning.

For staff:

- **Professional Development opportunities:** We are supporting our staff with Professional Development offerings in areas such as culturally responsive teaching practices, best practices for online instruction, how best to support social emotional learning, and building a school community in a remote setting. This will ensure that high quality instruction takes place every day during remote learning.

For scholars and families:

- **Technology:** We will continue to check out loaner laptops for students who need them. Knowing there may be multiple children in one household, we are working on plans for the school day so that elementary, middle, and high school schedules are alternating as much as possible. We are encouraging families to purchase a laptop for their child if they haven't yet, and if they can afford to do so. More information about technology and resources available can be found on our website at fwps.org.
- **Parent workshop opportunities:** We will be offering online workshops to parents on a variety of topics such as *How to Navigate Online Learning*, *How to Support Your Child's Learning*, and *Supporting Your Child's Social Emotional Well-Being*.
- **Childcare:** Right At School will offer an array of childcare options, including full-day care for K-5 students with access to FWPS' remote learning this fall. Children with special needs can also register for childcare. Additional information will be shared with families prior to registration opening on August 1, 2020.
- **Learning Partnership Guide:** This guide is offered for each grade level and helps parents and schools to be on the same page. It provides important dates, milestones, and goals to show parents what they can expect their child to learn throughout the school year. New this year is a section on remote learning tools to support all students in learning from home.

We also recognize that remote learning cannot fully meet the needs of some students with unique needs, and we are evaluating the ways in which we will be able to provide face-to-face, one-on-one, and small group support for these identified scholars.

--

Dr. Victor Vergara
Executive Director of Equity and Student Success
Edmonds School District
vergarav@edmonds.wednet.edu

From: [Victor Vergara](#) on behalf of [Victor Vergara <vergarav816@edmonds.wednet.edu>](#)
To: [Gustavo Balderas](#); [@Cabinet](#)
Subject: Miami/Dade SD Reopening schools final plan/presentation
Date: Monday, July 13, 2020 1:09:12 PM

FYI. Good PP.
First day with students is August 24
Victor

<http://pdfs.dadeschools.net/dadeschools/M-DCPS%20Reopening%20Plan%20-%20Special%20Board%20Meeting%20of%20July%201,%202020%20-%20SP-1%20Presentation.pdf>

--

Dr. Victor Vergara
Executive Director of Equity and Student Success
Edmonds School District
vergarav@edmonds.wednet.edu

From: [Scott Barnes](#) on behalf of [Scott Barnes <barnessc@edmonds.wednet.edu>](#)
To: [Scott Barnes](#); [Robert Baumgartner](#)
Bcc: [baumgartnerr@edmonds.wednet.edu](#)
Subject: NFHS/NAfME preliminary study results.
Date: Tuesday, July 14, 2020 9:20:27 AM
Attachments: [preliminary-testing-report-7-13-20 \(1\).pdf](#)

Music teachers: Attached are the initial aerosol studies for singing and wind instruments from the national study at the U. of Colorado, and the U. of Maryland. This is the study sponsored by most of the major music education organizations. We need more information and guidance, but this general guidance will create some challenges for live music making this fall. More details, and specific vocal recommendations, are expected out at the end of the month.

As the committee working on the re-opening of school looks at options, this information will be shared and discussed, along with the NFHS/NAfME Guidelines - https://nafme.org/wp-content/files/2020/06/NAfME_NFHS-Guidance-for-Fall-2020.pdf.

Hang in there, we're all in this together, and we'll make it work!

Scott

--

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: [Sari White](#) on behalf of [Sari White <whitesa@edmonds.wednet.edu>](mailto:whitesa@edmonds.wednet.edu)
To: [Anne Floe](#); [Birgit Albiker-Osterhaug](#); [Christina Duff](#); [Christopher Lindblom](#); [Courtney McCready](#); [Cynthia E Nelson](#); [Deann Anguiano](#); [Emily Moore](#); [Krista Morales](#); [Mercredi Noble](#); [Nancy Katims](#); [Nofziger, Andi](#); [Rob Baumgartner](#); [Sandra Goveia](#); [Timothy McCarthy](#); [Amy Frost](#); [Arunadevi Ganasen](#); [Dana Geaslen](#); [Evan Hatch](#); [Greg Schwab](#); [James Sullivan](#); [Jeffrey Horenstein](#); [Jennifer Hershey](#); [Jillian Wellington](#); [JoAnn Todd](#); [Kaoe Vierra](#); [Kim Hunter](#); [Kimberlee Armstrong](#); [Lauren Wishkoski](#); [Leslie Buter](#); [Soraya Al Khoury](#); [Webster, Joseph P. \(MM\)](#)
Subject: PEC Survey Data
Date: Monday, June 29, 2020 5:33:28 PM

Sent on behalf of Rob Baumgartner...

Good afternoon. As I mentioned at our our last meeting, I would be sharing some data with you today. I believe these data are valuable and should be used to help inform some of the decisions we have ahead of us.

Big thanks to Brandon Lagerquist and our Assessment team for running these surveys and packaging the results from recent surveys.

Here is a direct link to the data from the most recent [Family Survey - Reopening Schools](#). You will see a set of spreadsheets with the open-ended question responses, another document with translations of the Spanish responses, a set of graphs with the overall survey results, as well as the survey responses separated by elementary, middle, and high school respondents.

Here is a direct link to the data from the [Teacher Survey - Reflections and Lessons Learned](#). There is a ton to review here. I believe the labels on the docs are self explanatory. We've again separated by level, so you can review those of most interest. Let me know if there are any questions about these.

Note: Due to the extremely large volume of open ended comments, it takes a full work day or longer to complete the analysis of a single open ended question. This includes the questions that had an "other" option where the respondent then filled-in and described what their "other" is. Due to this, many open ended questions have not been coded for themes.

Thanks so much. Looking forward to our meeting on Thursday.

Rob

From: [Sue Anderson](#) on behalf of [Sue Anderson <Sue.Anderson@k12.wa.us>](#)
To: [BaumgartnerR@edmonds.wednet.edu](#)
Subject: RE: [External]Quick Question
Date: Wednesday, August 5, 2020 3:10:11 PM
Attachments: [August TPEP guidance draft II.docx](#)

Hi Robert,

The TPEP Steering Committee met last night to finalize our guidance. I will share with you as a heads up, but not for distribution, the attached, which is being put into Bulletin form as we speak. It still has to be approved up the chain, but I have pressed for a Friday release and think there's a good chance of getting it.

I hope this is helpful. If you have questions about it, there's no time like the present!

Best,

Sue

Sue Anderson

Pronouns: she, her, hers

Director

Educator Effectiveness/Educator Growth and Development

Office of Superintendent of Public Instruction (OSPI)

P.O. Box 47200 | 600 Washington St. SE

Olympia, WA 98504-7200

office: 360-725-6116

sue.anderson@k12.wa.us

www.k12.wa.us

All students prepared for post-secondary pathways, careers, and civic engagement.

From: Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>

Sent: Wednesday, August 5, 2020 2:16 PM

To: Sue Anderson <Sue.Anderson@k12.wa.us>

Subject: [External]Quick Question

Sue,

Hi there. I hope you're well. Quick question regarding TPEP: is there a date by which we can expect any guidance from OSPI with teacher evaluations? I ask with some urgency because we are in bargaining with our teachers' union and would like to be able to frame some of the issues with what we might learn later. Any date or thoughts would be greatly appreciated.

Thanks!

Rob Baumgartner, Ed.D.
he/him/his



Executive Director of Student Learning

425.431.7350 Phone

baumgartnerr@edmonds.wednet.edu

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

From: [Sari White](#) on behalf of [Sari White <whitesa@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Re: 30 minutes
Date: Friday, September 25, 2020 12:15:59 PM

Hi Rob,

I scheduled a meeting with you and Jeff on Tuesday, Sept 29 at 2 PM.

Sari



On Fri, Sep 25, 2020 at 10:42 AM Robert Baumgartner
<baumgartnerr@edmonds.wednet.edu> wrote:

Sari,

Can you find a time for Jeff and me to meet next week? 30 minutes. Thanks all!



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

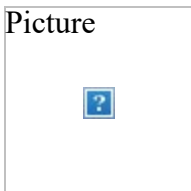
On Fri, Sep 25, 2020 at 10:05 AM Jeff Stone <stoneje@edmonds.wednet.edu> wrote:
Morning Rob,,

Wondering if we can get 30 minutes together in the next few weeks to update some ongoing efforts around ethnic studies? Mostly want to share some current conversations and talk about funds to support the ES work.

Thanks.

Jeff Stone - he/him
Social Studies & Ethnic Studies Lead - NBCT
Secondary Student Learning -Edmonds School District #15
425-431-7141
Love. Study. Struggle. Disrupt.
[Staff Remote Learning Site](#) - [Family Remote Learning Support Site](#) - [Student Remote Learning Site](#)

Picture



From: [Victor Vergara](#) on behalf of [Victor Vergara <vergarav@edmonds.wednet.edu>](#)
To: [Karla Sanchez Bravo](#)
Cc: [Robert Baumgartner](#); [Greg Schwab](#); [Cynthia E Nelson](#); [Joseph Valenti](#); [Miriam Callaghan](#)
Subject: Re: Attendance Procedures for 20-21- Draft
Date: Tuesday, August 25, 2020 6:43:25 PM

Thank you Karla!

On Tue, Aug 25, 2020 at 3:33 PM Karla Sanchez Bravo
<sanchezbravok256@edmonds.wednet.edu> wrote:

Hello all,

Victor, Marina and I just met to review a draft of attendance procedures that I have been working on. He asked that we share this with you as you are preparing the plan to reopen schools.

Please note that this is in draft mode keeping in mind that we are still waiting on guidance from OSPI. Included within the document you'll find:

- Updates to the state law- definition of Excused Absences
- Draft of procedures
- FAQ for attendance team- some of these answers came from Cynthia
- Strategies for staff

We know there are a lot of unanswered questions around attendance. Joseph will be following-up to schedule a meeting in hopes of collaborating on this.

Please let us know if you have any questions.

Best,

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>



20-21 Attendance Procedures

From: [Victor Vergara](#) on behalf of [Victor Vergara <vergarav@edmonds.wednet.edu>](#)
To: [Gustavo Balderas](#)
Cc: [Dana Geaslen](#); [Greg Schwab](#); [Helen Joung](#); [Robert Baumgartner](#)
Subject: Re: Black Lives Matter Report 2020
Date: Wednesday, August 19, 2020 8:26:12 AM

Yes please. Don't know anything about this research.

Victor

On Wed, Aug 19, 2020 at 8:09 AM Gustavo Balderas <balderasg@edmonds.wednet.edu> wrote:

Yes - I don't have the background to this.

Thanks

On Wed, Aug 19, 2020 at 7:46 AM Dana Geaslen <geaslend338@edmonds.wednet.edu> wrote:

Good morning! Could we discuss this at our next instructional cabinet?

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

This e-mail, related attachments and/or any response may be subject to public disclosure under state and federal law.

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>

Section 504 Family/Student Rights

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

On Tue, Aug 18, 2020 at 8:00 PM Gustavo Balderas <balderasg@edmonds.wednet.edu> wrote:

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

From: **Courtney Wooten** <courtneywooten@gmail.com>

Date: Tue, Aug 18, 2020 at 4:48 PM

Subject: Black Lives Matter Report 2020

To: <vergarav@edmonds.wednet.edu>, Karissa Richards

<karissa.m.richards@gmail.com>, Reita Johnston <coachreita@gmail.com>

CC: Edmonds School Board <chaseca@edmonds.wednet.edu>,

<katimsn@edmonds.wednet.edu>, Edmonds School Board

<McMurrayA@edmonds.wednet.edu>, Deborah Kilgore

<kilgored952@edmonds.wednet.edu>, Edmonds School Board

<NobleG@edmonds.wednet.edu>, Sally Guzmán

<guzmanreyess@edmonds.wednet.edu>, Joseph Valenti

<valentij756@edmonds.wednet.edu>, <balderasg@edmonds.wednet.edu>, Jeff Stone

<stoneje@edmonds.wednet.edu>

Dear Dr. Vergara and Edmonds School Board,

Attached is the report on the Black Lives Matter work that Reita, Karissa and I completed from February through July of this year. Before Dr. Armstrong left our District, she contracted with the three of us with the ask of not only continuing to support and amplify the voices of Black students in ESD, but to also evaluate the ways our local community aligned with and/or departed from the BLM's national Week of Action and the national Movement for Black Lives.

Our work's timing coincided with school closures and the Covid-19 pandemic, as well as the uprisings in the wake of George Floyd's murder in late May. Despite the challenges (and subsequent delay in being able to return this full report to you!), we are incredibly proud of this work—and of our community! A few things to highlight as you read through our findings:

- Our appendixes are long (though not exhaustive) because we wanted to give as much raw data to ESD as possible. The stories we were allowed to bring to you are qualitatively different from the conversations happening at Board meetings and in decision-making spaces;

- The need for an ongoing commitment to anti-racist work is really strong. Our students have different individual priorities, but they are also all asking for change.

- One way our District is already leaning in to BLM is by understanding how white, Black and brown students alike benefit from anti-racist frameworks. Some of our listening sessions were Black-only, but many of them were multicultural spaces; building empathy and solidarity among students and within our community is not often thought of as an educational goal, but it is a strength.

We would like to be able to present a short summary of our findings at an upcoming Board meeting, so that community and the Cabinet are aware of this work; please let us know when we can fit into the schedule.

We also want to thank and highlight the work of Joseph Valenti, Sally Guzman and Jeff Stone—who have been champions for our students and their voices from the start of this project.

Thanks!

Courtney, Reita and Karissa

Sent from my iPad

From: [Sari White](#) on behalf of [Sari White <whitesa@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Re: C-4 Form - COVID Label
Date: Monday, June 1, 2020 8:24:58 PM

Hi Rob,

So far I have heard back from two schools. Both stated that teachers rarely put comments on the C-4 at the end of the school year. Shelley Roehl touched base with me today to see what the time frame was for getting labels out. She had been getting inquiries as well from office managers. I told her what we were looking into in regards to the C-4 end of year comments. She said that at the meeting last week office managers were worried about the additional work of getting labels added onto the C-4s. After Shelley heard back from me today she suggested that maybe we could instead send a bright half sheet with the COVID info on it that would be placed in each student's file. What do you think? I am wondering if possibly something could be noted on the report cards about COVID that could cover all bases. Would this work?

Thanks,

Sari



On Mon, Jun 1, 2020 at 3:51 PM Robert Baumgartner <baumgartnerr@edmonds.wednet.edu> wrote:

When you hear back, just let me know. I think getting an update in the next DLT would be prudent.

On Mon, Jun 1, 2020 at 3:45 PM Sari White <whitesa@edmonds.wednet.edu> wrote:

Hi Rob,

I went ahead and sent an email out to a few office managers in a few different demographics to hopefully get a good idea on what is going on with end of the year comments on a C-4 form. Is this something you are okay talking about at next Monday's meeting or would you like answers sooner than that?

Thanks,

Sari



On Mon, Jun 1, 2020 at 1:06 PM Robert Baumgartner
<baumgartnerr@edmonds.wednet.edu> wrote:

Sari,

Could you check with a couple more office managers? I'm wondering if we need to do this at all. If the practice has not been to document anything on the C-4 at the end of the year, then this may not be necessary. Or perhaps for this year, we leave it and just rely on the report card to be the record in the cum file. JoAnn -- any thoughts?

Thanks,

Rob

On Mon, Jun 1, 2020 at 11:09 AM Sari White <whitesa@edmonds.wednet.edu> wrote:
Hi Rob,

I forgot to mention this morning the C-4 forms. You had requested for me to check in with a school to see how the end of the year info looks like on a student's C-4 form. I emailed an office manager on Friday to get info. She said that she went through a few different files and found that most files don't have anything written for the end-of-the-year. She sent me a copy of one that actually had a little item noted (see attached).

I am thinking of logistics about this project and have come up with a couple of thoughts that I have noted as Option A and B:

Option A: Labels come in sheets of 10 to 30. Some offices have a para (this is how we did it at Westgate) come in and place report cards in the cum files. Schools that choose to do it this way will find it easier in handling the labels since it will be just one big pile of labels to work with. The only additional thing needed would be for the person to have a set of blank C-4 forms onhand in case the C-4s in the file are filled up.

Other schools, I am hearing, require the teacher to place report cards in files. In this case the office will need to take some of the label sheets and cut them into smaller portions to provide enough labels per classroom. If the office did not want to do that they would need to extra sheets on hand in the office so that teachers running short could get more labels.

Option B: Instead of labels we could have the print shop print a set of C-4 sheets for each school with the COVID verigbage written on the form (see COVID Sample). The new sheet would need to be

stapled to the other C-4 forms already in the file. If we wanted to go the extra mile, I could highlight the verbiage on the document. The cost would be a little more for doing it this way, but if it needs to stand out that would be a good way to do it.

Please let me know your thoughts. In addition there were a couple more items in regards to the COVID labels:

VERBIAGE - JoAnn's initial thought - *"Due to the COVID-19 school closure, we are not providing grades for the second semester of the 2019-2020 school year. Please refer to the comments section for information on your child's progress and participation."* Probably need to add to the "comments section" sentence that it will be found on the student's report card.

TIMELINE - What is our timeline for getting this out to schools?

Thanks,

Sari



From: [Sari White](#) on behalf of [Sari White <whitesa@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Re: C-4 Form - COVID Label
Date: Monday, June 1, 2020 3:45:30 PM

Hi Rob,

I went ahead and sent an email out to a few office managers in a few different demographics to hopefully get a good idea on what is going on with end of the year comments on a C-4 form. Is this something you are okay talking about at next Monday's meeting or would you like answers sooner than that?

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Sari



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To: [Robert Baumgartner](#)
Subject: Re: C-4 Form - COVID Label
Date: Monday, June 1, 2020 9:23:54 PM

Hi Rob,

That makes sense. Since Shelley has been getting emails I will let her know new information will be coming shortly about labels that will need to go into next week's DLT. In the meantime if office managers ask when the labels will arrive she can let them know that Student Learning is going a different route on that and that schools will now NOT be receiving labels.

Take care,

Sari



On Mon, Jun 1, 2020 at 8:53 PM Robert Baumgartner <baumgartnerr@edmonds.wednet.edu> wrote:

I think we do nothing. The report cards will have a notification. To be clear, there doesn't seem to be a practical purpose. My decision has nothing to do with workload worries... it would take a minute to do this when putting the report card in the file. Remind me to put an update in the DLT.

On Mon, Jun 1, 2020 at 8:24 PM Sari White <whitesa@edmonds.wednet.edu> wrote:

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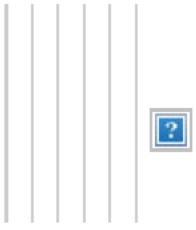
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TIMELINE - What is our timeline for getting this out to schools?

Thanks,

Sari



From: [Victor Vergara](#) on behalf of [Victor Vergara <vergarav@edmonds.wednet.edu>](#)
To: [Harmony Weinberg](#)
Cc: [Debby Carter](#); [@Cabinet](#)
Subject: Re: COVID
Date: Friday, September 4, 2020 11:30:56 AM

Looks good!

On Fri, Sep 4, 2020 at 11:20 AM Harmony Weinberg <weinbergh683@edmonds.wednet.edu> wrote:

Thanks for letting us know. I drafted an email to all staff below. Let me know your thoughts. I will wait to send until I get the ok from Student Health Services per our protocol.

Drafted ALL staff email (will need to confirm a few details with Mara):

Subject: Positive COVID-19 case

Dear staff,

This message is to alert you that an ESD staff member has tested positive for COVID-19. The staff member was at Beverly Elementary on Thursday, Sept. 3, 2020. The staff member has not been to any other district buildings within the last two weeks. Student Health Services will use the building tracking information required by all staff to fill out as they exit a building to notify anyone who may have come into contact with this person and the next steps to take.

Beverly Elementary is closed Friday, Sept. 4 and will reopen on Tuesday, Sept. 8. Facilities Operations must close the building for 24 hours and then will do a deep cleaning of the building.

Please contact Student Health Services if you have further questions.

Please see below for a reminder of the district's current protocol of when a staff member tests positive for COVID-19.

WHAT HAPPENS WHEN A STAFF MEMBER TESTS POSITIVE FOR COVID-19?

- **STEP 1:** Employee must notify supervisor and/or Human Resources.
- **STEP 2:** Human Resources contacts Health Services and Facilities Operations.
- **STEP 3:** Facilities Operations closes the building for 24 hours and then does a deep cleaning of the building. That building will be closed for at least 72 hours from the time Facilities Operations received notification of the positive case.
- **STEP 4:** Health Services contacts Communications Department to send messaging out to all staff with the location of closure and that staff will be

contacted directly if they were in close contact with the employee.

- **STEP 5:** Health Services will work with Snohomish Health District for contact tracing.
- **STEP 6:** The employee will work with Snohomish Health District and/or their medical provider for approval to return. They will need to share that information with their supervisor and/or HR.

All staff medical information will be confidential and remain with Human Resources.



Harmony Weinberg

Communications Manager

She/her pronouns
425.431.7044 (desk)

971.704.9099 (mobile/Google Voice)

On Fri, Sep 4, 2020 at 10:55 AM Debby Carter <carterd@edmonds.wednet.edu> wrote:
Colleagues,

We have been notified of a positive COVID at Beverly. Danielle is contacting Mara and she contacted Roger. The employee was on site with mask on yesterday, but did have contact with other employees.

Debby

From: [Tracey Case](#) on behalf of [Tracey Case <caset610@edmonds.wednet.edu>](#)
To: [Communications & Public Relations](#)
Bcc: [baumgartnerr@edmonds.wednet.edu](#)
Subject: Re: Calling all teachers - please take our survey to help us plan for next school year!
Date: Tuesday, June 9, 2020 11:24:36 AM

This is a reply to the message sent out to staff regarding the survey sent to teachers. I am not sure who will receive my reply so I have also copied a couple individuals who I respect with my plea below. Because the recipient likely does not know me, please receive this with positive intent. I love what I do and am honored to contribute to our profession during this tumultuous time.

I feel like I am complaining, which is not my intention. I eagerly started this survey. The choices are too vague and simplistic and the intent has not been adequately communicated. Could we please have more information? I worked through the first couple of questions about collaboration using the "other" box and then got to the screen about SEL. These questions are lacking in some foundational information that needs to be gathered. Parents do not want to have to click through more tools to teach their children. They want US, the teachers to teach their children. We need resources to do this well - such as a basic plan of the curriculum that we have adapted to remote learning. Then we need to be able to meet virtually to deliver instruction with meaningful follow up activities that we can assign and then adapt to meet specific learners' needs, just as we would in the classroom.

I am happy to be a part of a solution. Please help us, help you, help us, help our students and families.

With respect, honor, and sincerity,
Tracey Case

I am honored to be a part of the Edmonds School District. We can do better for our families.

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

--

2nd Grade Teacher

CaseT610@edmonds.wednet.edu

(425)431-2224

Google Voice Number (during building closure):

(425) 522-3705

Cedar Way Elementary

I have learned that people may forget what you said, people may forget what you did, but people will never forget how you made them feel. - Maya Angelou

From: [Tracey Case](#) on behalf of [Tracey Case <caset610@edmonds.wednet.edu>](#)
To: [Communications & Public Relations](#)
Cc: [Robert Baumgartner](#); [Colette Christensen](#); [Christopher Lindblom](#); [Pacher, David C. \(CW\)](#); [Lisa Miller](#)
Subject: Re: Calling all teachers - please take our survey to help us plan for next school year!
Date: Monday, June 15, 2020 11:12:43 AM

I owe whoever I replied to this survey with an apology. I am sincerely sorry. Now that I have completed this survey the questions are mostly thoughtful and provide an opportunity to respond as such. It was a couple of the first few questions that threw me for a loop. I should have continued the survey as I did today, taking the well-spent time to do so, instead of allowing myself to feel defeated and drained when I first looked at the survey. It was the item asking about behavior support that upset me the most. I did not understand the question and felt discouraged and unheard. The was likely a gross misinterpretation on my part.

I sincerely apologize for allowing myself to be reactionary. I know that many, many people are working hard. While I am all for advocacy and know that my words were true, that was the point of the survey to collect these thoughts. Reflecting back on my initial response I did not need to send that message.

I am sorry.
With respect,
Tracey Case

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On Tue, Jun 9, 2020 at 11:24 AM Tracey Case <caset610@edmonds.wednet.edu> wrote:

This is a reply to the message sent out to staff regarding the survey sent to teachers. I am not sure who will receive my reply so I have also copied a couple individuals who I respect with my plea below. Because the recipient likely does not know me, please receive this with positive intent. I love what I do and am honored to contribute to our profession during this tumultuous time.

I feel like I am complaining, which is not my intention. I eagerly started this survey. The choices are too vague and simplistic and the intent has not been adequately communicated. Could we please have more information? I worked through the first couple of questions about collaboration using the "other" box and then got to the screen about SEL. These questions are lacking in some foundational information that needs to be gathered. Parents do not want to have to click through more tools to teach their children. They want US, the teachers to teach their children. We need resources to do this well - such as a basic plan of the curriculum that we have adapted to remote learning. Then we need to be able to meet virtually to deliver instruction with meaningful follow up activities that we can assign and then adapt to meet specific learners' needs, just as we would in the classroom.

I am happy to be a part of a solution. Please help us, help you, help us, help our students and families.

With respect, honor, and sincerity,
Tracey Case

I am honored to be a part of the Edmonds School District. We can do better for our families.

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

--

2nd Grade Teacher

CaseT610@edmonds.wednet.edu

(425)431-2224

Google Voice Number (during building closure):

(425) 522-3705

Cedar Way Elementary

I have learned that people may forget what you said, people may forget what you did, but people will never forget how you made them feel. - Maya Angelou

--

2nd Grade Teacher

CaseT610@edmonds.wednet.edu

(425)431-2224

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Cedar Way Elementary

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From: [Shelley Roehl](#) on behalf of [Shelley Roehl <roehls@edmonds.wednet.edu>](#)
To: [Brandon Lagerquist](#)
Cc: [Robert Baumgartner](#)
Subject: Re: DLT Newsletter
Date: Thursday, September 3, 2020 9:07:49 AM

Thanks! If this is the same as what Rob sent earlier, I've got it. If there were changes since then, let me know.

Shelley

Shelley Roehl | Administrative Assistant

Superintendent's Office | Edmonds School District
roehls@edmonds.wednet.edu | ph: 425-431-7176
fax: 425-431-7182

20420 68th Ave W Lynnwood WA 98036



On Thu, Sep 3, 2020 at 8:53 AM Brandon Lagerquist
<lagerquistb835@edmonds.wednet.edu> wrote:

Hi Shelley,

Here are two articles for the DLT Newsletter that have been approved by Rob.

Student SEL/Wellness Screener - Fall 2020
Contact: Brandon Lagerquist and Jo Callaghan
Action Required: Please share with your teachers

Dear School Leaders,

One of OSPI's recommendations, in their Reopening Schools guidance, is to regularly screen students for overall mental wellness and feelings of safety. To meet this need we will be using the Panorama platform to administer and provide data from a Student SEL/Wellness Screener. The screener was developed in collaboration with the SEL committee that convened over the summer. The screener utilizes items that were developed by the professional survey writing staff at Panorama Education. Here are more details:

- [Here is a link to the questions](#) that will be included on the survey. Please note there is a grades 3-6 version and a grades 7-12 version. Students in grades K-2 will not be formally screened at this time.

The window to conduct the screening will be September 21st through September 25th.

- Students will access the screener through a link that Panorama is working on establishing.
- Upon accessing the link, students log-in with their Student ID (same ID they used back in the old days when purchasing school lunch).
- We will plan on asking teachers to administer the screener once per month in order to monitor the progress of students overall wellness.
- In elementary, classroom teachers will have access to their students screener results and school administrators will have access to the data from all students. If other staff need access to the data, please contact Brandon Lagerquist to discuss.
- Secondary school leaders are to decide who gets access to the data at their schools and need to notify Brandon Lagerquist.

Please be sure to share this information with your teachers. Upon finalizing technical/functional aspects with Panorama Education, a message will be sent to teachers as the Screening window gets closer.

Sincerely,
Brandon Lagerquist and Jo Callaghan

iReady Math System Updates and Reminders

Contact: Brandon Lagerquist

Action Required: Respond to Carrie Treusch and consider iReady Reading

Hello School Leaders,

Here are some iReady math system reminders:

- Last week you received a call and/or email from Carrie Treusch. Carrie is an associate with Curriculum Associates (publisher of iReady) and needs your input for the training on September 23rd.

All teachers are being trained on September 23rd. Please invite any other staff to join who might/will assist with the administration of iReady, such as specialists and paraeducators. Staff who administer iReady must be trained!

- The date for you and your staff to indicate you want to use iReady Reading, in addition to Math, has been extended to September 13th. Please let me know directly if you are on board.
- We are developing a web page to house the iReady resources for families and for staff. We will release the web page URL as soon as possible. In the meantime, here are some links to resources developed by iReady (and which we will heavily borrow from).

◦

www.i-Ready.com/FamiliesAssessAtHome

◦

<https://i-readycentral.com/familycenter/>

Please direct any and all questions to Brandon Lagerquist.

Thanks,
Brandon

Brandon Lagerquist
he/him/his
Director - Assessment, Research, and Evaluation
Edmonds School District
20420 68th Ave W
Lynnwood, WA 98036
425-431-7302



From: [Shelley Roehl](#) on behalf of [Shelley Roehl <roehls@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Cc: [JoAnn Todd](#)
Subject: Re: DLT
Date: Thursday, June 4, 2020 12:27:43 PM



This makes all kinds of sense! Thanks, Rob and JoAnn.

Shelley

Shelley Roehl | Administrative Assistant

Superintendent's Office | Edmonds School District
roehls@edmonds.wednet.edu | ph: 425-431-7176
fax: 425-431-7182

20420 68th Ave W Lynnwood WA 98036



On Thu, Jun 4, 2020 at 12:26 PM Robert Baumgartner <baumgartnerr@edmonds.wednet.edu> wrote:

Making the call on this one. Shelley - double check this, but it should address the questions that have been raised. Thanks!

C-4 Covid-19 Sticker - Cum File - Update
For Elementary OMs and Principals
Contact: Rob Baumgartner

After some limited surveying, it appears there is little value in placing a notation on the C-4 cum file document indicating the Covid closure. We were under the impression that teachers were including an end of the year notation on the C-4 as a common practice, but this does not appear to be the case (we'll confirm for next year the expectation for this).

We will not be sending stickers to be placed on the C-4. All report cards will include a notation about the school closure in the header of the document. Schools will receive an electronic file with their students' report cards to be printed and placed in each student's cum file.



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

425.431.7350 Phone

baumgartnerr@edmonds.wednet.edu

From: [Sari White](#) on behalf of [Sari White <whitesa@edmonds.wednet.edu>](#)
To: [Patty Schultz](#)
Cc: [Baumgartner, Robert J. \(ESC\)](#)
Subject: Re: Daily Symptom Checker Results:
Date: Thursday, September 10, 2020 9:28:48 AM

Hi Patty,

I know this looks so confusing. The big question is were you planning to go to the district office? If so, then yes you click the wrong button. If you were planning to work from home you are good. The big red x is just stating that you said you were not coming into the district or planning to visit another district building. At least that is what I am assuming since I got the same message, because I was not planning to go to the district today.

Sari

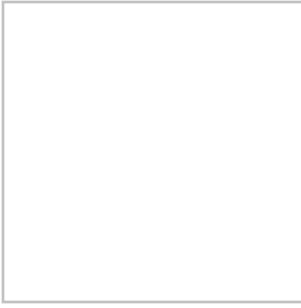


On Thu, Sep 10, 2020 at 9:16 AM Patty Schultz <schultzp@edmonds.wednet.edu> wrote:
For the record, I must have clicked the wrong selection as I do NOT have ANY symptoms of Covid. My apologies!!

Patty Schultz
Support Specialist
Student Learning
Edmonds School District
(425) 431-7147

On Thu, Sep 10, 2020 at 9:15 AM Edmonds School District
<healthcheck@surveys.edmonds.wednet.edu> wrote:
Patricia Schultz

Thank you for your response. If you are not working in a district building today due to illness, please follow standard procedures for reporting an absence. If you need to report to work in a building today, another survey will need to be completed and be cleared to enter. If you are working remotely and your supervisor is aware, no further action is needed.



Status: PLEASE STAY HOME and CONTACT HUMAN RESOURCES / SUPERVISOR IF NEEDED

Date/Time: Thursday, September 10th 9:14 AM

From: [Sari White](#) on behalf of [Sari White <whitesa@edmonds.wednet.edu>](mailto:whitesa@edmonds.wednet.edu)
To: [Mark Madison](#)
Cc: [Robert Baumgartner](#)
Subject: Re: Departments" and Supervisors" Responsibilities for Managing Staff at the ESC
Date: Tuesday, September 8, 2020 1:41:59 PM

Hi Mark,

Today I sent out a questionnaire to our upstairs Student Learning support staff to find out what day(s) they prefer to be in the building. I plan to meet with Student Learning support staff tomorrow at 12:15. If you and your team would like to meet with us, you are certainly welcome to attend. Here is the link - Join Zoom Meeting

<https://edmondsschools.zoom.us/j/96100979535?pwd=YjdING5qWkdCYU5VV1FKVG9FekdOUT09>

Meeting ID: 961 0097 9535
Passcode: 808658

I have a [calendar for September](#) created that I was planning to use for scheduling our Student Learning support team. Based on your earlier email it sounds like your group will mainly be working from home.

Here are some questions as we plan:

1. Would the [calendar](#) be helpful for you to have access to for planning with your team on days?
2. Do you have a calendar for your team already that you would like me to use as I schedule our Student Learning team?
3. Is there anyone on your team that plans to be there at least once a week that we should take into consideration when planning our Student Learning team's schedule?

Please let me know what you think. I am up for other ideas, these were just what I came up with today.

Take care,

Sari



On Tue, Sep 8, 2020 at 10:34 AM Mark Madison <madisonm@edmonds.wednet.edu> wrote:
Sure. For my office...

Peggy Derke (OP)
Becky Cass (OP)
Michele Ehl (Prof-Tech)

I am pretty much taking the approach of having my folks only come into the office for tasks that require them to be there and have them work from home otherwise. I am meeting with them tomorrow to look at rotations as needed.

Mark

On Tue, Sep 8, 2020 at 9:56 AM Robert Baumgartner

<baumgartnerr@edmonds.wednet.edu> wrote:

Sari is coordinating this. She will include your staff. Can you let her know who would need to be on a rotation of OPs and Prof Techs?



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

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

On Tue, Sep 8, 2020 at 8:21 AM Mark Madison <madisonm@edmonds.wednet.edu> wrote:

Good Morning Rob,

We should coordinate schedules and plans for on-site staffing for your staff on the other side of our department cubicles. Have you put together a plan as of yet?

Also, since Becky Cass works in our department area we will go ahead and include her in our on-site staffing plans.

Thanks,

Mark

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

From: **Greg Schwab** <schwabg@edmonds.wednet.edu>

Date: Fri, Sep 4, 2020 at 8:15 AM

Subject: Departments' and Supervisors' Responsibilities for Managing Staff at the ESC

To: Lydia Sellie <selliel812@edmonds.wednet.edu>, Megan de Vries

<devriesm691@edmonds.wednet.edu>, Matthew Finch

<finchm@edmonds.wednet.edu>, Dana Geaslen <geaslend338@edmonds.wednet.edu>,

Baumgartner, Robert J. (ESC) <baumgartnerr@edmonds.wednet.edu>, Mark Madison

<madisonm@edmonds.wednet.edu>, Cynthia E Nelson

<nelsonc@edmonds.wednet.edu>, Chris Bailey <baileym@edmonds.wednet.edu>,

Debby Carter <carterd@edmonds.wednet.edu>, Harmony Weinberg

<weinbergh683@edmonds.wednet.edu>, Helen Joung

<joungh372@edmonds.wednet.edu>, Victor Vergara

<vergarav@edmonds.wednet.edu>, Gustavo Balderas
<balderasg@edmonds.wednet.edu>, Julie Stroncek <stroncekj@edmonds.wednet.edu>,
Scott Barnes <barnessc@edmonds.wednet.edu>

Date: Friday, September 4, 2020

To: ESC Administration

Re: ESC Staff On-Site Work Expectations

One of the challenges we have at the ESC is the number of staff who work here and the fact that if everyone returned to work, it would be very difficult to adhere to guidelines for social distancing and other protocols. Supervisors must keep this in mind when making decisions about employees working on-site at the ESC.

Due to COVID-19, safety precautions must be strictly enforced for working on-site at the ESC. Please communicate the following to your ESC employees and create an ESC on-site staff work plan/calendar for your department and adhere to the following guidance:

- **Wear face coverings at all times you are inside except behind closed office doors**
- Work on-site at the direction of your immediate supervisor
- While working on-site we expect staff to use email, Zoom, or phone for communications with others
- Work in your own given space and do not cross over into other departments/areas
- Do not congregate within workspaces or common areas
- Lunchrooms may be utilized to prepare food and store foods but not used for breaks or gatherings
- Complete the "Health Attestation Form" upon arriving online daily
- Complete the "Building Access Tracking Form" upon departing online daily
- Adjacent or diagonal cubicles will not have people working in them at the same

time

- Physical/social distancing of 6 feet or greater at all times from other humans
- Schedule use of conference rooms with direct supervisor and honor capacity restrictions
- Limit restroom capacity to two or less at any given time
- Practice proper hand hygiene
- One person in an elevator at a time

The decision for how many staff in your department to have on-site at any given time is your responsibility to manage. The expectation is that you will ensure your staff will be able to meet the outlined COVID 19 safety precautions, and this may require you to consider alternatives:

- Flexible scheduling of staff (alternating work days or hours)
- Assigning staff to alternate workspaces to ensure that social distancing can be maintained

Thank you for your help with this and please do not hesitate to ask questions if anything is unclear.

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

Edmonds School District

425-431-7105



--

Mark Madison

Director of College and Career Readiness
STEM/Career and Technical Education

Edmonds School District 15
425-431-7124
<https://cte.edmonds.wednet.edu>

--

Mark Madison

Director of College and Career Readiness
STEM/Career and Technical Education
Edmonds School District 15
425-431-7124
<https://cte.edmonds.wednet.edu>

From: [Tracey Case](#) on behalf of [Tracey Case <caset610@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Re: Draft Copy of Room 701 Weekly Schedule for 6/8 - 6/12 - Invitation to view
Date: Friday, June 5, 2020 10:34:11 AM

You're welcome! If you would like to see the videos we did that went with TCRW for the poetry unit, let us know. It was A LOT of work and if we were all working together, it would be helpful. I forgot to mention that my team communicated that one issue we are having is that the TCRW resources do not easily lend themselves to remote learning.

With that said, I think if we were working together, it is possible to create meaningful learning opportunities. However, my role was bridging the lessons that Colette created and the collection of poetry that Lisa shared for students to scaffolded lessons where students then wrote poetry following the frame of all the poems we read with Mrs. Miller and then using the lessons Mrs. Christensen taught. I do think that those were our most focused lessons with student work in terms of literacy.

Feel free to forward on to the literacy person. I am so sorry but I do not recall her last name and have not had the opportunity to hear from her. I think her first name was Lauren.

On Fri, Jun 5, 2020 at 6:51 AM Robert Baumgartner <baumgartner@edmonds.wednet.edu> wrote:

Thanks for sharing this. Really appreciate it and your time this week. Great perspective builder for me.

On Thu, Jun 4, 2020 at 1:50 PM Tracey Case (via Google Docs) <drive-shares-noreply@google.com> wrote:

Tracey Case has invited you to **view** the following document:



Draft Copy of Room 701 Weekly Schedule for 6/8 - 6/12

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 caset610@edmonds.wednet.edu shared a document with you from Google Docs.



--

2nd Grade Teacher

CaseT610@edmonds.wednet.edu

(425)431-2224

Google Voice Number (during building closure):

(425) 522-3705

Cedar Way Elementary

I have learned that people may forget what you said, people may forget what you did, but people will never forget how you made them feel. - Maya Angelou

From: [Tracey Case](#) on behalf of [Tracey Case <caset610@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Re: Draft Copy of Room 701 Weekly Schedule for 6/8 - 6/12 - Invitation to view
Date: Friday, June 5, 2020 10:35:43 AM

I hope I am not disrespecting your time. The most concerning thought I took away from our conversation when looking ahead is that parents can choose other options. This is not something that had even crossed my mind before our conversation. I do not want to let our communities down. I want to serve them and teach their children.

On Fri, Jun 5, 2020 at 10:34 AM Tracey Case <caset610@edmonds.wednet.edu> wrote:
You're welcome! If you would like to see the videos we did that went with TCRW for the poetry unit, let us know. It was A LOT of work and if we were all working together, it would be helpful. I forgot to mention that my team communicated that one issue we are having is that the TCRW resources do not easily lend themselves to remote learning.

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

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2nd Grade Teacher

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--

2nd Grade Teacher

CaseT610@edmonds.wednet.edu

(425)431-2224

Google Voice Number (during building closure):

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Cedar Way Elementary

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From: [Teresa Lynd](#) on behalf of [Teresa Lynd <lyndt110@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Cc: [Kim Hunter](#)
Subject: Re: Follow-up from CD Meeting - One more thing...
Date: Tuesday, August 18, 2020 8:46:02 AM
Attachments: [image004.png](#)

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 –

Tina Mott, NWESD Regional Math Coordinator, wanted to share that the high school math instructional content priorities are now available. The HS document is new and the one of high interest now. See the message below sent to the math leaders in your districts.

Thanks,

Jennifer

.....

Hello NWESD Math Leaders!

Achieve the Core has just released a document: [Support for Instructional Content Prioritization in HS Mathematics](#).

Two of my Regional Math Coordinator colleagues and I just met and decided it might be helpful to facilitate a cross – district/state conversation for high school folks to help make sense of the recommendations within the lens of specific courses and specific curriculum materials, so we have created a course via PD Enroller.

Please join us on Friday the 21st to dig into the document together, and PLEASE share this with colleagues – especially those in smaller math departments. Please note that you MUST register to attend.

Hope to see you on Friday!

Tina

HS Math- Prioritizing Content for 2020 – 2: Making Sense of the Support for Instructional Content Prioritization in HS Mathematics and planning for 2020 – 21

<https://www.pdenroller.org/psesd/Catalog/Event/106866>

We will discuss and make sense of Achieve the Core's newly released document *Support for Instructional Content Prioritization in HS Mathematics*: https://achievethecore.org/content/upload/2020-21%20Support%20for%20Instructional%20Content%20Prioritization%20in%20HS%20Mathematics_August%202020.pdf

Agenda:

1. Discuss the front matter - what implications, how do we work from an asset based perspective as we address unfinished learning?
2. Meet in Subject area specific groups to identify and understand the recommendations.
3. Meet in Curriculum material alike groups to develop initial scope and sequence recommendations.
4. Make plans for further collaboration.

*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 <lcoble@nwesd.org>; Nancy Menard <nmenard@nwesd.org>; Sarah Southard <ssouthard@nwesd.org>; Tanya Rojas <trojas@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: N\$A2vHma
- [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: [Shelley Roehl](#) on behalf of [Shelley Roehl <roehls@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Re: Grading Policy for Remote Hybrid 20/21
Date: Wednesday, September 2, 2020 7:41:42 AM

May I put in Monday's DLT just so it's a one stop shopping kind of thing?

Shelley

Shelley Roehl | Administrative Assistant

Superintendent's Office | Edmonds School District
roehls@edmonds.wednet.edu | ph: 425-431-7176
fax: 425-431-7182
20420 68th Ave W Lynnwood WA 98036



On Tue, Sep 1, 2020 at 9:34 PM Robert Baumgartner <baumgartnerr@edmonds.wednet.edu> wrote:

Good evening. Please share the attached document with your teachers--again, so you can see it first and I don't miss anyone.

The policy represents very little change from our pre-Covid practices. This is intentional. While there is a strong argument for examining our grading practices and advancing long-overdue changes like standards-based grading for our secondary schools, it is also important to limit how many new things we are tackling at the same time.

This policy was reviewed by our Continuous Learning Task Force, Cabinet, & the parents and students on our Reopening Advisory.

Like in the spring, we will again utilize the Incomplete designation instead of the F grade for secondary students. We know this presents new challenges for our high schools especially--new tracking and communication systems, new workload issues. We will tackle those challenges as they come. Greg will be working with school leaders to develop systems for effectively supporting students in remedying their Incompletes. Stay tuned.

We are still working on finalizing attendance guidance and revisions to our Zoom meeting guidance. We will send these out just as soon as we are finished.

Thanks for your patience and for all you're doing to get this system off the ground.



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

425.431.7350 Phone

baumgartnerr@edmonds.wednet.edu

From: [Scott Barnes](#) on behalf of [Scott Barnes <barnessc@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Cc: [Lauren Wishkoski](#); [Darcy Becker](#); [Kim Hunter](#); [Brandon Lagerquist](#); [JoAnn Todd](#)
Subject: Re: Grading Proposal - Invitation to edit
Date: Wednesday, August 19, 2020 1:25:31 PM

I like the simplicity of the updates.

One of the important concepts is giving students the flexibility to do assignments and take assessments on their own schedule (the concept of synchronous and asynchronous). Is that clear in these bullets?

- 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.

On Wed, Aug 19, 2020 at 9:46 AM Robert Baumgartner
<baumgartnerr@edmonds.wednet.edu> wrote:

Thanks for the questions. We're not writing a grading manual, not at this time anyway. We are trying to frame a grading proposal for which we would have a group like the continuous learning task force provide feedback. I'm reluctant to convene a large team to hash this out at this time as there could, if we go with something like I'm proposing, be very little change in actual practice. I'm offering some guiding principles to see how they might play - especially with a secondary audience. We all know the challenges of how students are graded in our secondary system...my thought is to encourage grading "in the spirit" of standards-based grading. Unfortunately, we're way behind the curve on this one. In other systems where standards-based grading is the norm, not grading attendance or not assigning points for turning something in on time due to a pandemic makes total sense. In ours, we have a lot of craziness to undo.

We're not shifting to a standards-based gradebook.... too much for this system to handle, I'm afraid.

Again thanks for weighing in on this. I'm forwarding along to CL task force later today...me thinks.



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

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

On Wed, Aug 19, 2020 at 9:01 AM Lauren Wishkoski

<wishkoski631@edmonds.wednet.edu> wrote:

Rob,

I added comments directly to the slides' wording. Be sure your slides are small enough on your screen that you can see the comments off to the right of them (or scroll to the right), and hover over or click on the comment to see what text it refers to (I'm saying that because it's not as apparent in slides as in docs).

I tried to think about this through a teacher lens, primarily a secondary one, and my comments reflect that.

Could you share more about what these slides are for, like who is the audience and what purpose are they intended to serve? Like--Should these be all-encompassing, including clear examples and guidance on specific practice within Skyward? Or are they intended to provide a general overview? (and if so, will the specifics be provided elsewhere?)

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 Tue, Aug 18, 2020 at 9:08 PM Robert Baumgartner (via Google Slides) <drive-shares-noreply@google.com> wrote:

Robert Baumgartner has invited you to edit the following presentation:

 **Grading Proposal**



Forgive the slides, but it's where I started with this... Can you provide thoughts, feedback, questions in the notes on the slides?

This is strictly a start to a conversation... I pulled from a couple of other districts to get us going...not entirely sure of next steps, but

your feedback on this is critical. As soon as you can take a look.
Big thanks!

Open in Slides

Google Slides: Create and edit presentations online.

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

You have received this email because

baumgartnerr@edmonds.wednet.edu shared a presentation with you from
Google Slides.



--

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: [Scott Mauk](#) on behalf of [Scott Mauk <mauks@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Re: Homeschooling
Date: Thursday, August 6, 2020 8:07:27 AM

I projected 551 FTE.
I have 667 heads on the books, with these potential 60 or so.
Normal August attrition is about 50 of those on the books leave.
600 heads is about 550 FTE because of Running Start.
The September tour is also getting sign ups already

I have been cautious about projecting more enrollment (until yesterday when I learned our tour numbers). My colleagues on the east side of the state are reporting a potential doubling of their FTE because of COVID. So we should all probably circle up about how to deploy ALE programming in the fall maybe. I imagine Christy is seeing similar trends.

See you soon,
S

On Thu, Aug 6, 2020 at 7:59 AM Robert Baumgartner <baumgartnerr@edmonds.wednet.edu> wrote:

Whoa... keep me posted on your numbers... mostly cuz I'm curious.



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

On Thu, Aug 6, 2020 at 7:54 AM Scott Mauk <mauks@edmonds.wednet.edu> wrote:

Of course!
(we are gonna get more of these. We have 60 families scheduled for our tour Tuesday.)

Happy Rainy Day!
S

On Thu, Aug 6, 2020 at 7:28 AM Robert Baumgartner
<baumgartnerr@edmonds.wednet.edu> wrote:
Thanks Scott!



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

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

On Thu, Aug 6, 2020 at 7:14 AM Scott Mauk <mauks@edmonds.wednet.edu> wrote:

Dear Amanda,

I hope you and your family are well. I will do my best to answer your questions here.

I think If I am interpreting your questions correctly, I see you want each of your kids to be in school- one part-time at Edmonds and one part-time at MMS. It is not totally clear if you need to file intent (just do it, to be safe).

If you wish to do part-time at those schools and at Edmonds Heights, this is what you would need to do. You would need to go through our orientation, which takes about 8 weeks and meets once a week. In the meantime, your children could be in two classes- remote (or onsite if we were open). During your classes, you would learn how to write a learning plan, how to select a curriculum appropriate for each child, etc. We don't have one curriculum.

While it is conceivable to dual enroll with EHK12 and your neighborhood school, it is challenging for you as a parent and I very rarely would recommend it.

I suggest that you come on our virtual tour next week- you can [sign up here](#) and it is a mandatory first step for enrollment. This will be a great way to get to know the program, ask questions, and make a decision.

Here are some helpful links:

Basic [info](#) about us

[EHK12](#)

Our [Curriculum Resource Center](#)

Hope this helps!

S

On Wed, Aug 5, 2020 at 3:48 PM Robert Baumgartner

<baumgartnerr@edmonds.wednet.edu> wrote:

Amanda,

I'm going to put you in touch with Dr. Scott Mauk. He is the principal at Edmonds Heights and is far better suited to answer your questions about their processes and their program. He's on cc here.

Let me know if there's anything else with which I can be helpful.

Take care.

Rob Baumgartner, Ed.D.
he/him/his



Executive Director of Student Learning

425.431.7350 Phone

baumgartnerr@edmonds.wednet.edu

On Wed, Aug 5, 2020 at 12:56 PM Amanda Gurnee <aggurnee@me.com> wrote:

Thanks for getting back to me Rob.

We were interested in the Homeschool program/Edmonds Heights K-12.

From what I've read, I need to fill out the 'intent to homeschool' form and submit that?

I believe we'd be interested in having Sami stay part-time at her school, as well as Jack who's going to be in Middle school. (Assuming this is possible)?

We are just considering options at this point.

Is it possible to obtain a sample of what the Edmonds Heights curriculum might look like if we were to choose the homeschool route?

Appreciate your time-
Amanda Gurnee

Sent from my iPhone

On Aug 3, 2020, at 1:00 PM, Robert Baumgartner
<baumgartnerr@edmonds.wednet.edu> wrote:

Amanda,

Good afternoon. Are you interested in our homeschool resource center (Edmonds Heights K-12)? Or are you inquiring about the full remote option when we open for in-person instruction? If it's the former, this [LINK](#) will provide some initial information to get started. If it's the latter, remote option, there's nothing for you to do just yet. Our plan is to request that families make their desire for the remote option soon -- we asked for interest a couple of weeks back. Upcoming we'll ask for a level of commitment to the remote option so we can arrange things. I'd be happy to chat more via phone if that's easier. Just let me know.

Rob Baumgartner, Ed.D.
he/him/his



Executive Director of Student Learning

425.431.7350 Phone

baumgartnerr@edmonds.wednet.edu

On Mon, Aug 3, 2020 at 11:21 AM Amanda Gurnee

[<aggurnee@me.com>](mailto:aggurnee@me.com) wrote:

Hi Rob-

We were interested in getting more info regarding the homeschooling program. Wondered if you could help us out with this or send us in the right direction?

Our daughter will be in 5th grade at Edmonds Elementary and son will be going into Middle school at Meadowdale.

Any help would be appreciated!

Thank you-

Amanda Gurnee

Sent from my iPhone

--

Scott Mauk, Ed.D.

he/him

(425) 431-7841



--

Scott Mauk, Ed.D.

he/him

(425) 431-7841



--

Scott Mauk, Ed.D.

he/him

(425) 431-7841

From: [Sara Lowes](#) on behalf of [Sara Lowes <lowess@edmonds.wednet.edu>](mailto:lowess@edmonds.wednet.edu)
To: [Kim Hunter](#)
Cc: [Piper, Michael D. \(LH\)](#); [Carrie Gray](#); [Lynd, Teresa M. \(MDH\)](#); [Robert Baumgartner](#); [Schwab, Gregory S. \(MTH\)](#)
Subject: Re: Intensified Algebra and B2CM
Date: Wednesday, June 10, 2020 1:24:33 PM

Kim, I'm sorry to hear that you may have to take leave, and hope for a smooth resolution for your health.

While I appreciate your suggestions greatly, I realized, in reading your response, that I have not shared any data with you. I can see how you might assume I haven't made data-driven decisions. I would love to get support from you, your team, and anyone else, in putting together a data picture of our self-paced Algebra 1, so here is a summary of data I have so far, and you can let me know what other analysis would be useful and supports you can provide. I would be happy to present this in a Zoom meeting or by phone, if anyone would like.

Here is a summary of the grades/results for our Algebra 1 "self-paced" sections from June 2019: Last year was the first year our teachers decided to individualize the pacing for some Algebra 1 students who showed on assignments in the Algebra 1 early units that they had significant knowledge gaps. The teacher provided remediation of those gaps in order for those students to access Algebra 1 tasks and units, while other students in the section(s) worked on Algebra 1 units at their own skill levels. We marked two Algebra 1 section codes "Intervention" (now called "self-paced") to indicate that remediation of gaps through individualized pacing might occur for students for some units in those sections; whole-class instruction still occurred, but not always daily, and assessment and feedback was highly differentiated to small groups and individuals. One important subgroup of these students was our beginning level, Spanish-speaking EL, most of whom were newcomers who had less than a year in the US, and benefited from native language support from a bilingual EA; these students were clustered among two sections of self-paced Algebra 1. Altogether, 55 students finished the year in Algebra 1 "self-paced" sections, of whom 15 took only term 2, and of those fifteen, 6 got S2 elective credit while 8 got Alg1 credit. One of them got no credit. Of the remaining 40:

- 4 got 2 (or, almost 2) terms of elective credit since they learned math but not at Algebra 1 level.
- 21 got two terms of Alg1 credit.
- Of the remaining 15, twelve students all achieved one term of elective credit (where their math work was not on Algebra 1 units) and one term of Alg1 credit, where they were working on Alg 1 units; three students earned one term of elective credit in fall and no credit spring.
- Of the 55, 19 were recommended to continue with Algebra 1 study instead of going on to geometry (65% promotion rate)

If we take only Algebra 1 credit achieved during the student's enrollment in the course to calculate a pass rate, here are the pass rates: **FALL S1 2018 67%** (37 of 55 got Alg1 S1), **SPRING S2 2019 71%** (39 of 55 got Alg1 credit).

If we take all credit achieved during the student's enrollment in the course, here are the pass rates I get: FALL S1 2018 **100%** (37 got Alg1 S1, and 18 got elective credit), SPRING S2 2019 **85%, or**, if I include the four who got .25 credit for spring, then that's **93%** (4 did not get any credit in spring term).

[This](#) is a link to my study of Algebra 1 and Intensified Algebra pass rates at LHS for the past few years, by semester. Algebra 1 "Intervention" sections are broken out in Column N. Even if we only take Algebra 1 credit for pass rate, they are on par or better with Algebra 1 "traditional" and Intensified Algebra. This is one reason why I don't see our "self-paced" Algebra 1 sections as being a place where students are held out of grade level math content or being segregated from grade level peers. However, if we also take into consideration that almost all of the students in these sections are learning the math needed to access Algebra 1 and are earning elective credit for it, if not Algebra 1 credit, then the pass rates are considerably higher and more compelling. Can students in our Algebra 1 "self-paced" sections get through enough math and Algebra 1 to move on to Geometry after 2 terms? Can they be more successful than students who repeat Algebra 1 traditional? Well, they are probably earning more credit (and possibly learning more math), and that is one important measure of success. Time will also tell, as we monitor success of these students in Geometry and beyond. We only have data from last year and this year, and data for this year is not yet put together.

How many students each year typically repeated Algebra 1 ("traditional") at LHS before June 2019? That is not a simple question, although the term pass rates tell us something. I am definitely going to try put together a data picture of that in my free time. The pass rates from term to term vary quite a bit. How many year to year typically repeat Algebra 1 at our other high schools? I am so curious, and have not made any time to compare notes with other admin teams about this, over the years. I would like to!

Useful backstory: For this current year, Dawn Withee-Hurd, with Teresa's help and input from our math department, created a paper assessment of math skills that are prerequisite to middle school math (assessing 5th grade and some 6th grade math). Alderwood Middle School 8th Grade Math teachers implemented it, and Teresa graded it. We used the results to identify students who were more than three years below grade level, who would not be able to access Intensified Algebra curriculum, and placed them into Algebra 1 "self-paced" sections, to be sure they could get remediation in time to access Algebra 1 units. Next year, we will need to give this or another (electronic, hopefully iReady) diagnostic assessment in the early days of school, in order to really know our students' needs. Had COVID-19 not hit, it's not clear to me whether we would have been able to implement an iReady diagnostic assessment to all 8th Grade Math students at AMS, or if we would have had to implement the same paper diagnostic.

I look forward to your additional suggestions and support!

Sincerely,

S.

On Mon, Jun 8, 2020 at 10:23 AM Kim Hunter <hunterk@edmonds.wednet.edu> wrote:
Hi Sara,

Thank you for the detailed response. My main concern at the moment is having so many students off track to be in grade level math classes and the large expansion of a pilot program when we have not seen or analysed data to support the success of the program. My suggestion would be that you do one or multiple of the following:

- Give these students the iReady diagnostic in the fall and move students that show results in grades 5-7 into Intensified Algebra or Algebra 1 if they are in the higher 7th grade or early 8th grade ranges,
- Reconsider some students for Intensified Algebra or Algebra 1 based on course grades and teacher recommendations. By my initial count, I see about 50 students of the 83 mentioned above that I would consider for the level of intervention of a self-paced Algebra 1 group.
- Clarify planning for the 50 9th and 10th grade students that you have identified as needing more self-paced Algebra 1. This seems like a large number of students to keep off track in their mathematics progress. I'm also concerned about their access to the "Least Restrictive Environment" when tracked into a system that will never rejoin them with their age level peers.

I did include Rob, Greg, Mike and Carrie on this reply so that they could be aware of the conversation. I may be needing to take some medical leave and I wanted to make sure they were looped in in case I am unable to respond in the near 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 Thu, May 21, 2020 at 12:13 PM Sara Lowes <lowess@edmonds.wednet.edu> wrote:

Kim, I may be misunderstanding your question, but there is no widely shared iReady data for 8th grade, that I know of. Wish there was. Did not use that to place 8th graders.

For our current LHS students, Dawn Withee and Sarah Walsh gave the iReady assessment once this year as part of the iReady pilot. So, we don't have growth data from iReady for our Algebra 1 self-paced sections, just that one score. We have classroom data on each student's unit performance in Algebra 1 content (Skyward grades, teacher data).

I can say from last spring's pass rates and this fall's pass rates for the self-paced Algebra 1 sections, that all but 2-4 students in each section have achieved elective credit or some or all Algebra 1 credit. That is because their engagement has been high, they were demonstrating learning of math before school closure.

According to placement data sheet for current 8th graders who will come up to LHS, we have 62 Level 1 students in 8th grade right now, and another 21 with low scores/grades and no recommendation from the district. We (math dept., me and Piper is aware) think it's better to offer just 2 sections of IA, instead of 3, and use the resulting 2 class periods of fte to offer Algebra 1 self-paced, which can serve all kinds of students, not only Level 2s. We identified the highest performing 25 students recommended for IA and have placed them in Algebra 1; they will benefit from strong instruction, and may be placed in a self-paced section if fall diagnostic of some kind indicates their pre-requisite knowledge of math is even lower than current data suggests. We have about 50 students (2.5 sections of Algebra self-paced) currently in grades 9-10 who warrant more time on Alg. 1 and did well learning in the self-paced environment (like who didn't finish S1 or get to any S2 this year), some of whom are newcomers (EL), who will be tenth graders and some will be 11th graders by age but not by credit accrual (a few beginner EL who arrived mid-year in US). Some other current 9th graders who took IA or Alg 1 this year will go through Algebra 1 traditional next year, not self-paced (I have to check placement numbers but maybe 10).

This plan allows us to meet more students' learning needs with suitable curricular and program solutions, than offering 3 sections of IA.

As far as the number of students in EL/Special Ed/FRL that will be in the courses (to make sure we won't be getting in trouble around least restrictive environment issues):

- I don't know if IEP Managers will place those students with IEPs recommended into Intensified. They have been informed of the recommendations and are aware of Intensified as a placement option at our school, but the final placement is their decision. Self-paced is also an option that IEP Managers became aware of last fall and began to consider in some cases (not all) when a change of math class was warranted for example by a change to the IEP
- I have shared with Piper and counselors that we want to keep % of EL in self-paced sections of Algebra 1 below 60% (you gave me 75% as a ceiling last year but I have set a lower ceiling for us to keep us pushing for more exposure to diverse peers for language development and social-emotional health). We won't be able to ensure that happens until after master schedule build, when counselors will have to check EL distribution across sections and make corrections by hand. I can share the rosters with you at that time so can know for sure that the distribution is

as low as possible while still ensuring language buddies at all ELL levels and Native Language EA support where possible for Beginnings and very low level Intermediates or highly traumatized students (this is my best plan to meet student needs, but these decisions have often been made with some student input facilitated by teachers and can be checked/tested/rechecked in fall when students have a chance to experience a class group).

- Actually haven't tracked density of FRL students in any sections. At all. So, want to begin doing that. Maybe we can talk more about how you have done this in past at the building level.

Does this answer your immediate questions?

S.

Sara R. Lowes

she/her pronouns
Assistant Principal
Lynnwood High School
Tel. 425-431-7522
FAX 425-431-7527
18218 North Rd., Bothell, WA 98012

"Education ... becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world."

~Paulo Freire



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On Thu, May 21, 2020 at 9:46 AM Kim Hunter <hunterk@edmonds.wednet.edu> wrote:
Hi Sara,

Teresa share the information about IA sections and the self-paced Algebra sections. I was a little surprised at the large expansion of the pilot. Do you have data compiled about how successful it has been for students? iReady data? I was thinking Dawn was part of the pilot. I'd be really interested to see it. Did you use iReady data from the middle school to determine you would need that many sections?

I also wanted to do the same double check as last year about the number of students in EL/Special Ed/FRL? that will be in the courses. Just to make sure we won't be getting in trouble around least restrictive environment 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.

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

From: Sara Lowes <lowess@edmonds.wednet.edu>
Date: Mon, May 18, 2020 at 12:18 PM
Subject: Re: Intensified Algebra and B2CM
To: Teresa Lynd <lyndt110@edmonds.wednet.edu>
CC: Dawn Withee-Hurd <witheehurdd@edmonds.wednet.edu>, Michael Taylor <taylorm@edmonds.wednet.edu>

We're offering 2 sections, and right now David Ammentorp is scheduled to teach them both. With the number of students we have coming in in Level 1 and 2, it makes sense for us to have 2 sections of IA, and offering 4 or 5 sections of Algebra 1 self-paced. We can serve more students with gaps in math learning with suitable interventions, doing this, than if we offer three sections of IA.
S.

On Mon, May 18, 2020 at 11:53 AM Teresa Lynd <lyndt110@edmonds.wednet.edu> wrote:

Can I get the names of the teachers who are teaching Intensified Algebra Course and B2CM next year?
Also, how many sections are you running? I need to order curriculum and get teachers signed up for PD.

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.

--

Teresa Lynd
She/ her
Secondary Math Lead
ESC

From: [Sara Lowes](#) on behalf of [Sara Lowes <lowess@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Cc: [Vickie Coury](#)
Subject: Re: Jeff Utecht Keynote Slides and Notes
Date: Friday, August 28, 2020 6:20:33 PM
Attachments: [image.png](#)

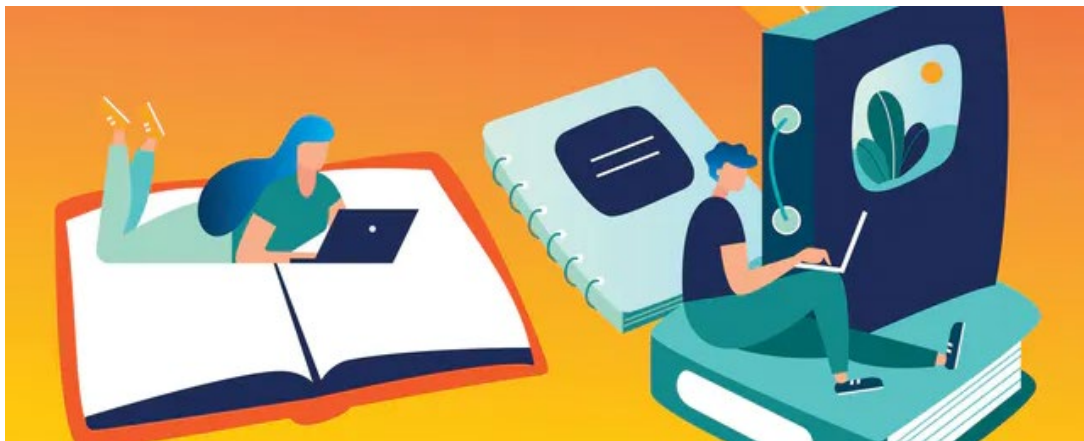
Thank you SO much, Rob. I'm really sorry I had to ask. Sometimes Gmail is maddening. S.

On Fri, Aug 28, 2020 at 6:12 PM Robert Baumgartner <baumgartnerr@edmonds.wednet.edu> wrote:

Sent from my iPhone

Begin forwarded message:

From: Instructional Technology <instructional_tech@edmonds.wednet.edu>
Date: August 26, 2020 at 9:23:16 PM PDT
To: undisclosed-recipients::
Subject: Jeff Utecht Keynote Slides and Notes



Thanks so much to those of you who were able to join us last week for Jeff's inspiring session "Creating a Distance Learning System that Works For All."

Very sadly, a global Zoom disruption caused the majority of our session last week not to be recorded. [This video](#) from Jeff reflects similar content to our keynote in minutes 1-27, and minutes 38-44. You can also view Jeff's [slides from our keynote](#).

Jeff encouraged us to...

- Ask: "*What am I going to do with this great opportunity before me?*"
- Remember to "*Choose progress over perfection.*"

- *Build community in 30-second increments*, with much of that community being fostered through chat in Zoom (especially with older students who may not want to speak out verbally right away) and synchronous meetings focused on community building.
- *Focus on our "Core 4"*: our *"home base"* for learning and communication (Seesaw for PreK-2, Canvas for 3-12); our tool to create brief *instructional videos* (WeVideo); our tool for *content organization* (Google Drive); our tool for *class connection meetings and office hours* (Zoom).
- Have a *"drop schedule"* of when students/families will know to find new content/messages in the "home base" learning management system. It doesn't work to send reminders all the time.
- *Keep instructional videos short* (around 6 minutes), and know that research shows providing asynchronous videos to students results in student learning gains (in normal situations, not specific to remote learning).

Looking for more? Check out the free, quick, easily accessible [course from The Modern Classrooms Project](#). It includes some short segments on Creating Instructional Videos and Increasing Video Engagement. Our [Staff Resources Site](#) also includes short tutorials on using WeVideo, Zoom, and other tools!

[This message is being sent to all teachers and administrators. Please do not reply to this email - messages to this account will not be received.]

From: [Scott Barnes](#) on behalf of [Scott Barnes <barnessc@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Re: Job-alike Update for PEC+
Date: Friday, July 17, 2020 11:18:49 AM

Hi Rob: Is the recap that I sent you earlier what is needed?

[Visual and Performing Arts](#)

It has links to our four frameworks. I also dropped each of the frameworks in to the folders that Sari created.

Please let me know if you need this in another format, and I'll get it to you ASAP.

Thanks,
Scott

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.

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/file

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

--

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: verrallj@edmonds.wednet.edu
To: [Darcy Becker](#)
Cc: teachersgrk@edmonds.wednet.edu; elem.principals@edmonds.wednet.edu
Subject: Re: K Remote Learning Send Home Supplies
Date: Saturday, August 22, 2020 4:56:08 PM

Jacqueline Verrall is inviting you to a scheduled Zoom meeting.

Topic: K Remote Learning Send Home Supplies
Time: Aug 22, 2020 05:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

[https://edmondsschools.zoom.us/j/99526028190?
pwd=cDRZUkUyNDBDZ2pkOFYwSW9zcUdBZz09](https://edmondsschools.zoom.us/j/99526028190?pwd=cDRZUkUyNDBDZ2pkOFYwSW9zcUdBZz09)

Meeting ID: 995 2602 8190

Passcode: 845371

One tap mobile

[+13017158592](tel:+13017158592),,99526028190#,,,,,0#,,845371# US (Germantown)

[+13126266799](tel:+13126266799),,99526028190#,,,,,0#,,845371# US (Chicago)

Dial by your location

+1 301 715 8592 US (Germantown)

+1 312 626 6799 US (Chicago)

+1 646 876 9923 US (New York)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 669 900 6833 US (San Jose)

Meeting ID: 995 2602 8190

Passcode: 845371

Find your local number: <https://edmondsschools.zoom.us/u/axaLVInvE>

From: verrallj@edmonds.wednet.edu
To: [Darcy Becker](#)
Cc: teachersgrk@edmonds.wednet.edu; elem.principals@edmonds.wednet.edu
Subject: Re: K Remote Learning Send Home Supplies
Date: Saturday, August 22, 2020 4:57:13 PM

Jacqueline Verrall is inviting you to a scheduled Zoom meeting.

Topic: K Remote Learning Send Home Supplies
Time: Aug 22, 2020 05:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://edmondsschools.zoom.us/j/96460890190?pwd=MkxnTEtvNXVlejRRZ2JMQmJsbnJsb2dTUT09>

Meeting ID: 964 6089 0190

Passcode: 350306

One tap mobile

[+16468769923](tel:+16468769923),,96460890190#,,,,,,0#,,350306# US (New York)

[+13017158592](tel:+13017158592),,96460890190#,,,,,,0#,,350306# US (Germantown)

Dial by your location

+1 646 876 9923 US (New York)

+1 301 715 8592 US (Germantown)

+1 312 626 6799 US (Chicago)

+1 669 900 6833 US (San Jose)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

Meeting ID: 964 6089 0190

Passcode: 350306

Find your local number: <https://edmondsschools.zoom.us/j/abEHIENsy8>

From: [Victor Vergara](#) on behalf of [Victor Vergara <vergarav816@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Cc: [@Cabinet](#)
Subject: Re: Northshore Fall Reopening Plan
Date: Tuesday, July 21, 2020 5:23:56 PM

Tomorrow the Federal Way SD is announcing the same.

Victor

On Tue, Jul 21, 2020 at 4:49 PM Robert Baumgartner <baumgartnerr@edmonds.wednet.edu> wrote:



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

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

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

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

From: [Scott Barnes](#) on behalf of [Scott Barnes <barnessc@edmonds.wednet.edu>](#)
To: [Brandon Lagerquist](#)
Cc: [JoAnn Todd](#); [Darcy Becker](#); [Lauren Wishkoski](#); [Kim Hunter](#); [Robert Baumgartner](#)
Subject: Re: PD Communication
Date: Wednesday, August 12, 2020 8:51:56 AM

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:

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 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

Making Lemonade: Teaching Young Children to Think Optimistically by Laura Colker and Derry Koralek

Currently reading:

The Vanishing Half by Brit Bennett

UDL in the Cloud!: How to Design and Deliver Online Education Using Universal Design for Learning by Katie Novak & Tom Thibodeau

Up next:

Alexander Hamilton by Ron Chernow

Dive into Deep Learning: Tools for Engagement by Joanne Quinn, Joanne McEachen, Michael Fullan, Mag Gardner & Max Drummy

--

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: [Sally Guzmán](#) on behalf of [Sally Guzmán <guzmanreyess@edmonds.wednet.edu>](#)
To: [Harmony Weinberg](#)
Cc: [@Cabinet](#); [Brian Craig](#); [Amanda](#); [Karla D. Sanchez Bravo](#)
Subject: Re: Reopening Edmonds 2020 - July 1, 2020 communications - Invitation to edit
Date: Tuesday, June 30, 2020 6:05:02 PM

Thank you, Harmony. The initial translation is complete except for the "model," please track any changes beyond this point. Karla will do a second look and we will make revisions prior to sending. Have a nice night.

Kind regards,
Sally Guzmán, MNPL
She/Her Pronouns

On Tue, Jun 30, 2020 at 3:50 PM Harmony Weinberg (via Google Docs) <drive-shares-noreply@google.com> wrote:

weinbergh683@edmonds.wednet.edu has invited you to **edit** the following document:



Reopening Edmonds 2020 - July 1, 2020 communications



Hi all - Please review the graphics for each of the hybrid options and let us know if you have any edits ASAP. Sally and Karla will begin translating soon to Spanish, so if you make further changes - please use the "suggested edits" function.

Greg - I will forward you the graphics if you want to use them for your Board slide show for tomorrow.

Thank you all! ~Harmony

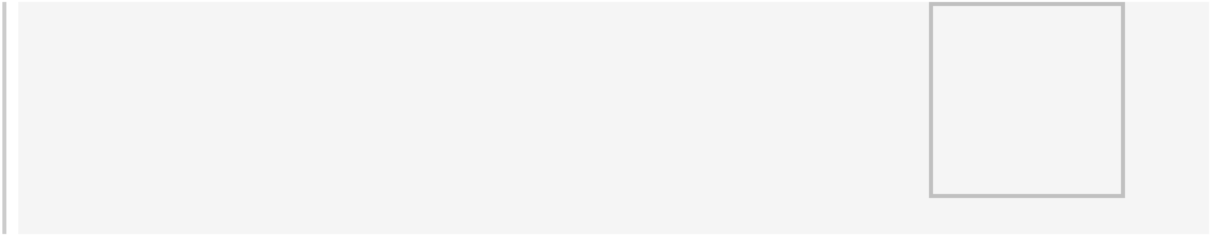
PS - I'm "off" July 1-10. Amanda Ralston will be your go-to while I'm away. I won't be far (thanks COVID) - so please call or text me if you need anything (253-228-5324).

[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 weinbergh683@edmonds.wednet.edu shared a document with you from Google Docs.



From: [Scott Barnes](#) on behalf of [Scott Barnes <barnessc@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Re: Reopening Guide
Date: Friday, August 7, 2020 12:14:04 PM
Attachments: [Visual and Performing Arts - CL 2.0.docx](#)

Hi Rob: I wasn't totally clear on the format, but here's a stab at the information. Please let me know if it's what you're looking for.

Thanks,
Scot

On Thu, Aug 6, 2020 at 7:58 AM Robert Baumgartner <baumgartnerr@edmonds.wednet.edu> wrote:

Team,

I will be compiling our reopening instructional plan into a guidance document. I will need your help with this. I will be framing the document around 3 "growth areas" for improvement with remote learning:

Improved User Experience-students first, then families, then teachers
Clear and Consistent Expectations
High Quality Remote Learning

While the true audience will be broad, for the purposes of writing let's have the audience be our teachers. Also, the primary focus of the report will be CL 2.0. There will be a section that provides some detail on the Hybrid Model, but will be mostly high level.

As a start, here's what I need from each of you:

Sari - an acknowledgements page that captures everyone that participated in the process in job-alikes, PEC+, etc. --their name, role, etc.

Brandon - a short summary report of key findings from our surveys of families and staff regarding the learning experience in the spring. This will be in the introduction of the report and lead into the explanation of the planning process.

Scott - take the guidance from the job-alike groups and format it so we can have sections for the specific groups/programs. This can be updated with additional guidance you'd like to include as well. Still finalizing schedule and expectations for general music, but other than that, I think the guidance your teams created is on point.

JoAnn/Kim - the schedules/times, etc. have been processed in bargaining. I'll get those to you soon, but I think you know what's in them. This is about turning the recommendations of the job-alikes into narrative guidance.

Darcy - synthesis of guidance for early learning + a small section on jump start.

Lauren -- the library piece we'll hold on until your teams has a chance to spend more time planning. The LMS section will be mostly putting in the minimum requirements.

This will be the start. If you could get me your parts no later than next Wednesday. I will be putting these in a shared document for us to all edit. I'll also be looping in Student Services.

Thanks!



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

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

--

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: [Sari White](#) on behalf of [Sari White <whitesa@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Re: Reopening Guide
Date: Thursday, August 6, 2020 2:41:19 PM

Hi Rob,

Vickie is helping me out with some additions to the PD Portal. With her help I will be able to have a full list ready for you by tomorrow morning. I will include, name, title and school (where applicable).

Thanks,

Sari



On Thu, Aug 6, 2020 at 7:58 AM Robert Baumgartner <baumgartnerr@edmonds.wednet.edu> wrote:

Team,

I will be compiling our reopening instructional plan into a guidance document. I will need your help with this. I will be framing the document around 3 "growth areas" for improvement with remote learning:

Improved User Experience-students first, then families, then teachers
Clear and Consistent Expectations
High Quality Remote Learning

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As a start, here's what I need from each of you:

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Scott - take the guidance from the job-alike groups and format it so we can have sections for the specific groups/programs. This can be updated with additional guidance you'd like to include as well. Still finalizing schedule and expectations for general music, but other than that, I think the guidance your teams created is on point.

JoAnn/Kim - the schedules/times, etc. have been processed in bargaining. I'll get those to

you soon, but I think you know what's in them. This is about turning the recommendations of the job-alikes into narrative guidance.

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Lauren -- the library piece we'll hold on until your teams has a chance to spend more time planning. The LMS section will be mostly putting in the minimum requirements.

This will be the start. If you could get me your parts no later than next Wednesday. I will be putting these in a shared document for us to all edit. I'll also be looping in Student Services.

Thanks!



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

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

From: [Sari White](#) on behalf of [Sari White <whitesa@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Re: Response to 9.11.20 Email from District Regarding COVID-19 - Invitation to edit
Date: Wednesday, September 16, 2020 2:10:15 PM

Hi Rob,

This is GREAT! Thank you.

Sari



On Wed, Sep 16, 2020 at 1:47 PM Robert Baumgartner (via Google Docs) <drive-shares-noreply@google.com> wrote:

Robert Baumgartner has invited you to edit the following document:



[Response to 9.11.20 Email from District Regarding COVID-19](#)



I put these in. Can you use these to craft replies? Thanks!

[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 baumgartner@edmonds.wednet.edu shared a document with you from Google Docs.



From: [Sally Guzmán](#) on behalf of [Sally Guzmán <guzmanreyess@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Cc: [Harmony Weinberg](#); [Brandon Lagerquist](#); [Amanda Ralston](#)
Subject: Re: Skyward form - Intent language - please review
Date: Wednesday, August 5, 2020 7:05:38 PM

I am tired but they look the same?

Kind regards,
Sally Guzmán, MNPL
She/Her Pronouns

On Wed, Aug 5, 2020 at 3:45 PM Robert Baumgartner
<baumgartnerr@edmonds.wednet.edu> wrote:

See below.



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

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

On Wed, Aug 5, 2020 at 1:02 PM Harmony Weinberg
<weinbergh683@edmonds.wednet.edu> wrote:
(For Skyward Form)

Student Intent Form 2020-21

As we plan for the possibility to offer in-person learning at the start of the second quarter in November 2020 (only if it is safe to do so), which option do you choose for your student?

- My student will attend school for in-person learning *in* the Hybrid Model AA/BB.
- My student will continue with fully remote learning.



Harmony Weinberg
Communications Manager

She/her pronouns
425.431.7044 (desk)

| |

| 971.704.9099 (mobile/Google Voice)

From: [Sally Guzmán](#) on behalf of [Sally Guzmán <guzmanreyess@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Cc: [Karla Sanchez Bravo](#)
Subject: Re: Summer Learning Opportunities for Elementary and Middle School Students - Invitation to edit
Date: Wednesday, June 17, 2020 10:18:26 AM

The translation looks awesome! Thank you, Karla. :)

Kind regards,
Sally Guzmán, MNPL
She/Her Pronouns

On Wed, Jun 17, 2020 at 7:37 AM Robert Baumgartner
<baumgartnerr@edmonds.wednet.edu> wrote:

So Awesome! Thank you!

On Wed, Jun 17, 2020 at 7:34 AM Karla Sanchez Bravo
<sanchezbravok256@edmonds.wednet.edu> wrote:

Good morning!

The translation is ready. Sally, can you take a look at it when you can?

Thanks,

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 Tue, Jun 16, 2020 at 7:32 PM Robert Baumgartner
<baumgartnerr@edmonds.wednet.edu> wrote:

Big Thanks!!

On Tue, Jun 16, 2020 at 7:06 PM Sally Guzmán
<guzmanreyess@edmonds.wednet.edu> wrote:

I'll translate tomorrow. :)

Karla I'll text you to do a double check. Thank you. :)

kind regards,
Sally

On Tue, Jun 16, 2020, 6:57 PM Robert Baumgartner (via Google Docs) <drive-shares-noreply@google.com> wrote:

Robert Baumgartner has invited you to **edit** the following document:



Summer Learning Opportunities for Elementary and Middle School Students



I feel like I'm bumping up against my limit with you here...

We want to get this out to families this week. Hopefully on Thursday. Do you have capacity to translate this?

[Open in Docs](#)

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You have received this email because

baumgartner@edmonds.wednet.edu shared a document with you from Google Docs.



From: [Sally Guzmán](#) on behalf of [Sally Guzmán <guzmanreyess@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Cc: [Brandon Lagerquist](#); [Harmony Weinberg](#); [Chris Bailey](#)
Subject: Re: Survey for Intent for Fall
Date: Tuesday, August 4, 2020 4:53:36 PM

I think if we can keep this all. email, survey etc. to one page 12 pt font on google doc. from the point that is agreed on that would be one week to do the following:

- Translate into top 5 or more
 - Email/survey etc.
- Do robocall in top 5 or more

For the actual survey, we need a multitude of options. We also need a point person per school to communicate with specifically about this:

- Not just Skyward survey
 - A way for staff to see selection in Skyward <- if staff can change/update this even better
- Google survey option that Family support or any staff can fill out for family
- Can we use SchoolMessenger phone survey (if one question)

Based on these considerations I would hastily say 2 weeks? but I don't want to speak from technology...

Kind regards,
Sally Guzmán, MNPL
She/Her Pronouns

On Tue, Aug 4, 2020 at 4:16 PM Robert Baumgartner <baumgartnerr@edmonds.wednet.edu> wrote:

Brandon, Chris, Harmony & Sally,

Good afternoon. This warrants a meeting, but time is tight, so I wanted to get your thoughts on this right away.

I think we are at a critical point in determining what our families intend to choose if and when we return to school for some level of in-person instruction. The data we collected a couple of weeks ago were valuable for broad planning purposes, but we are at a stage where we need to know how to address the staffing needs running a hybrid option and a full remote option simultaneously will bring. We have to do some planning as soon as possible for how we might organize staff now so that we don't have to disrupt everything when we open for in-person instruction.

I know there was thinking and work done on this already, so I want to pick up from there and get moving forward.

- It's really one question--when we return for in-person instruction, will your child join the hybrid or continue with full remote learning?
- We will need a survey and system of follow-up to collect this information from all of

our families so we have a response on all of our students.

- We will include information about what the full remote option will look like..

What's your thinking on the best delivery for this survey, timeline, etc.?

Appreciated!



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

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

From: [Shelley Roehl](#) on behalf of [Shelley Roehl <roehls@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Cc: [Dana Geaslen](#)
Subject: Re: Upcoming school openings
Date: Monday, July 13, 2020 8:14:38 AM

Helen won't be at this meeting but she IS doing an intro meeting with RAS on July 15.

Shelley

Shelley Roehl | Administrative Assistant

Superintendent's Office | Edmonds School District
roehls@edmonds.wednet.edu | ph: 425-431-7176
fax: 425-431-7182

20420 68th Ave W Lynnwood WA 98036



On Sun, Jul 12, 2020 at 10:36 AM Robert Baumgartner

<baumgartner@edmonds.wednet.edu> wrote:

I'm double-booked on the 16th. Is there another meeting upcoming? Is Helen going to this meeting?

I'll work on a few questions I have & send them to you.

Thanks!

On Tue, Jul 7, 2020 at 8:04 AM Shelley Roehl <roehls@edmonds.wednet.edu> wrote:

Yes, here they are. We are also meeting as a RAS team on July 16 at 9:30 am (Zoom). Do either of you want to join the conversation? The team includes the RAS and Matt and Linda from facilities.

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Thanks!

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<mcmurraya@edmonds.wednet.edu>
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To: Carin Chase <chaseca@edmonds.wednet.edu>, Deborah Kilgore
<kilgored952@edmonds.wednet.edu>, Gary Noble
<noble@edmonds.wednet.edu>, Nancy Katims
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Subject: Re: Upcoming school openings
To: Nicole Laney <nicole.laney@gmail.com>

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On Thu, Jul 2, 2020 at 2:00 PM Nicole Laney
<nicole.laney@gmail.com> wrote:
Ms. McMurray,

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be entering Kindergarten at Brier Elementary this fall. Out of the three options given, I am in strong favor of Option Three, with the younger students attending more days in person.

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Sincerely,
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ESD #15 - Director District #2

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From: [Shelley Roehl](#) on behalf of [Shelley Roehl <roehls@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Cc: [Dana Geaslen](#)
Subject: Re: Upcoming school openings
Date: Tuesday, July 7, 2020 8:24:39 AM

I've also received questions about incoming kinder families not receiving emails. They don't receive anything from the district until they become active in July. There's something special in Skyward that can be done to bypass the inactive status, but each school can send emails to their incoming students but would have needed to know to do this. I believe all are active at this time.

Shelley

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Subject: Re: Upcoming school openings
Date: Monday, July 13, 2020 10:07:12 AM

This is our monthly RAS touch base that was scheduled BEFORE the larger childcare workgroup was established. Cabinet has never been a part of this monthly touchbase. I would report back to Justin. It's a place for facilities, food service, technology, etc., to touch base about things needing to be resolved with RAS, or RAS needing to resolve things with the district. This discussion shouldn't encompass the larger reopening school childcare scenario. The larger child care committee for reopening includes Helen and Darcy as well as RAS, Kids Krew and B&G Club.

We may not even have this meeting after Wednesday's child care workgroup meeting with Darcy and Helen.

No harm no foul - just offered this BEFORE the larger workgroup was established.

Shelley

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Lynnwood, WA 98036
(425) 431-7186

This e-mail, related attachments and/or any response may be subject to public disclosure under state and federal law.

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>

Section 504 Family/Student Rights

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

On Mon, Jul 13, 2020 at 8:14 AM Shelley Roehl <roehls@edmonds.wednet.edu> wrote:
Helen won't be at this meeting but she IS doing an intro meeting with RAS on July 15.

Shelley

Shelley Roehl | Administrative Assistant

Superintendent's Office | Edmonds School District
roehls@edmonds.wednet.edu | ph: 425-431-7176
fax: 425-431-7182

20420 68th Ave W Lynnwood WA 98036



On Sun, Jul 12, 2020 at 10:36 AM Robert Baumgartner
<baumgartnerr@edmonds.wednet.edu> wrote:

I'm double-booked on the 16th. Is there another meeting upcoming? Is Helen going to this meeting?

I'll work on a few questions I have & send them to you.

Thanks!

On Tue, Jul 7, 2020 at 8:04 AM Shelley Roehl <roehls@edmonds.wednet.edu> wrote:
Yes, here they are. We are also meeting as a RAS team on July 16 at 9:30 am (Zoom). Do either of you want to join the conversation? The team includes the RAS and Matt and Linda from facilities.

Tiffany Bliss (Senior Regional Director) tiffany.bliss@rightatschool.com
Brenda Jallo (Regional Director) brenda.jallo@rightatschool.com
Shilo Waldbillig (Area Manager) shilo.waldbillig@rightatschool.com
Erin Simmons (erin.simmons@rightatschool.com)

Tiffany supervises Brenda, Shilo and Erin; Brenda supervises Shilo and Erin; Shilo and Erin supervise the caregivers at each school.

Shelley

Shelley Roehl | Administrative Assistant

Superintendent's Office | Edmonds School District
roehls@edmonds.wednet.edu | ph: 425-431-7176
fax: 425-431-7182

20420 68th Ave W Lynnwood WA 98036



On Mon, Jul 6, 2020 at 8:36 AM Robert Baumgartner
<baumgartnerr@edmonds.wednet.edu> wrote:

Dana,

I also think we should start talking with Right at School for this. I don't have any of those contacts. Shelley do you have those?

Thanks!

Rob

On Mon, Jul 6, 2020 at 8:00 AM Dana Geaslen
<geaslend338@edmonds.wednet.edu> wrote:

Good morning all!

I so appreciate this parent reaching out, maybe she can join a job alike/ task force group:)

Can we get a firm idea of what spaces are truly available to us (AMS, Woodway, etc...)?
Childcare and possible space for students who receive MV services to access their remote learning may need to occur outside neighborhood schools and wondering if we are missing some spaces.

Dana Geaslen
She/Her/Hers



Dana K. Geaslen
Assistant Superintendent of Educational Services
Edmonds School District
geaslend338@edmonds.wednet.edu
20420 68th Avenue West
Lynnwood, WA 98036
(425) 431-7186

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: (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 Fri, Jul 3, 2020 at 2:42 PM Gustavo Balderas

<balderasg@edmonds.wednet.edu> wrote:

Thanks Greg, I agree we need to address this at some level if possible with the space we have available.

Best - Gustavo

On Fri, Jul 3, 2020 at 2:35 PM Greg Schwab <schwabg@edmonds.wednet.edu> wrote:

I want to add Child Care to our Cabinet agenda next week. This is a critical topic for us to focus on as part of our reopening plans.

Sent from my iPhone

On Jul 3, 2020, at 2:17 PM, Gustavo Balderas

<balderasg@edmonds.wednet.edu> wrote:

Thanks Rob.

On Fri, Jul 3, 2020 at 2:08 PM Robert Baumgartner

<baumgartnerr@edmonds.wednet.edu> wrote:

Link to AAP Guidance. There's a case for having all of K-1 attend. Great talking points for us in here too.

<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/>

Sent from my iPhone

On Jul 3, 2020, at 2:04 PM, Gustavo Balderas
<balderasg@edmonds.wednet.edu> wrote:

There has been a stream starting from this specific community regarding childcare.

GB

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

From: **Ann McMurray**
<mcmurrraya@edmonds.wednet.edu>
Date: Fri, Jul 3, 2020 at 1:24 PM
Subject: Fwd: Upcoming school openings
To: Carin Chase <chaseca@edmonds.wednet.edu>, Deborah Kilgore
<kilgored952@edmonds.wednet.edu>, Gary Noble
<nobleleg@edmonds.wednet.edu>, Nancy Katims
<katimsn@edmonds.wednet.edu>, Gustavo Balderas <balderasg@edmonds.wednet.edu>

Here is another message from a Brier parent that I wasn't sure you all received. It's below with my response. Ann

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

From: **Ann McMurray**
<mcmurrraya@edmonds.wednet.edu>
Date: Fri, Jul 3, 2020 at 1:23 PM
Subject: Re: Upcoming school openings
To: Nicole Laney <nicole.laney@gmail.com>

Thank you, Dr. Laney, for sending in your perspective and finding a way to get to the survey. I will find out if we are sending out the survey to those parents who register their children from this point on. I did read the AAP recommendations, with their detailed reasons for risk-assessment not only from CO-VID but from the disruption of traditional schooling. These are concerns voiced by others from a district level. Personally, I am leaning toward Option 3, and am waiting to see

what the implications - systemic and financial - would be. I will pass along your comments to the entire board, along with Dr. Balderas. Thank you, again. Ann

On Thu, Jul 2, 2020 at 2:00 PM Nicole Laney

<nicole.laney@gmail.com> wrote:

Ms. McMurray,

Good afternoon! I am writing to you in regards to the recently released information about the Edmonds School District hybrid plans for the upcoming school year. I am a family physician in the community, and have three young children - the oldest of which will be entering Kindergarten at Brier Elementary this fall. Out of the three options given, I am in strong favor of Option Three, with the younger students attending more days in person.

As an essential employee, my children have attended childcare throughout the majority of the pandemic, other than a brief interval during which I took leave to be home with them. I feel very strongly that distance learning is the least effective for younger children, and that for working parents, this age group is also going to present the greatest challenges with childcare so they can go to work. I think the vast majority of parents would prefer their kindergartener/first grader to spend more time in school, than a daycare scenario. I am lucky enough to have the resources to make something work, but I worry about all the families that do not. I think that the AAP (American Academy of Pediatrics) makes the best summarized argument in support of children attending school as much as possible, given the risks from either option.

As a parent of an incoming student, I did not actually receive the survey that was sent out - and none of the parents of incoming children that I have spoken with had either. I sought it out to complete, but I suspect I was a minority in this regard. I do not think the survey results that were obtained fully represent the opinions of the parents of the K/1st classes, and my thoughts would be that a majority would be in favor of more school days in person. And I can see how parents of older children would not prioritize the

younger ones' school attendance, as their priority is their own children (for which I do not fault them).

I know that in person attendance is not without risk, but I fear the alternative risks are greater. I have more to say on this subject, as a concerned parent and as a physician treating families in the community, and have been following the emerging literature closely. I am sure that you are being overwhelmed with the daily fluctuating barrage of information and opinions, but I am happy to discuss further if that would be of help! I just wanted to make sure that my opinion for Option Three of the hybrid model was communicated. Thank you for all that you are doing and I hope you and your family are safe and healthy.

Sincerely,
Nicole Laney, MD

--

Ann McMurray
ESD #15 - Director District #2

Notice: Public records, including e-mails, are available to the public as provided by the Washington State Public Records Act (RCW 42.56). Your e-mail and my response may be considered a public record under the Act and subject to disclosure upon request by a third party.

--

Ann McMurray
ESD #15 - Director District #2

Notice: Public records, including e-mails, are available to the public as provided by the Washington State Public Records Act (RCW 42.56). Your e-mail and my response may be considered a public record under the Act and subject to disclosure upon request by a third party.

From: [Vickie Coury](#) on behalf of [Vickie Coury <couryv746@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Cc: [Brandon Lagerquist](#)
Subject: Re: Urgent - PD Portal Course
Date: Friday, August 28, 2020 10:15:58 AM
Attachments: [Course Detail for 4069.pdf](#)

Hi Rob,

You should have just received a notification that course #4069 was approved; I'm attaching the Course Detail sheet.

Let me know if you need anything further~

*Vickie Coury
Testing/Evaluation Technician
Edmonds School District
(425) 431-7139*

On Fri, Aug 28, 2020 at 9:38 AM Brandon Lagerquist
<lagerquistb835@edmonds.wednet.edu> wrote:

Hi Vickie,

The EEA reached an agreement with the district last night so Rob needs to push out a PD Portal course ASAP for the pre-service days.

[Here is a link to the document](#) we are using to plan out the PD sessions on the four pre-service days.

Here are directions from Rob for creating the course in PD Portal:

- It should be one single course for all four days and a single course for all teachers (no need to make separate courses for elementary and secondary).
- A total of 14 clock hours.
- Time - 7:30am to 11:00am each day.
- Dates - 9/1, 9/2, 9/3, 9/8.
- Go ahead and auto-approve the course and send the course number and course name directly to Rob.
- Title for the course: School Year 2020-2021 Pre-Service Professional Development
- Objectives - Learn best practices and functionality of the Seesaw and Canvas Learning Management Systems. Receive training on Psychological First Aid and planning for supporting Social Emotional Learning. Gain and refine skills in teaching in a remote environment.
- Agenda - the doc linked above can be used to design the agenda (the doc provides a description for each pre-service day).

I'm sure I didn't tag all the necessary bases, so once you get started please let me know what I left out and/or what needs clarification.

Thanks,
Brandon
Brandon Lagerquist
he/him/his
Director - Assessment, Research, and Evaluation
Edmonds School District
20420 68th Ave W
Lynnwood, WA 98036
425-431-7302



From: [Sari White](#) on behalf of [Sari White <whitesa@edmonds.wednet.edu>](#)
To: [James Sullivan](#)
Cc: [Andi Nofziger \[WA\]](#); [Robert Baumgartner](#); [Sandra Goveia \[WA\]](#)
Subject: Re: We need your voice!
Date: Friday, June 12, 2020 9:55:58 AM
Attachments: [image001.png](#)

Hi James,

Welcome to the team! I have sent you an invite to the next meeting.

Take care,

Sari



On Fri, Jun 12, 2020 at 9:07 AM James Sullivan <sullivanj@edmonds.wednet.edu> wrote:
Count me in! Happy to contribute.

On Fri, Jun 12, 2020 at 8:23 AM Andi Nofziger [WA] <ANofziger@washingtonea.org> wrote:

Hi James—

Now that the OSPI guidance is out on reopening schools next year, we need to get to work on figuring out the “Edmonds plan.” We don’t have a CTE teacher on the committee, and so I’m reaching out to you to see if you would join us. We have a meeting next week on Thursday 6/18 from 1:40 – 3:30, and then we’ll have a series of meetings throughout the next few weeks (Zoom, of course). Clock hours are available for the meetings, as a bonus!

Please let me know of your interest/willingness ASAP so we can either get you the link for the meeting or find another CTE teacher to join us—it’s a vital perspective as we make plans for the fall!

Thanks for considering--

Andi

www.edmondsea.org



--

James Sullivan
STEM / Sci-Ma-Tech
Brier Terrace Middle School

Student Learning Resources

[-https://sites.google.com/edmonds.wednet.edu/esdresources/home](https://sites.google.com/edmonds.wednet.edu/esdresources/home)

425.431.4125

From: [Sari White](#) on behalf of [Sari White <whitesa@edmonds.wednet.edu>](#)
To: [Andi Nofziger \[WA\]](#)
Cc: [Jeffrey Horenstein](#); [Robert Baumgartner](#); [Sandra Goveia \[WA\]](#)
Subject: Re: [EXTERNAL] Re: we'd love your voice
Date: Friday, June 12, 2020 8:48:28 AM
Attachments: [image001.png](#)

Hi Jeff,

Welcome to the team. I have sent you an invite for next week's meeting.

Take care,

Sari



On Fri, Jun 12, 2020 at 8:38 AM Andi Nofziger [WA] <ANofziger@washingtonea.org> wrote:

Thank you! Sari will send you a calendar invitation with the link for Thursday's meeting, and then expect a barrage of meeting requests early next week once we get all the dates set.

Andi

From: Jeffrey Horenstein <horensteinj@edmonds.wednet.edu>
Sent: Friday, June 12, 2020 8:35 AM
To: Andi Nofziger [WA] <ANofziger@WashingtonEA.org>
Cc: Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>; Sandra Goveia [WA] <SGoveia@WashingtonEA.org>; Sari White <whitesa@edmonds.wednet.edu>
Subject: [EXTERNAL] Re: we'd love your voice

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.

Count me in.

Thanks for asking.

On Fri, Jun 12, 2020 at 8:21 AM Andi Nofziger [WA] <ANofziger@washingtonsea.org> wrote:

Hi Jeff—

Now that the OSPI guidance is out on reopening schools next year, we need to get to work on figuring out the “Edmonds plan.” We don’t have a secondary performing arts teacher on the committee, and so I’m reaching out to you to see if you would join us. We have a meeting next week on Thursday 6/18 from 1:40 – 3:30, and then we’ll have a series of meetings throughout the next few weeks (Zoom, of course). Clock hours are available for the meetings, as a bonus!

Please let me know of your interest/willingness ASAP so we can either get you the link for the meeting or find another performing arts teacher to join us—it’s a vital perspective as we make plans for the fall!

Thanks for considering--

Andi

www.edmondsea.org



From: [Victor Vergara](#) on behalf of [Victor Vergara <vergarav@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Subject: Remote learning from FWPS
Date: Friday, July 31, 2020 1:20:54 PM
Attachments: [Draft Remote Learning Guidelines7.17 \(1\).docx](#)

Hey, one of my good friends from Federal Way shared their "continuous learning draft". This is a 50 page booklet with schedules for staff and students, guidelines for ELL, Special Ed and TAG students, all using an equity lens.
I thought you may want to take a look:)

Victor

From: webmaster@edmonds.wednet.edu
To: baumgartnerr@edmonds.wednet.edu
Subject: Reopening school- Thank you
Date: Wednesday, July 29, 2020 7:54:18 AM

The following email message was generated by a user filling in a contact form on your website. It was sent from the following IP address: 134.39.68.27

Good Morning,

I know like a lot of parents, we are all concerned with school reopening and how are we going to keep schools safe for the kids and the staff while trying to continue to educate the students. You are probably hearing a lot of negative messages but I wanted to let you know at least one family is truly grateful for all you and everyone in the school district is doing to help navigate through all the new challenges that are being thrown at you from all directions. Thank you for creating a plan to reopen when it is safe as well as allowing families to decide when it is safe to start opening, to allow us to continue remote learning if we feel that is what is best for our family. Keep up the good work and when this is over please take a well deserved vacation. Please don't feel the need to respond as I know you are super busy right now,

Sent By: Brandi Okano

Sent From: jbokano@gmail.com

From: [Victor Vergara](#) on behalf of [Victor Vergara <vergarav816@edmonds.wednet.edu>](#)
To: [@Cabinet](#); [Gustavo Balderas](#)
Subject: Reopening schools information
Date: Wednesday, July 1, 2020 3:43:57 PM
Attachments: [IMG_0549.PNG](#)
[IMG_0552.PNG](#)
[IMG_0559.PNG](#)

Hello:
Please see attachments with Miami SD information.
Victor

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

From: **VICTOR VERGARA** <victorvergara79@hotmail.com>
Date: Wed, Jul 1, 2020 at 3:38 PM
Subject:
To: vergarav@edmonds.wednet.edu <vergarav@edmonds.wednet.edu>
Cc: VICTOR VERGARA <victorvergara79@hotmail.com>

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From: [Victor Vergara](#) on behalf of [Victor Vergara <vergarav816@edmonds.wednet.edu>](#)
To: [Gustavo Balderas](#); [@Cabinet](#)
Subject: Reopening the schools with a focus on equity
Date: Friday, July 3, 2020 9:05:39 AM

Hello:

This is a good reading as we keep thinking about how to reopen schools with an equity lens.

In his article, Dr. Noguera reflects on the following:

1. How will your school/district support the mental health needs of the students?
2. How will we address frightened adults, lost learning and students we are failing to connect and engage?
3. Are school leaders prepared to support staff and students?
4. Are teachers prepared to address heightened awareness about racial injustice?
5. What will we need to know about the children?
 - a. How were they learning at home?
 - b. Where might there be gaps and losses in learning?
 - c. What will their social and emotional needs be?
 - d. How can we tap into rekindle their dreams and aspirations?

Then he goes on suggesting that during the first few days back with students we should "reconnect", listening to children's stories during COVID, checking with staff and listening to their concerns, and helping them feel comfortable about returning.

All these are good questions and suggestions as we keep planning/thinking about the reopening plan and how to best support our students.

Here is the full article:

<https://holdsworthcenter.org/blog/reopening-schools-with-focus-on-equity/>

Regards,

Victor

--

Dr. Victor Vergara
Executive Director of Equity and Student Success
Edmonds School District
vergarav@edmonds.wednet.edu

From: [Sari White \(via Google Docs\)](#) on behalf of [Sari White \(via Google Docs\) <drive-shares-noreply@google.com>](#)
To: baumgartnerr@edmonds.wednet.edu
Subject: Response to 9.11.20 Email from District Regarding COVID-19 - Invitation to edit
Date: Monday, September 14, 2020 3:35:15 PM

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



Response to 9.11.20 Email from District Regarding COVID-19

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 whitesa@edmonds.wednet.edu shared a document with you from Google Docs.



From: [Sari White](#) on behalf of [Sari White <whitesa@edmonds.wednet.edu>](mailto:whitesa@edmonds.wednet.edu)
To: [@Student Learning](#)
Subject: Student Art Links
Date: Saturday, June 27, 2020 9:57:28 AM

Hi All,

Barb Childs and Laurie Piper have been busy with projects showing student art and creativity during this difficult time. When you need a little lift these links can help:)

[COVID-19 - Artwork from Students](#) - Thank you Barb Child's for putting this together. Barb encourages you to read the artist's statements - very empowering.

[Calendar Art](#)

[Digital Gallery](#) - Videos, music and artwork are part of this gallery. Thank you Laurie Piper for placing these on the District website.

You can also find these links posted on our [Student Learning Team Site](#).

Take care,

Sari



From: [Scott Mauk](#) on behalf of [Scott Mauk <mauks@edmonds.wednet.edu>](mailto:mauks@edmonds.wednet.edu)
To: [Robert Baumgartner](#); [Greg Schwab](#)
Subject: The One Pager
Date: Friday, June 26, 2020 8:26:31 AM

Hi Rob and Greg,

Rob suggested yesterday that I do a [one-pager to describe our thinking](#) on reopening (to be shared). My druthers would be to make a call to do remote learning with essential activities on campus (we can increase "essential activities" as we go) until January. We have to do a new schedule a registration in the fall in all likelihood anyway, which is why I am nudging to see if I can move ahead with a plan anticipating phase 2 or 3.

Anyway, thanks for your input and support.

See you soon,
S

--

Scott Mauk, Ed.D.
he/him
(425) 431-7841



From: [Sari White](#) on behalf of [Sari White <whitesa@edmonds.wednet.edu>](#)
To: [Baumgartner, Robert J. \(ESC\)](#)
Subject: Title II EOY - OK to Send?
Date: Friday, September 25, 2020 10:08:50 AM

Hi Rob,

I reviewed the Title II EOY and made a couple tweaks to page 2 answers and changed an answer from yes to no on page (see highlighted question).

Were Title IIA funds used for teacher/principal retention in FP 239 (19-20)?

If **YES**, select all the boxes that best describe how Title II, Part A funds were spent for retention activities | SY19-20:

- ☐ Developed a cadre of trained mentor teachers who are compensated to mentor new teachers
- ☐ Developed a cadre of trained mentor principals who are compensated to mentor new principals
- ☐ Provided organizational support for teachers pursuing National Board Certification
- ☐ Coaching for experienced teachers (e.g. skills development or performance improvement)
- ☐ Stipends for additional training/PD
- ☐ Financial incentives for staying in the district (e.g. third year bonus)
- ☐ Financial incentives for hard to fill positions
- ☐ Reimbursement for endorsement assessments
- ☐ Provided organizational structures to monitor and provide feedback on key working conditions that affect teacher retention (e.g. teacher participation in decision-making, strong supportive instructional leadership from principals, and embedded opportunities for professional learning)
- ☐ Other:

☐ Other Alternative Activities due to COVID-19:

If funds were approved but not used, please explain below.

Were funds approved but not used because of COVID-19?

If the changes are to your approval I will go ahead and forward it on to Business Services.

Take care,

Sari



From: [Sally Guzmán](#) on behalf of [Sally Guzmán <guzmanreyess@edmonds.wednet.edu>](#)
To: [@CER](#)
Subject: [CER] Family Support CER update 6/2
Date: Tuesday, June 2, 2020 8:40:48 AM

Hello team,

Instead of an update, I am including our summer coverage sheet with information on what that will look like this year and a calendar on which advocates will be onsite. Please let me know if you have any questions. Thank you.

 [Summer coverage 2020](#)

Kind regards,
Sally Guzmán, MNPL

District Contact during school closure due to COVID-19

She/Her Pronouns

Family Support Office Number: 425-431-1454

Family Support Email: familysupport@edmonds.wednet.edu

Family Support Website: <http://bit.ly/ESDfamilysupport>