

November 13th, First SIT Team Meeting of 2019-2020

11:50-12:45 PM

In attendance: Jody Tanzman, Heidi Brousseau, Catarina Anselmo (ELL), Melissa Coen (H & W), Nia Milman, Lindsey Tavares (Community Member-CLEE), Michell Slusarz, Tracey Learned, Fran Taft (Head Teacher), Nichole Collins.

Communication Feedback-Studer Parent Survey

Areas for Improvement:

1. I receive regular feedback on how my child is learning at school. 3.54 out of 5.
2. I receive positive phone calls and messages from schools.

Parent Feedback from Spring PTO Meeting:

1. Consistency of feedback to parents, amount and type
2. Want information that can promote conversation with their child on both academic and social/emotional needs.

Process Used, Strategic Thinking Model-NISL

Context-internal and external, reviewed and discussed.

Vision-to promote parent engagement

Strategy, examine the following in partners and debrief with the team

- **Assumptions**
- **Interests**
- **Objectives ?**
- **Capabilities**
- **Threats**
- **Risks**

Report out notes:

Capabilities:

- See Saw, how it is used to inform parents? Parents had questions.
- Aspen for communication, grades visible, academic, and so forth, are we using this tool? Why or why not?
- Creating more opportunities for volunteering, are there ways parents could support the use of See Saw and other tools to promote communication
- Parents looking for more data, individual student data and school data.
- How do we streamline for teachers and focus on the two main bullets of the feedback from the Studer Survey.

- What should notifications look like? Do we develop a resource for parents on expectations for See Saw and how to interact with it? Do notifications to families always have to be as a whole group, ease the time for teachers?

Interests:

- Nice for parents to get a glimpse of the following about their child:
 - What made you laugh today?
 - What are you struggling with in school, how can I help?
 - Who did you play with at lunch/recess
- Reflection on how students are perceiving their day, what is working, what could I improve, and so forth.
- Interest in some of the non-academic parts of their child's day, what was positive or negative about the day.
- Connection to social media, tool to communicate what is happening day to day, more realistic? Make part of routine of student day rather than one time event.
- How do we create trust to communicate things that are not perfect?
- Some kind of weekly checklist, what was the best part of the week, what could have gone better, some type of reflection.
- A couple of times per year. Could videotape using the ipad.
- Connections to RULER, what are three emotions I felt this week.

Assumptions:

- Mindful about the actual amount of time it takes and how to keep it real and authentic.
- How do we create equity?
- Language barrier concerns, how are we engaging our ELLs, what is meaningful to them? Currently, our ELL teacher is using another tool as See Saw does not have access in languages needed by our populations
- Communication about making it interactive.
- What to do when a child does not like to be photographed?
- It is quick and easy, this is an assumption?
- Access to technology, how does this impact? What is the availability to teachers for access? Some parents want limited interactions with technology.
- Who can see the posts, what are the setting, could this be part of resource for parents?

Risks and Threats:

- How do we make sure that parents know how to use?
- How do we protect the privacy of students?
- How long does it follow kids, what does this look like?
- Reading Specialist/Math Specialists?
- Questions about settings, who sees?
- Teachers not feeling overwhelmed, this is a concern for parents. What are the other students doing while they are working with a student to create a post?
- Meeting parents needs, some like more communication, some like less.
- Repetitive, if already sending home the same things in the folder, for example, rereading of a report. Parents see work in folders, how do we create opportunities to see the process and messy work?

- Parent Helpers, how does it impact privacy
- Should we develop a workshop, parent survey, brainstorm with teachers on what they are using for posts, how are they using, and so forth
- Once per week sharing their daily intention or goal, sometimes they are not academic, insightful and authentic.
- Wanting to see kids truly in the school environment
- Management, not everyone needs to post on the same day at the same time
- Giving teachers permission to be flexible with the tool.
- Communicate what See Saw looks like, how many times, what is posted
- Is a communication plan needed? Would this be from the school? Would this come from grade level teachers to ensure consistency?