

## **Coffee with the Executive Director**

**April 8, 2020**

**12:00 -1:06 p.m.**

### **English Meeting Minutes**

**31 participants**

**Mercedes opens the meeting at 12:05 p.m.**

**Mercedes shares that we are excited to get on the call because we are grateful to see all and for the comments/ feedback which hopefully make what we are providing more accessible to our students. We have grown a lot since our last Coffee, which we are excited to present to you.**

**We will have our usual forum for this. Will first report back some steps we have taken to address issues that were presented to the PTO and then presented to Admin and then what we have done with the feedback. Mayara will be sharing the screen so that you can see the summarized points to which we problem solved to prior to this call.**

**After we finish that presentation we will open it up like a regular Coffee for anything you have questions with or problems with or would like to solve to.**

**Mercedes asks Mayara to share her screen and a request to save comments or questions until after. After you can jump on around these or anything else you brought to the table today.**

### **Reviews screen**

**What you can see are the concerns that were brought to the PTO who met last Thursday. Going bullet by bullet.**

**Firstly, parents need help navigating Maravillas and Wonders. The Parents need a walk through. We are happy to report that there is a new tutorial regarding the portal and the platforms. Mercedes ask Mayara how the information was shared.**

**Mayara shares that the info was posted on Dojo. It was not posted on Facebook because we do not want to disclose the curriculum information on a public platform. Therefore, we put it on a platform that only parents have access for.**

**Mercedes says that if parents go to our website, the link to this piece is,..the virtual explanation, is on the website front page as well as the parent reources, correct?**

**Mayara confirms and adds also on Dojo. If you click on the link you will be able to view it.**

**Mercedes thanks Wilma and Jen for creating the walkthrough. The video takes about 30-40 minutes but will help you learn how to navigate.**

**Mercedes shares the second question around parents needing help with the non- native language,**

**Mercedes shares that this is bring to the front the rigor that children are faced with on a daily basis. She shares it with parents as they come into the school. There will be challenges. But, for native English speakers who don't speak Spanish and vice versa, you may be faced with challenges. She has spoken with other dual language programs across the state and they face the same challenges. But, right now, do the best you can. Use Google translator. But, this is the reality. Do the best you can. Dr. Shirley, would you like to share, but that is the direction we are going in.**

**Dr. Shirley shares that the curriculum will be taught in the applicable language because that is what is in our charter and we need to follow that. In Imagine Learning, the directions can be in their native language, but the content will be in the applicable language. The teachers have chosen which program the child will feel more comfortable in based on their language proficiency. However, Maravillas and Wonders must be in the language it would be presented in the school.**

**Mercedes reviews the fourth and fifth bullets around parents and students being overwhelmed. She would add to that that teachers are overwhelmed, families are overwhelmed, the community is overwhelmed, the world is overwhelmed as these are unprecedented times. With that, we must remain sensitive to one another. We are putting our best foot forward, it is not perfect, but we are course correcting as things come forward. But, if we can extend each other grace, we can help each other much easier and much faster.**

**About parents worried about students coming back this year with medical concerns. We must take it one day at a time. We have the extension to May**

**15<sup>th</sup> and we do not have any more information beyond that. But, we will be dealing case by case and be sensitive if and when that return occurs.**

**The last one , Zoom calls are great, but they are being presented at inconvenient times. That was in particular for Kinder. Interestingly enough, that was a request by working parents. Parents asked for the 8pm because it worked for them so teachers extended their day. So they did the Zoom call and it was much higher attendance because it extended the opportunity to parents who were working during the day. That example was mutually exclusive in that it worked of both parents and the teachers. Moving forward, we explained to teachers that their work -day is their work- day from 8 am to 4p.m. What we keep saying is that if you can extend it and it can be mutual, that do it, but remember our teachers are balancing work life must as much as you are. So they will do the best they can but their work times are from 8-4.**

**That said, Mercedes opens it up to parents to ask questions either via the chat or by unmuting yourself at this time and asking the question to the collective**

**Parent question: I am a little concerned about attendance. Through the Distant Learning platform, if a student doesn't complete an assignment and the student is a little confused, does that count against them?**

**Mercedes shares that it is our expectation of the state that our parents across the nation really are taking responsibility for their child to be participating on whatever platforms whatever direction our schools are taking to keep your children learning. At this point, as it has always been, it is a shared responsibility. To that point, our teachers and our Academic Dean are paying close attention to student participation. That is one of the benefits to the online platform. We can see what they have done, what they have to done, and how long they have worked. Will it count against them? That is something that you as a parents have to juggle with. There will be a level of accountability for your child. If a parent chooses to do their own curriculum or decide to their paper work, that is something that you as parents will have to sit with. We can only do as much as we can on our end to ensure continuity of learning.**

**Dr. Shirley shares that we are checking what students are doing because it lets us know what is feasible and accessible to parents. You need to understand that curriculum comes at a cost. Some students and schools are starting this week. But, our students have not had an educational gap. To have a digital**

platform in this amount of time...it is....I didn't think it was possible..but it was possible because we worked and gave up Saturdays and Sundays to get it done. In K-2, we were using paper and pencil but the circumstances forced us to do one to one. I am telling you that I have worked for 30 years as a teacher and others are struggling. But, we are using a continuation of the curriculum, not just resources as some other districts are using. I hope that you are able to see what has been put together for you.

Mercedes shares a questions around grading. What has been the direction for teachers around that?

Shirley shares that teachers are directed to give feedback. In certain platforms, the system corrects it for the teacher. But, what we are looking for is that they participated and they completed it. Teachers are giving feedback, such as good job, but it comes through complete. In Dreambox, teachers are checking to see that the students have connected an completed a lesson. Some students are doing more than one. In Imagine Learning it is different because teachers can assign coins. Kids love the coins because they can create avatars and they love them. Teachers can listen to your kids and give them booster bits so that they can feel as though they did a good job. Nit grades, its' feedback.

Parent shares that on her iPhone, Google translate app, has a camera option. If you aim your phone at what you want to translate it will translate. It will not be a direct translation, but it is helpful. Your child can also use it.

Mercedes shares that this is a great suggestion.

Mayara shares that another parent has shared that if you use Google translator, it will translate a page as well. But, you have to use it in Google Chrome.

Parent shares that this is accurate. If you use it in Chrome it will automatically recognize it. But, she does not keep it in the English language because the point is for her learn the language. So, it is not just one the phone, but the computer as well.

Mercedes thanks the parent for the add.

Parent question, she expressed to her daughter's teacher that her child likes to write stories. Should students keep supplemental work that could be counted

**as credit? Also, we are navigating through the distant learning and I just found out you are supposed to save your work when you log off so we are trying to figure that out as well. I know there is a phone number you guys gave as well so we can call if we have issues.**

**Shirley asks if the writing has to do with journaling.**

**Parent says that the computer is asking questions, but her daughter is writing her answers on paper and pencil instead of writing it in the platform. She is writing things about the story. She just likes to write.**

**Mercedes asks if she can screen shot it and send it to the teacher.**

**Shirley shares that she can do that, but teachers do journaling in the classroom. So, she would keep that and take a picture and send it thru Dojo.**

**Parent shares that she will do that. After they do the Distant Learning, she realized that you need to save. But, if you haven't hit save, do you know that the student has logged on.**

**Shirley shares that it depends on the platform. It may tell you exactly what they have done in Maravillas and Wonders and Mis Matemáticas, you have to save it, while in the other platforms you may have to complete it. But, do not worry, we are all learning about it. In Imagine Learning and Imagine Español it automatically saves.**

**A parent shares that you do have to save each page. It does not save automatically via chat.**

**The parent verbally shares that you have to hit save or it will not count.**

**Parent question, what save button? When she goes on Wonders, she sees the assignment and she sees the instruction and she sees the link that launches the actual program. What she thought was that once you are done clicking the arrows, you mark submit once you are finished.**

**Mercedes asks if we could screen share.**

**Shirley shares that it depends on the task. If it is a game, you don't have to save it. If they were read to, you don't have to save. But, it depends on the task. You can do an assignment but you don't have to save when she is receptive and learning the content.**

**Parent shares that she hasn't come across one that she has had to save. She has also seen the microphone. Is that a requirement? She wasn't sure if she should leave a message.**

**Shirley shares that if you do record, then you have to save to submit. Example, our higher grades get a lot of worksheets so they have to save and submit. Then the teachers look at it and give them feedback. When it is little one, they are listening and learning so it depends on the assignment.**

**Mercedes shares her thanks to the parents who are going through this learning process with us. As a school, our commitment is to imparting to your students, 21<sup>st</sup> century skills. If we don't think technology is the wave of the future, especially what it going on, then we have missed the boat. As much as we may want to resist it, I believe it will strengthen us as a community. It will take persistence. I am filled with pride in this community who gave taken this commitment to our students so that they can complete with any other child out there. So kudos to those who are sticking with it and sticking with us to make sure our kids are ready for and competitive for the world that is nothing like we grew up in. So kudos.**

**Mercedes ask so what else can we help you with?**

**Mayara shares that in order to provide clarification; Wilma is going to connect into her daughter's account for a visual.**

**Wilma shares her screen with the information on the Wonder's platform. Wilma walks through the screen share.**

**Parent question, when you hit submit is that where you save?**

**Wilma shares that yes that is where you save when you hit submit.**

**Parent confirms that when you hit submit, it shares everything,**

**Wilma and parent clarify that you have to submit/ save for each. Wilma confirms that save is the submit button.**

**Parent confirms that on the example shown doesn't have a save button because of the assignment. They learned that the hard way. Depending on the activity you have to save after each assignment,**

**Shirley shares that that is correct. As the student gets older, there will be more and varied types of submission.**

**Parent shares that in Mis Matematicas it saves automatically. They tested it by scribbling on a page and when they move forward, it was there. In Wonders and Maravillas, on the bottom right, there are icons that show the save. It looks like a floppy disk that you have to hit to save.**

**Shirley shares that if it is an example like the one Wilma shared, the child can leave a note to the teacher. Or the parent can leave a note. It is a communication in addition too. When the student hits submit, it will automatically see that the child finished it.**

**Parent question with Maravillas. With Wonders, there were two sets of assignments. With Maravillas there was a handwriting assignment. I tried it on different platforms and it wasn't working well. What was everyone using? Or can we find a different resource to practice those words?**

**Shirley shares that you can use different resources. You can write in the note section, we wrote it on a white board, we wrote it on a chalkboard, etc. This also gives us a hint that we may need to go back and look at the settings on our programs. When you tell the teacher, it gives us a hint that we should figure this out. It helps us troubleshoot. I really like your feedback because it helps us to learn our product even better. You are becoming experts in the programs, and I like that because it really is an excellent bi-literate program.**

**Mercedes thanks those for their contributions.**

**Parent shares that at first it is frustrating to go from the various apps even though it wasn't intended. But, as a parent it is frustrating at first. You have to go to the platform and then you have to click on all the different stuff. But, we are just going to do one platform at a time.**

**Shirley says to think this is just like a class day.**

**Parent shares that yes they are just going to do it one at a time. It's a lot, with having so many different windows open.**

**Shirley reminds the parent of what is required versus what is a resource. Maravillas and Wonders, Mis Matematicas and Dreambox and Imagine Learning. It is equivalent to English Spanish and Math in school.**

**Mercedes shares that when she goes there she has to remember to feel blessed for the problems she has. But, if we can allow room for frustration and name it without feeling the need to fix it for each other, it goes a long way. So, I**

**appreciate you saying that without needing us to do anything about it. Thank you because it is a great example of modeling.**

**Parent has a question as we have 10-minutes left.**

**Parent says we have been doing everything that was provided but Spanish was hard, but we managed to do it. But, Mis Matematicas was hard. We also use Google Translate so I can know what's going on. But, the video is not loading.**

**Parent says that if you look in the upper left hand corner and click on the pencil, it will give you the whole roster of what she needs to do.**

**Parent says that when she opens it there was nothing there.**

**Shirley asks for student's teachers.**

**Parent shares Kinder, Santos.**

**Shirley asks what type of tech is she using.**

**Parent shares it is an iPad.**

**Shirley says the minimum megabytes for usage must be 32 because they are so high in graphics that they will not load.**

**Parent shares that they are able to do it in the book, but she is not sure what to do because there is no assignment.**

**Mayara clarifies the question for Shirley.**

**Shirley says if you go to the distant learning platform, you can also find out the exact assignment.**

**Mercedes shares that we will look into and get back to you. Confirms that the teacher is Santos.**

**Parent shares that it is the iPad as she does it on the tv because she has a Smart tv.**

**Parent shares that Google Chrome seems to work better with loading videos and things like that because of the flash. Also, if you go back to the home screen and go to the green button. Click that. Are those the assignments? Ok, click on the wheel and then click on the video. But, it may not open because you are still on Safari. But, if you may want to add memory.**



**Mayara thanks the parent for helping us because we do not get to see the student side of it. It helps us to be informed and learn the system.**

**Shirley shares that she appreciates that parents helping one another because there are certain things that look the same across grade levels but there are things that are not. We have a great group of parents who are resourced to help one another. And thank you for your commitment.**

**Mercedes thanks Dr. Shirley and agrees with Greg that this was a great troubleshooting session. This is what these sessions are about. This isn't just about giving information, it is about what you need as well.**

**Mayara wraps up with reminders.**

**Mayara shares that the link is no longer shared on Facebook, but it is sent out to Dojo. The reason being is that we want the information to be for parents only. There have been reports of people doing inappropriate actions if they have access.**

**In terms of communication, we will continuity with our platforms. We will be launching a part on the website about enrollment. If you know someone, please let them know that the enrollment platform will be available for them.**

**We will continue to use of Robo calls.**

**Mercedes reminds about days off.**

**Mayara shares that there was a letter sent on Sunday. There will be no school on Friday for Good Friday and we have a Spring Break day on Monday. All of the regular activities will happen during the week. Reiterates.**

**A request that was shared by parents for communication to be shared via email in addition to Facebook.**

**Parent asks for a repeat because she was being cut off.**

**Mayara repeats that a parent asked for information to be shared via email in addition to the Facebook. It can be used, but she wants to make sure it would be useful. Is this something that parents think would be beneficial.**

**Parent asks if there is a preliminary plan about ending the school year.**

**Mercedes says that it is a big question that is a question mark for the nation let alone our state. We have to adhere to the declaration of Gov. Carney. At**

**this point, his declaration is until May 15 and we have not heard otherwise. If there is any update on whether we go back sooner, later, or not at all, we do promise to give the information as soon as it comes to us. But, at this time, we are unable to confirm.**

**Parent clarifies his question if the plan is to finalize the school year in class? It could be June...but is there a plan to finalize on the platform or in school.**

**Mercedes says that we are working on the platform right now and if we return it will look differently. But, this is the plan that was submitted to the DOE. There are a lot of unknowns but this is what we are working on towards May 15.**

**Parent says that if this continues, will the platform finalize their grades and they move forward.**

**Mercedes shares that will happen if and when they return to school. This is the plan until May 15.**

**Mercedes shares that we are scheduled to finish June 12 because what was shared with the DDOE, the calendar, we have not missed any student or teacher time based on the parameters of what they state has determined to be working days. The students on the 12<sup>th</sup> and the teachers on the 16<sup>th</sup> whether it is on this platform or in person.**

**Mayara clarifies that if she we go back we will end on June 12 and if we don't go back we will end June 12.**

**Mercedes wraps up with a wish for a great rest of the week and a peaceful and restful weekend.**

**Meeting closes at 1:06 p.m.**