

16:07:15 From OASSA - Lynn Jackson : Welcome, Scott Nine.

16:07:37 From Alexa Pearson : This is the presentation. It is one that we adapted from Salem Keizer, and I added a few slides for this context.
<https://docs.google.com/presentation/d/1w36r7Zu4Xoy65Ighe3pGWjcPlXblCf4s6wCQp1hTBho/edit?usp=sharing>

16:10:45 From Morgan Cottle : Thank you for putting this here.

16:12:43 From 5A - Lee Loving : Even more blurry if the HS is on Trimesters where teachers have been teaching kids who they may never have seen as Term 3 began after the closure.

16:12:54 From Celeste Pellicci : My primary question is related to the Safeguarding Clause. It uses the words contact and engage. Despite having ongoing contact with all but two of our families and their students, we have many more students who are not engaging in online learning. Does the clause support passing them if they were passing at 6 weeks?

16:13:04 From Alexa Pearson : Yes, I agree, Lee

16:14:44 From 5A - Lee Loving : Lynn - True

16:16:16 From Jennifer Coleman : We have the same issue

16:16:41 From Joe Hosang : Probably 20% ish

16:16:47 From 4A - Jeff Roberts - Seaside HS : We are in that ball park as well...50-60% of our students will need to recover classes and I think that is a conservative estimate

16:16:50 From 3A Chris Daniels : 35 - 40 % for Amity HS

16:17:07 From Cari Sloan : We were on a trimester change over when the closure happened. It has been difficult to engage students in new classes. We are estimating 35-40% at Canby HS.

16:17:13 From 4A Brett Baxter - La Grande : 40-50%

16:17:14 From 2A RRSB Morgan Cottle : We were at 20% at the beginning with no adequate access. Engagement and work completion is now closer to 50%

16:17:20 From DeAnn : We have the same at North Marion

16:17:50 From Jennifer Coleman : We have home visits daily, lessened assignments/assessments yet still have about 40-50% with multiple incompletes at this point at Forest Grove High School

16:17:55 From 5A - Lee Loving : 30-40% for Ridgeview. YES, we have had teachers step way up in regards to changing their delivery and assessment practice

16:18:01 From Alexa Pearson : That's a great example. Thank you

16:18:23 From Luke Gregg : 30%

16:18:43 From Kevin Purnell : Adrian 1A - 16 or 90 have received an incomplete in at least one class

16:18:49 From Christopher Carmiencke : 40 to 50% with many changes to the instructional program.

16:19:29 From Celeste Pellicci : Our freshman are struggling the most.

16:19:32 From Joe Hosang : Yes, Juniors would be a concern

16:19:51 From Luke Gregg : juniors are our worst class

16:19:54 From Reyna Mattson : Anyone who is working full time is struggling, so yes lots of 11th, but others too

16:20:00 From 3A Chris Daniels : We are struggling the most with our 9th grade

16:20:00 From Becky.Barker : Yes, Juniors are a concern

16:20:01 From DeAnn : I am concerned about my juniors too.

16:20:02 From robertmedley : Freshman is biggest for us

16:20:05 From Christopher Carmiencke : 11th is a big concern

16:20:24 From beans : Freshmen and juniors are about even for disengagement.

16:20:52 From Becky.Barker : Engagement has declined greatly as the school year ending for 9th - 11th

16:21:40 From Dan Dugan : On the bright side, it looks like from the posts above, the sophomores are crushing it throughout the state of Oregon...Go 2022

16:21:41 From Jennifer Coleman : Would that summer school be with in building check ins?

16:23:51 From Jacob Pence - 4A Banks : We plan to use Summer School - online credit recovery through Edmentum

16:24:24 From Christopher Carmiencke : We are gathering "packets" of work that focuses on Essential Learnings that need to be met to earn credit. We can distribute through the summer and fall, and then evaluate these for credit.

16:24:40 From beans : Web☞ re doing online summer school. But web☞ re worried that we will only catch those students that are currently engaged, and miss those that are not currently engaged, since it will just be more online/virtual learning.

16:25:02 From 4A - Jeff Roberts - Seaside HS : My concern with the summer school model is hoping students that were disengaged, for whatever reason, become disengaged when school is out

16:25:23 From Katy Wagner : we are allowing seniors to finish Edmentum, but our funding for summer school was cut

16:25:31 From JBoyd : Would it be more advantageous for summer school to start Aug. 3rd? So teacher and students can get a break to recharge before diving into academia. Potentially greater opportunity for larger groups to meet in Aug.

16:25:46 From nick lupu : Some of teachers have agreed to keep their google classroom open all summer and the fall until students finish their assignments. or until there is enough evidence.

16:26:04 From 2A RRSB Morgan Cottle : I appreciate the efforts of teachers to tap into what they students are interested in, already working on. Be creative, focus on what is important and err on the side of the student.

16:26:39 From Alexa Pearson : ODE Site for options for awarding credit: <https://www.oregon.gov/ode/students-and-family/OregonDiploma/Pages/Credit-Options.aspx>

16:27:04 From OASSA - Lynn Jackson : Thank you for sharing out, Alexa.

16:27:28 From 4A - Jeff Roberts - Seaside HS : One thing you and I discussed Lynn is how to serve students that transfer? We have a highly mobile population and we know that often times our classes may not line up with other institutions.

16:27:29 From Pete Danner : Not a thought about your ideas but we are still trying to envision what the plan will look like. Each teacher will need to communicate what is necessary for students to overcome an incomplete. We want consistency so students/parents are getting communication that is clear and easy to understand. Has someone developed a form/communication plan.

16:27:55 From 3A Chris Daniels : We are on a 4 day school week Monday - Thursday. We will use Fridays for the students in the most need to recover their incomplete. Other students will use our online program Schools PLP to recover. We decided the summer school may be as futile as distance learning has been during the regular school year for students who do not function in that environment.

16:28:39 From Majalise Tolan : ODE has a template for a plan in the toolkit. We modified it and will have it on a Google Doc for teachers to use and then use it to meet with families and support staff as guidance.

16:28:44 From Heidi Hermansen : As the state moves ,into Phase 2 & 3 will ODE be revising the summer school requirements?

16:28:52 From Christopher Carmiencke : We are also trying to give space to students and teachers over the summer and be ready to support in the fall.

16:30:31 From Celeste Pellicci : @Pete Danner, Gresham Barlow has developed a pretty solid (but still evolving) plan for this.

16:31:20 From Pete Danner : Thx Celeste but I'll be in touch

16:31:48 From Cari Sloan : We are looking to sequential learning and using Measure 98 funds for after school sessions and mentoring. Canby HS

16:32:13 From Joe Hosang : If a student receives and Incomplete this summer and we try to get the student to demonstrate some sort of essential learnings, the basics, but he doesn't do it by September 2021? Does it turn to an F? The spirit makes me feel otherwise.

16:33:42 From Christopher Carmiencke : It will turn into a NP so it does not harm GPA

16:34:05 From Joe Hosang : Thank You

16:34:10 From pattersj : Hello Joe. Great question, thank you. It would remain an incomplete.

16:34:51 From Kevin Purnell : Wondering what smaller districts are doing with 8th graders who did not engage and now have incompletes going into the summer?

16:35:29 From 2A RRSB Morgan Cottle : The elementary school model of thematic, integrated approach to packing content

16:36:53 From Alexa Pearson : @Morgan. Exactly. Bundle standards for multiple subjects in a thematic, relevant way

16:40:10 From pattersj : Also wanted to add the possibility of peer tutors.

16:40:55 From OASSA - Lynn Jackson : Peer Tutors could really be a leveraging strategy.

16:42:17 From 2A RRSB Morgan Cottle : Thank you Alexa. The model validates the student's interest, is real world and reduces redundant work.

16:43:59 From Pete Danner : For those of us who were starting trimesters our teachers needed to build relationships with students. They used daily check in questions, ice breakers, etc. It was most helpful for teacher-student relationships since the learning was asynchronous, but it did help teacher/student connections.

16:44:48 From Dr. Sisneros : Is there a down side to giving every student a b pass and the credits knowing that the majority of our kids that will be receiving an incomplete are low income, minority groups, and/or credit deficient with compounding factors? We will be teaching them to meet further standards to graduate with or without b passing this term. I have students that will have 6-7 b incompletes that may be pushed towards a GED or dropout without a large amount of generosity. An idea I haven't heard...

16:45:15 From 2A RRSD Morgan Cottle : For those students that we are receiving as transfers with 'I's, it is the perfect opportunity to bundle. More than likely, they are going to have more than 1 incomplete

16:45:50 From 5A - Lee Loving : Off topic: We have been doing lots of thinking around how AVID strategies will need to be even more explicitly taught to ALL kids next year. Collaborative Study Groups, Close Reading Strategies, Focused Notetaking, etc. AVID becomes MORE important in all schools... if that is possible.

16:46:03 From Katy Wagner : a universal pass is looking more and more attractive to my teachers

16:46:32 From Joe Hosang : What was ODE's intention by having three parts to the Credit Assurance Plan (Social Emotional Learning, Academic and College and Career Readiness) If it's the essentials to learning, seems like we're truly focused on the academic part. Right? So why three parts

16:46:38 From 2A RRSD Morgan Cottle : Katy, I hear that being talked about. The "I" should be the rarity

16:47:10 From Majalisse Tolan : Great point, Lee!

16:48:53 From DeAnn : H

16:48:56 From 5A - Lee Loving : The Universal Pass...We have wondered "are we expecting too much?" Balancing the access/equity expectation with the rigor we expect. This seems to be the moving target.

16:49:14 From 3A Chris Daniels : If we need to shut down again during the school year again, we need to emphasize the need for schools to have at least a few days to prep the students and families. I strongly believe if we had some time before this shut down the number of incompletes would be much less.

16:49:14 From DeAnn : Great point !

16:49:16 From Christopher Carmiencke : I agree Lee.

16:49:47 From COSA Zoom 2 : Great point Chris

16:50:38 From Joe Hosang : That's perfect! That's what I was hoping. NICE

16:51:04 From DeAnn : Great point Chris.

16:51:30 From Saskia Dresler : I think it would be helpful to look at how we can carry forward the credit options flexibility into standard practice. ODE's voice in advocating for more flexibility and innovation in how we assess learning and award credit could go a long way. Also, we need to get the message and story out about the importance of school and the coordinated, state-wide plan for opening school. A cohesive media campaign that all districts can join and support, as well as ODE and state/local governmental messaging about how we are opening school and the pathways for students and families to reconnect with their schools.

16:55:38 From Alexa Pearson : Yes, please carry forward the credit option flexibility. We need to think about what deep purposeful learning looks like and take this opportunity to reimagine the way we do school

16:55:57 From pattersj : Thank you Saskia. Great suggestion and important point.

16:58:50 From OASSA - Lynn Jackson : Thank you for your comments Saskia.

16:59:58 From Scott Nine : Thank you all for your work and leadership.

17:01:12 From pattersj : Sharing our contact here; please reach out as we care about supporting and working alongside you. Jennifer Patterson 971-304-9043 Jennifer.patterson@ode.state.or.us

17:01:33 From 2A RRSD Morgan Cottle : Thank you for the opportunity to share and brainstorm

17:01:33 From Majalisse Tolan : Thank you all for joining. Great job Jennifer, Alexa, Scott and Lynn!

17:01:34 From 5A - Lee Loving : THANK YOU Jennifer, Alexa and Scott!

17:01:41 From pattersj : Thank you for the invitation. An honor to spend time with you this afternoon.

17:01:45 From Dan Dugan : Thank you

17:02:00 From Alexa Pearson : Thank you to all of you for inviting us here. Please do reach out with suggestions, questions, ideas: Alexa Pearson alexa.pearson@ode.state.or.us

17:02:07 From 2A - KSD Laurel Smalley : Thank you

17:02:11 From DeAnn : Thank you.

17:02:14 From Celeste Pellicci : Thank you!

17:02:49 From DeAnn : Lyme, can you share your letter?

17:10:01 From Alexa Pearson : They are now new:) They were given a facelift though

17:14:20 From Alexa Pearson : Oops. Meant to say "not" in that last comment