



## Audio Transcript

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00:00:08.849 --> 00:00:18.119

Arik Korman: Hello, I'm Arik Korman, Communications Director at League of Education Voters and the parent of a sixth grade son in the public school system, who needs special education services.

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00:00:18.810 --> 00:00:26.910

Arik Korman: This webinar features live closed captions. To access captioning just click on the closed caption button at the bottom of your screen.

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00:00:27.660 --> 00:00:37.140

Arik Korman: Spanish interpretation is also available. To access this webinar in Spanish, in your webinar controls at the bottom of your screen click interpretation

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00:00:37.530 --> 00:00:47.760

Arik Korman: which is the icon that looks like a globe, then click Spanish. And if you want to hear only Spanish without the original English in the background, click mute original audio.

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00:00:48.270 --> 00:00:57.660

Arik Korman: Special thanks to Fanny Cordero, who is our interpreter. If you have any technical issues, feel free to use the chat function, which I will monitor throughout the webinar.

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00:00:58.770 --> 00:01:14.400

Arik Korman: In case you're not familiar with us, League of Education Voters is a statewide nonprofit working with families, educators, and leaders to build a brighter future for every Washington student. Our website is [educationvoters.org](http://educationvoters.org).

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00:01:17.190 --> 00:01:26.220

Arik Korman: We believe that education is a tool for justice. One of the systems that perpetrate racial injustice experienced by communities of color is our schools.

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00:01:26.790 --> 00:01:33.360

Arik Korman: We believe every child deserves an excellent public education that provides an equal opportunity for success.

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00:01:34.020 --> 00:01:46.110

Arik Korman: In order to achieve this, we must pursue radical change in our school systems for equity, justice, and liberation. We must build schools and systems that honor the humanity in every student.

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00:01:46.860 --> 00:01:57.330

Arik Korman: Welcome to our free online webinar series, Lunchtime LEVinars. We started this series seven years ago to share information and build knowledge on important and timely issues.

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00:01:57.990 --> 00:02:03.750

Arik Korman: Today's LEVinar features principals from across Washington state on education in the time of COVID.

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00:02:04.740 --> 00:02:17.760

Arik Korman: As we approach this final quarter of this historic and challenging school year, principals across Washington are navigating remote, hybrid, and modified in person learning environments for students, educators and families.

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00:02:18.420 --> 00:02:27.660

Arik Korman: For this webinar, we have partnered with the Association of Washington school principals to assemble a panel of principals from across Washington state to discuss how the 2020-2021

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00:02:29.250 --> 00:02:43.980

Arik Korman: school year is going, how they would reimagine education based on what they have learned from this unprecedented school year, and how principals can better be supported at the state and district levels. They will also answer your questions.

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00:02:45.240 --> 00:02:51.510

Arik Korman: Our panelists today are Rogers High School principal Jason Smith from the Puyallup school district.

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00:02:52.050 --> 00:03:01.110

Arik Korman: He was recognized as the 2019 Jostens Renaissance National Educator of the Year and honored by the Association of Washington School Principals as the

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00:03:02.040 --> 00:03:10.260

Arik Korman: Washington State High School Principal of the Year. Regal Elementary school principal Tricia Kannberg from the Spokane school district.

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00:03:10.980 --> 00:03:21.000

Arik Korman: McFarland Middle School assistant principal Carlos Gonzalez from the Othello school district. Sultan Middle School principal Nathan Plummer from the Sultan school district.

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00:03:21.870 --> 00:03:34.470

Arik Korman: Kelso Virtual Academy principal Cindy Cromwell from the Kelso school district. Mount Si High School principal John Belcher from the Snoqualmie school district, and I should know that one because my wife went there.

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00:03:35.550 --> 00:03:44.010

Arik Korman: South Shore PreK-8 principal Justin Hendrickson from the Seattle school district. A couple of housekeeping items before we begin.

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00:03:44.520 --> 00:03:50.790

Arik Korman: You'll notice a Q&A function at the bottom of your screen. This is a space for you to submit questions to us.

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00:03:51.420 --> 00:04:00.510

Arik Korman: As always, feel free to send any feedback about the webinar quality to us on the chat function or at [info@educationvoters.org](mailto:info@educationvoters.org).

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00:04:01.260 --> 00:04:21.030

Arik Korman: And speaking of the chat function, you're welcome to use it to check in and comment on anything you hear. To kick things off I'd like to show you a 90-second video by the Association of Washington School Principals. Their website is [awsp.org](http://awsp.org). So I will share my screen oh so quickly.

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00:04:22.740 --> 00:04:23.520

There we go.

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00:04:32.190 --> 00:04:36.900

You probably know that school leadership matters, but how much does it matter, really?

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00:04:37.830 --> 00:04:52.050

Well, did you know principals are the number two influencers of student achievement? Just behind great classroom teachers. And schools filled with great teachers just don't create themselves. That's where, you guessed it, principal leadership comes in.

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00:04:53.070 --> 00:05:09.810

Principals are the multipliers of effective instruction. At AWSP, we support principals in an effort to make their jobs, more manageable and sustainable. Why? Because when school leadership experiences turnover, it resets a school's culture, systems, and learning.

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00:05:10.950 --> 00:05:17.640

Arik Korman: Progress and change aren't sustainable in that environment. And it hurts the school, the staff, and student achievement.

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00:05:18.240 --> 00:05:27.810

Arik Korman: Add to that... change takes time. Research shows it takes at least five years to turn a school around, but only one in four principals end up staying in the same building after five years.

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00:05:28.350 --> 00:05:39.090

Arik Korman: That's why we're working to support principals across every stage of their career... to keep them connected, informed, engaged, and in place so that they can create sustainable change.

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00:05:40.290 --> 00:05:47.370

Together, we can make change happen. And we can help give principals the skills, tools, and resources to help them lead effectively.

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00:05:48.420 --> 00:05:58.980

Visit our website today and learn all the ways AWSP supports principals and about what we're doing to build a network of truly effective principals all across our state.

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00:06:05.250 --> 00:06:23.670

Arik Korman: All right. Well welcome Jason, Tricia, Carlos, Nathan, Cindy, John, and Justin. Thank you so much for joining us. We really appreciate it. We have three questions as I said earlier that we're going to discuss today before we open it up for Q&A. And the first question is: How is the 2021,

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Arik Korman: school year going... the 2020-2021 school year? And I'd like to kick that off with Jason Smith from Rogers High in Puyallup. How are things going?

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00:06:33.420 --> 00:06:39.990

Jason Smith: And thank you for having me today. I'm honored to be here and hopefully can share a little bit of wisdom.

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Jason Smith: I think this year I will say I have been continually humbled in being an administrator and being a principal. We are continually evolving and learning throughout this entire year.

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Jason Smith: We started this year fully remote, as many people have, and just earlier this month we brought back

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Jason Smith: our students in cohorts. And in Puyallup we have gone to a four cohort model

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00:07:07.320 --> 00:07:18.600

Jason Smith: where there's remote teaching in the morning and then students coming in in the afternoon. And the reason for the four cohort model is to keep class sizes down, as we are trying to adhere to six-foot distancing and

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Jason Smith: 15 kids in a classroom and so forth, so just having a four cohort schedule in a high school is really, really challenging

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00:07:27.360 --> 00:07:36.270

Jason Smith: at best in working with those kids. But at the same time, I think I've learned that as a staff we've been very resilient and our students

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Jason Smith: although, as we know, they've struggled emotionally during this time.

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00:07:40.950 --> 00:07:53.760

Jason Smith: We've seen some incredible instances and some incredible stories of resiliency of all of our students, and that is something that excites me as we move forward to know what these young people are capable of doing

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00:07:54.420 --> 00:07:58.950

Jason Smith: during these times and during a pandemic — things that we've seen them do they'd never thought they'd been able to do.

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00:07:59.250 --> 00:08:05.250

Jason Smith: They have just surprised us and that has been really inspiring. And so we're looking to hopefully

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Jason Smith: in the fall, I think, as everybody is to getting back to having a full full caseload of kids the entire time... so continually humbled, but at the same time, inspired by what's happened with teachers and students.

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00:08:18.090 --> 00:08:26.520

Arik Korman: Great. Thank you so much, Jason. Now Tricia... you're on the other side of the state over in Spokane and you work with elementary school students. How has the year been going for you?

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00:08:27.660 --> 00:08:41.580

Tricia Kannberg: Well, for me, I did a lot of reflection on this question because I remember, being a part of the state reopening committees way back. I think we started in March, when we closed and started having these conversations and I think, for me, there was an overwhelming

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Tricia Kannberg: sense of what the task was and then to look at how far we've come, I'm going to say a same word that Jason used, which is inspiring.

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Tricia Kannberg: Educators really did rise to the task and we're great problem solvers and I think that's exactly what has happened here in Spokane. We've been doing a phased in model.

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Tricia Kannberg: I have pre-K through sixth grade. We've had our special education students back from the beginning in some fashion and we've been supporting them all along.

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00:09:08.400 --> 00:09:16.560

Tricia Kannberg: And then the rest of the kids have come gradually, which has been nice. We're currently in a pre-K through fourth combo... well pre K is actually in a hybrid model.

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Tricia Kannberg: K through four is in person every day, and then our fifth and sixth are in a hybrid model which is challenging because for teachers... because they aren't...

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00:09:25.470 --> 00:09:32.940

Tricia Kannberg: at least online they were teaching every kid every day, and now they they they see that having to balance a hybrid with in person is a challenge.

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Tricia Kannberg: And the other thing that we're facing is our students have returned with a lot of burdens.

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Tricia Kannberg: We have homelessness, we have food insecurity, we have trauma, we have loss. And so we are definitely working towards balancing learning with social emotional needs of our students and seeing that that has to come first for us to make gains. And thanks for having me, by the way.

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00:09:52.650 --> 00:10:04.110

Arik Korman: Yeah, thanks so much for joining. Now let's go to the middle of the state. Carlos, you work with middle schoolers and Othello is like halfway between Moses Lake and the Tri-Cities. What does it look like there?

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00:10:05.100 --> 00:10:20.790

Carlos Gonzalez: It looks... I mean, I appreciate what Jason said earlier about being humbled through all the changes that we've everyone has had to go through, but I was thinking, the exact same word and resilience in that our school, our staff, our students have been able to demonstrate.

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Carlos Gonzalez: What I'm learning is our kids... we in the Othello school district at McFarland middle school started the school year online, like so many other schools, but we transitioned to blended learning at the end of January.

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Carlos Gonzalez: And it's very evident very obvious that our kids are just so happy to be back and and they've responded really well to all the measures we've we've put in place to help keep keep kids safe as possible. Masks are not an issue... we don't really struggle with them having to keep them on.

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Carlos Gonzalez: Really, but it's the spacing because they just they didn't have that interaction and so now that they're back that's, the only thing that really that we struggle with.

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Carlos Gonzalez: But in terms of a for the staff and the community, it's been great to see how everyone's just really come together to show their resilience and amid all of these changes.

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Carlos Gonzalez: But I would also attribute the success we've had so far to that intentional effort around building those relationships from the very beginning with those kids and

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00:11:24.570 --> 00:11:30.540

Carlos Gonzalez: we received some really great training over the summer in preparing us for this online model with

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00:11:30.960 --> 00:11:37.920

Carlos Gonzalez: Jeff U-tech and the importance of relationships and we have a character strong program that we love and that we use here at McFarland Middle School and

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00:11:38.640 --> 00:11:48.420

Carlos Gonzalez: and its really helped us. But also being in a in a blended model with smaller class sizes and with these protocols in place it's been

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00:11:49.140 --> 00:11:54.630

Carlos Gonzalez: it's been really great under the circumstances it's been really, really great so far so.

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Carlos Gonzalez: Now we're in our master scheduling season and we're approaching fourth quarter, for us, and this is where all of these school activities just start to bottleneck towards the end of the year, and so this is a fun time of year so everyone's responded really well under the circumstance.

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00:12:09.630 --> 00:12:18.990

Arik Korman: Great. I'm glad to hear that. Now Cindy, your school is completely virtual it's it's a K-12 virtual school down in Kelso.

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Arik Korman: What kind of impacts have you seen? Because it's like you were doing this already.

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Cindy Cromwell: Oh, well I wasn't prior. I was at elementary school for the last 13 years so yeah I've grown with with my staff. This year, though I liken it to an obstacle course.

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00:12:39.780 --> 00:12:48.330

Cindy Cromwell: And instead of you know, like taking your time, you're sprinting from one obstacle to the next and we're not really sure what the obstacles is going to be.

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00:12:48.750 --> 00:12:52.440

Cindy Cromwell: And then there are some days we feel kind of blindfolded in the midst of it.

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Cindy Cromwell: And we're not sure where the end is... when we know that the last day of school when that is, but when is this obstacle course going to be over with?

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Cindy Cromwell: And then every email ding that we get on with changes from the health department or you know, a new COVID update seems like the obstacle course now we're doing floor is lava so we're all like "Oh, what do we do?" right.

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00:13:13.710 --> 00:13:21.030

Cindy Cromwell: But I am also humbled at the innovative and the create the creativity,

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00:13:21.450 --> 00:13:31.440

Cindy Cromwell: the resilience, and the optimism of our staff. And we've got it done and we're still in this course together right. And students are learning and moving every day

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Cindy Cromwell: a little bit closer to graduation. So my personal journey, though, is our school went from a 9th through 12th grade program with 30 kiddos

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00:13:40.470 --> 00:13:52.080

Cindy Cromwell: to a K-12 program. Within September we had over 1000 kiddos so we just... right that's what our community needed. We were all about Kelso kids.

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Cindy Cromwell: And sometimes we focus on the negativity when we reflect upon this year, but the future is so bright for our kids and our staff right now

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Cindy Cromwell: because they're doing their job. They're getting things done and students are learning. In Kelso whether you know if we have to shift quickly and go remote again, we're prepared to do that.

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00:14:13.890 --> 00:14:30.120

Cindy Cromwell: We're in a hybrid model and everybody else's world or if we're in person full time, which we hope is soon, we're ready for that, too, so lots of hope but lots of change lots of change, but it's that obstacle course it's absolutely that obstacle course.

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00:14:30.240 --> 00:14:37.650

Arik Korman: Yeah, thank you so much. I didn't realize that you had 1000 kids this year, going from only 30 to previous year. That's one heck of a change.

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00:14:37.920 --> 00:14:39.030

Cindy Cromwell: But, we did it.

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00:14:39.930 --> 00:14:49.380

Arik Korman: Yes, and you did it. Now Justin, you're in Seattle, and you have preschoolers all the way through eighth graders. What's that been like this year?

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00:14:50.910 --> 00:14:53.640

Justin Hendrickson: It's been a ride this year for sure.



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Justin Hendrickson: But you know we're talking about resilience and we know our kids are resilient. We know our adults are innovative and they're about serving kids.

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00:15:04.800 --> 00:15:25.110

Justin Hendrickson: This year has been yeah you know one one obstacle to the next and navigating and trying to anticipate what may come down and and I think a lot of us on Friday, were like wow that's a curveball I didn't see coming quickly but um you know, overall, we've really been talking about

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Justin Hendrickson: how important it is as a community school to really embrace what what the community needs. And I know a lot of us

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00:15:33.510 --> 00:15:40.530

Justin Hendrickson: you know, we always felt when we were in person like we were the hub of our community and folks came in, but once that was taken away um

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Justin Hendrickson: it was really impactful. Like I think of a year ago, when we all just didn't know what was happening um but

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Justin Hendrickson: our community and our kids lean on us to have some answers about that. And so um we've used that mantra this year: good teaching is good teaching and

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00:15:56.400 --> 00:16:03.150

Justin Hendrickson: whether you're on the screen, whether you're in person, whether you're doing a hybrid thing... the connections, the relationships, the love of kids,

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00:16:03.750 --> 00:16:12.030

Justin Hendrickson: your passion for what you're teaching... those will translate and so I'm really excited to think about some of the things that we can take away from this.

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00:16:12.330 --> 00:16:21.570

Justin Hendrickson: Um we have some we've seen some incredible growth with some of our kids in literacy and math and we know that getting into those small groups is always you know best practice but

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Justin Hendrickson: we're kind of our hand was forced this year, like we had to do small group pieces and and we see some kids really flourishing so

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00:16:29.340 --> 00:16:37.890

Justin Hendrickson: um I've been encouraged in the last couple of weeks just talking to teachers around: How can we take some of those things that are really work for kids and bring them back to

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00:16:39.270 --> 00:16:46.290

Justin Hendrickson: our next school year? And also talking about what can we stop doing that hasn't worked for kids for a long, long time?

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00:16:46.800 --> 00:16:50.730

Justin Hendrickson: And I think a lot of us are really trying to think outside the box, a little bit around

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00:16:51.270 --> 00:17:02.100

Justin Hendrickson: what kind of systems we can put in place that are going to have all kids flourish and not just do not just those who who have been flourishing already and so I'm excited to have that conversation

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00:17:02.430 --> 00:17:13.950

Justin Hendrickson: you know, not only in the Seattle area, but across the state and across the nation and world around: How can... how can we do this together? And another huge piece that's come out of this year is just the collaboration that we've kind of had to do.

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00:17:14.970 --> 00:17:26.610

Justin Hendrickson: In the past, a lot of us were able to have those conversations on the fly as kids are arriving or leaving or catching a teacher in the in the hall, and we haven't been able to do that so I'm excited to think about

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00:17:27.780 --> 00:17:36.150

Justin Hendrickson: how we can continue some of those collaboration structures and systems as well that we know are really important to keeping all these wheels moving. And thanks for having us today are.

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00:17:36.210 --> 00:17:39.930

Arik Korman: You betcha, yeah. And thanks for teeing up the second question, which we'll get to in a minute.

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00:17:40.590 --> 00:17:52.770

Arik Korman: I'd like to move to John Belcher over at Mount Si High. Snoqualmie is a smaller district and high school looks a lot different Snoqualmie than it does in a bigger district like Puyallup, or especially Seattle. How have things been going for you?

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John Belcher Mount Si HS: Well, like my colleagues uh you know we're a half full kind kind of group so things have gone well. I don't know that I'd share a lot of differences than them. We open, Arik, on Monday with Freshmen

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00:18:06.900 --> 00:18:14.370

John Belcher Mount Si HS: so we're excited about that. Full steam ahead. Some some uniqueness to this pandemic I would share on top of what everyone else shared is

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John Belcher Mount Si HS: to me it's the first time, like our principals association, our central office, like everyone was all in on one focus.

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00:18:25.620 --> 00:18:33.780

John Belcher Mount Si HS: That has elevated our awareness of other people's work, for example, I have a new HR director in my district, has done an amazing job

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John Belcher Mount Si HS: with what must be an insane amount of work to get a memorandum of understanding, ease people's fear. So we've gotten a much stronger awareness of other people's positions, which has been helpful.

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00:18:46.680 --> 00:18:57.060

John Belcher Mount Si HS: The association had to do a basic 180 and readjust how we do our work and so that that's one thing that has gone really well this year that that I think it's exciting for us.

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00:18:57.990 --> 00:19:03.750

John Belcher Mount Si HS: As a principal community is we don't feel as isolated as I think we have in the past right. So I think that's great.

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00:19:04.230 --> 00:19:13.620

John Belcher Mount Si HS: Several of the colleagues on this phone I personally reach out to on a regular basis, just to connect about, "How is your world going Jason?" And and that has been really positive to be reminded we're

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00:19:14.040 --> 00:19:19.680

John Belcher Mount Si HS: we're kind of all in this together. So I think that was one thing... on the flip side kind of the more...

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00:19:21.780 --> 00:19:30.840

John Belcher Mount Si HS: the more reflection, I had on this topic, it has been the worst not having kids around. It has reinforced, for me, what my next career step is...

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00:19:31.260 --> 00:19:39.450

John Belcher Mount Si HS: probably is not going to be farther away from students based on 12 months without them. That has been really reinforcing for me to realize like.

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00:19:39.990 --> 00:19:45.210

John Belcher Mount Si HS: I don't know that I would want a position that doesn't involve students so that's been

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00:19:45.720 --> 00:19:58.470

John Belcher Mount Si HS: been really eye opening. And then, despite all the things we got done right Arik, like we've done an amazing job as a district with what we're offering students, but the disparities have grown even deeper, the divide has widened...

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John Belcher Mount Si HS: It's clear we have systematic problems that are only worse now.

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00:20:04.680 --> 00:20:14.790

John Belcher Mount Si HS: And that whole plight of the students like I think most of the administrators on this call would tell you like we have shifted to be basically mental health counselors, guidance counselors,

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00:20:15.240 --> 00:20:20.190

John Belcher Mount Si HS: home visits, lots and lots of traveling around the district to talk to kids.

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John Belcher Mount Si HS: And that has really you know, in a in a district like Snoqualmie where there's there is a lot of wealth

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00:20:26.370 --> 00:20:37.410

John Belcher Mount Si HS: you realize that isn't the case everywhere right in as you go out and really work on these issues that have been largely kind of hidden until this pandemic hit. So that's new insights there.

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00:20:38.370 --> 00:20:45.960

Arik Korman: Yeah, that's that's great. Great insight that you shared, John. I appreciate you sharing about the impact of not being around kids either.

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00:20:46.560 --> 00:20:57.000

Arik Korman: That that sort of grounds all of us. Nathan, what about for you in Sultan. Again, a small district middle school different than high school or elementary school. What has that been like?

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00:20:57.330 --> 00:21:10.950

Nathan Plummer: Yeah, you know I think to reiterate everything that has been said, I love the obstacle course analogy and and and the resilience I would I would expand on that and just say just been in awe and humbled

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00:21:12.300 --> 00:21:21.240

Nathan Plummer: in the persistence of educators right and and just really understand you see the heart of people in this work right? They they're separated from kids.

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00:21:21.540 --> 00:21:29.250

Nathan Plummer: And they and they want to do everything that they can, and I think that that this is 100% just building off what John said... daylighted

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Nathan Plummer: so many inequities that live systemically in each one of our districts.

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00:21:34.560 --> 00:21:46.410



Nathan Plummer: And that expands to race in special education and and and identity, I mean you fill in the blank and and the the separation, the lack of relationship

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Nathan Plummer: and that community and human building really has perpetuated this this growing divide

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Nathan Plummer: that we talked about. And so you know I think one thing that I would say, going in and we we as a district we're really unique in Snohomish County. We are a little bit more rural but but still live in

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00:22:05.040 --> 00:22:13.080

Nathan Plummer: you know the greater metropolitan area and a growing community of diversity, and you know I think I think what's been really

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Nathan Plummer: evident to me is the relationship like: How do we center this work? And and just we've had students in... started with kindergarteners even back in September.

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00:22:24.420 --> 00:22:31.410

Nathan Plummer: And and we were kind of ahead of that. We were the first district in Snohomish County to offer preK-12.

136

00:22:31.770 --> 00:22:40.920

Nathan Plummer: And we had everybody in by by mid February. And and really I don't say that to just pat us on the back... what we're really became evident was

137

00:22:41.160 --> 00:22:50.730

Nathan Plummer: what we needed to do in order to get there. We worked collaboratively with our local teacher union, we worked with our nursing staff, we worked with the Department of Health, we worked with our associations....

138

00:22:51.090 --> 00:23:04.530

Nathan Plummer: And that collaboration really emphasize we work with our communities right. That sitting down and not just giving out Likert scale surveys, but really getting the stories and understanding perspectives and really beginning to humanize

139

00:23:05.040 --> 00:23:09.840

Nathan Plummer: data because these are real, you know a lot of times in education, I think pre-COVID

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00:23:10.110 --> 00:23:18.630

Nathan Plummer: it was what's what's the state test score say, right? And and we fit these these things in as if we're all dealing with widgets and I don't know a single person that's a widget

141

00:23:18.930 --> 00:23:36.810

Nathan Plummer: right and, and so I think that, being able to humanize these pieces and being able to gain those relationships and build those relationships has really been a key takeaway and and you know something I think we always knew but but really has been reaffirmed during 2021.

142

00:23:37.320 --> 00:23:49.290

Arik Korman: Yeah, yeah. Yeah, thank you so much. And and again that helps tee up the second question which is: Based on what you've learned from this unprecedented school year, how would you reimagine education?

143

00:23:49.710 --> 00:23:54.660

Arik Korman: And I'll flip it around and Nathan, since you went last, how about you go first this time since you're unmuted?

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00:23:55.020 --> 00:23:58.410

Nathan Plummer: Well, I thought... so I've said this over and over to any

145

00:23:59.790 --> 00:24:18.600

Nathan Plummer: group that I can say it to. Our our system was broken. It was it was riddled with an equities and imbalances and as as principals, we were all moving forward to this change to really create equitable learning environments for for all all peoples and

146

00:24:19.260 --> 00:24:28.080

Nathan Plummer: and then, all of a sudden, it was broken. I mean it was... things were all over the place, it was in the in the street and in the sidewalk and I think each one of us

147

00:24:28.350 --> 00:24:41.580

Nathan Plummer: as leaders has really been to say, are we really going to rebuild the system that we had? Right now, as we are piecing it back together, how can we piece it back together to

148

00:24:42.090 --> 00:24:52.200

Nathan Plummer: approach and address those inequities? Are we really going to build the same old special education system? Are we really going to continue to marginalize

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00:24:52.530 --> 00:25:01.710

Nathan Plummer: historically marginalized populations? How are we going to elevate those voices? And so you know I think a lot of it is, is how do we create more inclusionary

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00:25:02.490 --> 00:25:11.430

Nathan Plummer: practices, you know not, not just in placing students with disabilities in general education classrooms but actually having instruction that

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00:25:11.730 --> 00:25:19.620

Nathan Plummer: that addresses their needs. And elevate all students right. How do we, how do we center race in a sense of finding strengths

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00:25:20.100 --> 00:25:33.540

Nathan Plummer: in in each of our differences and cultures? And be able to humanize that data and really elevate and empower voices in our community to really see that the greatness that lies in each one of our students.

153

00:25:34.530 --> 00:25:43.410

Arik Korman: I like the sound of that. I'd like to move back to Puyallup to Jason. Jason, how would you reinvent education based on what you've learned from this year?

154

00:25:44.490 --> 00:25:52.470

Jason Smith: Oh, you know, listening to Nathan, he gets me fired up. And you know, we've had lots of conversations already with our staff that it would be,

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00:25:52.800 --> 00:25:59.550

Jason Smith: Arik, it would be academic malpractice to go back to continue to do things the way we did them pre-COVID

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00:26:00.060 --> 00:26:09.720

Jason Smith: right? Academic malpractice to go back to doing things exactly the way we've done them before, and so we can't do that. If I could reimagine things

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00:26:10.470 --> 00:26:18.150

Jason Smith: I would really love to see us continue our work on becoming standards based okay in our philosophies and in our grading practices.

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00:26:18.990 --> 00:26:24.540

Jason Smith: We've been more standards based this year than we've ever been before, but it's a shame that's taken us

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00:26:24.960 --> 00:26:36.930

Jason Smith: it's taken a pandemic for us to get rid of deadlines. It's a shame that it's taken us a pandemic, for us to really understand it's about the learning that's taking place versus completing assignments.

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00:26:37.800 --> 00:26:48.150

Jason Smith: So to reimagine, we would be more standards based as much as we possibly could be and ensure equity in all of our workings with our with our students.

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00:26:49.440 --> 00:26:52.980

Jason Smith: And also, would be an understanding at the higher level to at the collegiate level.

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00:26:53.850 --> 00:26:57.450

Jason Smith: I couldn't tell you what the degree of differences between an A and an A-right.

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00:26:57.870 --> 00:27:07.740

Jason Smith: Between a 92% and 93%, what's the degree? I couldn't tell you that and I've been doing this for 26 years but, unfortunately, a transcript for a student...

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00:27:08.520 --> 00:27:14.490

Jason Smith: That transcript differentiates between an A and an A-. If you're trying to get into the University of Washington, they care

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00:27:14.820 --> 00:27:26.340

Jason Smith: between an A and an A-. So we can be philosophically and our grading practices be standards based as much as they want to be, but we're still working in an antiquated system that cares about that

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00:27:26.610 --> 00:27:37.620

Jason Smith: so to re imagine that would be collaboration, a much stronger collaboration with our higher ed folks about standards based grading and standards based philosophy.

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00:27:37.920 --> 00:27:54.480

Jason Smith: Because we're missing so many students who have abilities to learn and can learn when we try to paint them into a box of what is an A versus an A-, B and C and and so forth. So again, academic malpractice to go back to doing what we've done before moving forward into the future.

168

00:27:54.930 --> 00:28:05.130

Arik Korman: Great. Yeah, thank you very much. I really appreciate that. I'd like to go back to Spokane and see how things look, especially from the elementary school level. How would you do things differently Tricia now...

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00:28:05.850 --> 00:28:08.550

Tricia Kannberg: Sorry to interrupt, Arik, go ahead finish that last bit.

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00:28:08.610 --> 00:28:11.700

Arik Korman: Oh no, no, I was just asking the question again to give you a second to think if you needed it.

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00:28:12.360 --> 00:28:19.320

Tricia Kannberg: I love following Jason because a lot of what he says is so in line with the some of the things we've already been doing here in Spokane and I really round that

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00:28:19.680 --> 00:28:25.830

Tricia Kannberg: sharper focus on historical inequities that came up because of a pandemic and us realizing we've we've been in a position where

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00:28:26.130 --> 00:28:31.470

Tricia Kannberg: we haven't been serving all of our students well. And we need to be honest about that and say "What is it we're going to do different?"

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00:28:31.800 --> 00:28:41.130



Tricia Kannberg: So at the elementary level, some of the things we've been talking about is class size is one thing. We're really taking that seriously. The other idea is one size does not fit all.

175

00:28:41.460 --> 00:28:49.920

Tricia Kannberg: I've been almost saying this for 10 years now. I want to get rid of the grading system in our schools. When I have an eight-year-old walk in, what do we do? We put them in third grade because there are eight years old.

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00:28:50.220 --> 00:28:54.750

Tricia Kannberg: And the reality is that that eight year old can be reading at a fifth grade level but need math

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00:28:55.110 --> 00:29:03.240

Tricia Kannberg: at a kindergarten level. So we need to really start assessing kids where they are and then finding ways to meet their needs and so I'm really I'm really pushing for a

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00:29:03.810 --> 00:29:11.910

Tricia Kannberg: really outside the box sort of thinking where kids are in small groups and moving around a building to interact with the adults who really can give them the experience that they need

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00:29:12.270 --> 00:29:15.090

Tricia Kannberg: based on data that we've gathered for them.

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00:29:15.510 --> 00:29:28.080

Tricia Kannberg: We collect a lot of data using a classroom support app here at Regal and that's on behavior but also academic where we can on the fly, day by day, be collecting information on students that helps us group them and I really see us

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00:29:28.560 --> 00:29:39.030

Tricia Kannberg: with technology and people being more and more willing to really use it effectively, I see that as a leverage point to get these kids in the right spaces at the right time and, like I said, with the right teachers.

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00:29:39.360 --> 00:29:49.320

Tricia Kannberg: And again, like Jason said pretty antiquated system in the sense of we put these kids in a classroom with the same teacher expecting that teacher to be the jack of all trades.

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00:29:49.530 --> 00:29:55.530

Tricia Kannberg: But the reality is we have really good math teachers and we have really good ELA teachers and very few are masters of both.

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00:29:55.800 --> 00:30:00.300

Tricia Kannberg: So if we can find a way to navigate that better I think we're going to be in a better position.

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00:30:00.570 --> 00:30:09.210

Tricia Kannberg: And then just from a more global approach, I you're always going to hear me talking about student centered... so I'm looking for a more humanistic approach to education at this point.

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00:30:09.480 --> 00:30:12.360

Tricia Kannberg: We need to abandon some of the old practices. I'm all for that.

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00:30:12.780 --> 00:30:21.390

Tricia Kannberg: But really looking at... I'm advocating not just for the whole child, but the whole family approach at this point. Our families are struggling so much that no matter how much we throw at them,

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00:30:21.840 --> 00:30:33.360

Tricia Kannberg: and the best systems, the best interventions... all the money in the world, but if we're not addressing those needs that they have at home, none of it does any good, and so I'm really looking for that whole family approach to education at this point.

189

00:30:33.990 --> 00:30:45.360

Arik Korman: Great. Thank you so much Tricia. I'd like to turn back to Othello and Carlos in the middle school system... how would you reinvent things? How would you reimagine education based on what you've learned from this crazy year?

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00:30:47.490 --> 00:30:48.480

Arik Korman: Oh, and you're on mute, by the way.

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00:30:51.750 --> 00:30:52.650

Arik Korman: Carlos, you're on mute.

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00:30:55.140 --> 00:31:05.400

Carlos Gonzalez: Thank you. You could you could create a huge wish list with that question and we actually had some fun in our in our admin team here. I'm part of an amazing team here with

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00:31:05.820 --> 00:31:16.560

Carlos Gonzalez: Jessica Shenk and Brenda Dunn who I get to work with and and together we you know we talked about more of a flipped classroom approach so that we can

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00:31:16.890 --> 00:31:25.830

Carlos Gonzalez: be intentional about teaching our kids that importance of advocating for themselves and that that disciplining themselves through those time management

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00:31:26.460 --> 00:31:32.940

Carlos Gonzalez: organizational skills that kids really as adults they'll need to have in the future, so we talked about that.

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00:31:33.390 --> 00:31:38.310

Carlos Gonzalez: But when we also talked about that, we have a big heart for here and I'm sure many others do as well as around

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00:31:39.000 --> 00:31:47.040

Carlos Gonzalez: elective opportunities for kids based on their own interests. So what can we do to balance what is really required for graduation or in a middle school setting

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00:31:47.460 --> 00:31:54.150

Carlos Gonzalez: with something that is more of interest to kids? And so we're building in what we call a mustang time where we're also

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00:31:55.110 --> 00:32:01.140

Carlos Gonzalez: using our interests or superpowers that our teachers have that they would like to teach and make available to kids.

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00:32:01.650 --> 00:32:06.330

Carlos Gonzalez: And trying to build that into our schedule for next year. And so that way we're balancing those

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00:32:06.750 --> 00:32:18.570

Carlos Gonzalez: those traditional required courses with elective opportunities based on student and teacher interest. And so that's something that we learned in a visit to California in San Diego and we're trying to implement that here.

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00:32:19.440 --> 00:32:38.250

Carlos Gonzalez: But also, I you know I wrote down based on our experiences with blended learning right now... I had to write class sizes. Seeing seeing how in a blended model where you're going from 30 to 32 to 10 to 15 and just the power of that importance of time in connection with kids

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00:32:39.480 --> 00:32:48.870

Carlos Gonzalez: it's it's a pretty big deal. But I also want to piggyback on what Jason said and going to Tricia too around Jason talked about standards based grading.

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00:32:49.440 --> 00:32:59.700

Carlos Gonzalez: I was reminded of an experience we had earlier this year around grading as well and Tricia talked about that to. where we were stuck in this very traditional

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00:33:00.270 --> 00:33:08.130

Carlos Gonzalez: grading system and we really had to educate our staff on the power of zero and the impact on kids. And so when we're talking about equity

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00:33:08.850 --> 00:33:26.280

Carlos Gonzalez: and that the power of a transcript in high school setting right and that difference between an A and A- that is huge and so it was a somewhat of a hurdle for us, but we were able to just change that zero to 50% and that was a big deal for a lot of teachers to change... who had that.

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00:33:27.600 --> 00:33:34.080

Carlos Gonzalez: You know we're raised, we were raised in education a certain way and we carry those beliefs and those values into our practice right.

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00:33:34.470 --> 00:33:42.690

Carlos Gonzalez: But to go through the process of educating everyone around how things have changed around grading... really what's best for kids, what's equitable, what is fair.

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00:33:43.350 --> 00:33:59.970

Carlos Gonzalez: That was a hurdle that we were able to overcome together and we made that change in one step around around equity, so you know we all as an entire system have a long way to go, still, but these are all great ideas around standards based grading grading itself,

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00:34:01.230 --> 00:34:11.580

Carlos Gonzalez: the flipped classroom approach, balancing electives with those required courses that we have to have based on student and staff interest, and class sizes, so if I could reimagine education,

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00:34:13.050 --> 00:34:14.910

Carlos Gonzalez: I would need a big budget and a lot of time.

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00:34:17.100 --> 00:34:28.440

Arik Korman: Yeah. No, those are great ideas. I'd like to talk about virtual learning next really quick. Cindy, what would you do differently based on what you've learned from this year? And then I'll go to John over at Mount Si high.

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00:34:29.040 --> 00:34:42.780

Cindy Cromwell: Oh, my goodness. Um so there's lots of things that I'd want to continue that we hadn't done in the past... the conversations that we are having... the intentional focus on Maslow's hierarchy right.

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00:34:43.260 --> 00:34:51.210

Cindy Cromwell: Not only for students, knowing that they have to have food and water and sleep and safety, but our staff also.

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00:34:51.600 --> 00:35:03.180

Cindy Cromwell: We're having dialogues that we've never had before and the partnerships that we are building with our community, that's the only way we're going to get through this with our students. So, I continue that

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00:35:04.020 --> 00:35:15.120

Cindy Cromwell: just like Tricia... one size does not fit all. And we've made changes. We have found that virtual learning works for some of our kids.

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00:35:15.450 --> 00:35:30.150

Cindy Cromwell: Not all, but kids can actually be really successful in a virtual setting. In fact, our second trimester we had 90% course completion rates. I mean it works for some students. So to give them additional opportunities.



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00:35:30.540 --> 00:35:37.260

Cindy Cromwell: Another thing that I want to continue in in my dream school is the engagement practices that we've been doing.

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00:35:37.890 --> 00:35:47.670

Cindy Cromwell: In a virtual setting with elite guidelines, our teachers have to be so awesome at engagement that they make the student wants to come back next week.

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00:35:48.060 --> 00:35:56.430

Cindy Cromwell: I mean, in order to get a kid hungry to “oh I can't wait to see my teacher again till next week,” you've got to be engaging with them. So some of the practices we've been able to create...

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00:35:57.240 --> 00:36:04.200

Cindy Cromwell: The other piece is the professional development opportunities; you know we used to really be confined to our school

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00:36:04.560 --> 00:36:11.400

Cindy Cromwell: where you know the principal would come... and this is what we're going to teach you... and this is how we're going to improve our practices, our work.

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00:36:12.000 --> 00:36:17.340

Cindy Cromwell: Or you'd have to train the teacher and then they'd come back. Now, with technology and zoom

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00:36:17.940 --> 00:36:29.310

Cindy Cromwell: we can not only do a full, you know district training, but throughout the state like we're doing right now... you can do it nationwide... and just enhancing bringing in the best of the best

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00:36:29.640 --> 00:36:35.610

Cindy Cromwell: regarding best practices to train our teachers up to really support our students.

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00:36:36.510 --> 00:36:47.700

Cindy Cromwell: And the last piece that I saw this year that I really want to mention is it's been so great to see those who are implementing the rules actually have conversations

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00:36:48.270 --> 00:36:50.160

Cindy Cromwell: with those of us with our boots on the ground.

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00:36:50.790 --> 00:37:07.470

Cindy Cromwell: Right, so the dialogues between the governor and our state superintendent to be having conversations about "can you do this, what does this look like?" You ask any principal or teacher, we will give you our opinion. We have no problem doing that. But if that could continue...

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00:37:08.730 --> 00:37:21.030

Cindy Cromwell: working together so that we can actually have that dialogue and problem solve many of the issues that were just brought up... I think would be very powerful in my dream school.

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00:37:22.890 --> 00:37:27.420

Arik Korman: Yeah. Thank you so much, Cindy. And John, what would you do differently based on what you've learned?

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00:37:28.440 --> 00:37:33.750

John Belcher Mount Si HS: Well, I'll start with some humor... we could get some better reactions on zoom. I think we should work on that.

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00:37:36.270 --> 00:37:43.890

John Belcher Mount Si HS: Well, you know remote learning, Arik worked for some kids. There's there's something to be learned there... for migrant students for students that

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00:37:44.370 --> 00:37:51.780

John Belcher Mount Si HS: have jobs... for students that are anxious... there's lessons to be learned there and absences, so I think that's one.

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00:37:52.410 --> 00:38:01.170

John Belcher Mount Si HS: I think voice, we have we have a chance where millions of parents got to listen in to education. They have insights... they've been forced to be para-pros at home.

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00:38:01.740 --> 00:38:10.560

John Belcher Mount Si HS: We should be asking parents "what were the lessons learned?" I mean, and I think they've been gracious. They know that our teachers had to do a 180 and learn technical skills they didn't have.

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00:38:11.820 --> 00:38:15.960

John Belcher Mount Si HS: I think the point of standards is a spot on. We've always known standards were too deep.

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00:38:16.440 --> 00:38:23.190

John Belcher Mount Si HS: We now have reduced them to the bare minimum... that's what should be taught. That should be taught well. We know that teachers,

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00:38:23.700 --> 00:38:26.100

John Belcher Mount Si HS: for example, high school is the hardest place to reform.

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00:38:26.640 --> 00:38:33.360

John Belcher Mount Si HS: And teachers now are in sync. That has been really difficult in the past, but now they know what they're going to try and tackle,

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00:38:33.630 --> 00:38:44.670

John Belcher Mount Si HS: they've come to agreement on how they're going to assess that, and they're looking at the data to say "what do we need to do differently?" So I think we need to capitalize on that... that ties right into K-20 who is

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00:38:46.200 --> 00:38:54.030

John Belcher Mount Si HS: for lack of a term, Arik, the one group that does not jump on board with what the rest of us are doing. Now's the chance to eradicate the SAT.

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00:38:54.540 --> 00:38:59.580

John Belcher Mount Si HS: We need to rethink Smarter Balanced assessment testing... whether that is really

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00:39:00.060 --> 00:39:09.360

John Belcher Mount Si HS: a tool. We've come up with much better pathways for students that really represent what they're about, what their strengths and challenges are, so I think that's something we got to look at.

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00:39:10.140 --> 00:39:20.970

John Belcher Mount Si HS: And Jason already brought grading practices... the most inequitable thing we have in education. We got to eradicate that and reimagine that completely... and if we hone in on standards,

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00:39:21.540 --> 00:39:30.840

John Belcher Mount Si HS: I mean the radical idea is Arik, we need to catch kids up. We need to be looking at school year round school. We need to come back to that conversation, get courageous. We know that's the right model.

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00:39:31.230 --> 00:39:38.850

John Belcher Mount Si HS: We know that closes the learning gaps, but we've... there are few districts that are very courageous on that so looking at the school calendar

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00:39:39.270 --> 00:39:46.020

John Belcher Mount Si HS: I think would be critical. If people are not aware, educators and administrators are exhausted.

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00:39:46.710 --> 00:39:53.730

John Belcher Mount Si HS: I mean absolutely exhausted. And we're going to go into a summer where we don't have time to relax because we need to get ready for the learning loss. And I think

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00:39:54.120 --> 00:40:03.450

John Belcher Mount Si HS: the state needs to rethink how we support teachers this summer. If there really are these truckloads of cash coming to districts that the governor talked about, that would be something

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00:40:04.350 --> 00:40:12.510

John Belcher Mount Si HS: that we need to look at... figure out how we're going to support teachers. I agree with Cindy that conferences... taxpayers money can be

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00:40:13.230 --> 00:40:23.580

John Belcher Mount Si HS: maximized now. We don't need to travel, we don't need to go to conferences, we can do that differently. It reimagine it reimagines how we train teachers now.

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00:40:24.060 --> 00:40:32.880

John Belcher Mount Si HS: They don't need to come to have physical observations. For a lot of them, they could be piping right into classrooms getting wide experiences really rethinking that.

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00:40:33.540 --> 00:40:43.620

John Belcher Mount Si HS: I think we need to go to competency based thoughts of how kids prove they know what they know, and I think that ties back into the standards. I'm getting there, Arik. You

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00:40:43.620 --> 00:40:44.850

John Belcher Mount Si HS: brought me into this so

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00:40:45.300 --> 00:40:46.020

John Belcher Mount Si HS: hang tight.

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00:40:48.270 --> 00:40:51.060

John Belcher Mount Si HS: We know the disparities have grown in this example.

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00:40:51.960 --> 00:41:03.450

John Belcher Mount Si HS: So now's the time to get Wi-Fi to every community. Now's the time to get cell coverage to every community. Now's the time for every community to say it is critical we get a device in every kid's hand. Period.

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00:41:04.080 --> 00:41:11.670

John Belcher Mount Si HS: And instead of boosters for this and that, we get boosters of... we want to put a laptop in every kid's hand sort of a thing.

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00:41:15.180 --> 00:41:18.570

John Belcher Mount Si HS: That's the short end of my thoughts there.

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00:41:18.900 --> 00:41:26.430

Arik Korman: All right, I appreciate that. And way to tee up our third question, which is how the state and districts can better support principals and we'll get to that in a second.

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00:41:26.760 --> 00:41:39.510

Arik Korman: But first, Justin, you teased up this question here by talking about things that you would carry over into in person learning and things you would stop doing once in-person learning begins. What are some of those things?

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00:41:41.220 --> 00:41:48.840

Justin Hendrickson: Well, we got a lot. I think families are huge part of this. We said that families that you know have become

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00:41:49.500 --> 00:41:57.540

Justin Hendrickson: their teachers at home... they've always been their teachers at home, but they've had to kind of follow our rules to be teachers at home and so there's been a lot of dialogue.

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00:41:57.960 --> 00:42:05.610

Justin Hendrickson: As you know, I got a first and third grader at my school and I listen in on those classes every day. And so we got families who really are aware,

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00:42:05.910 --> 00:42:14.550

Justin Hendrickson: I think, for the first time for many families like what happens in the classroom each and every day. How do we capitalize on that? How do we capture their thoughts on how we can make that better?

266

00:42:16.170 --> 00:42:27.630

Justin Hendrickson: And too... we talked about the essential needs and how we need to make sure our families are supported too and at South Shore, we do we do over 100 food bags every Friday for our school community and the community at large.

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00:42:28.710 --> 00:42:34.500

Justin Hendrickson: And these weren't always families that teachers thought might have needed the help and so there's been a huge

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00:42:35.190 --> 00:42:43.080

Justin Hendrickson: influx on teachers just really being able to get to know families, really, really well this year because we can't have done this work without

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00:42:43.500 --> 00:42:55.170

Justin Hendrickson: families. And so how do we... how do we leverage that? And how do we see that from a strength based perspective? We've never ever met a family who doesn't want to be their kid to be successful. How do we start there? How do we really build

270

00:42:55.980 --> 00:43:00.630

Justin Hendrickson: some systems out so that we can really keep this engagement going on with families? How can we

271

00:43:01.950 --> 00:43:10.590

Justin Hendrickson: utilize some of the strength that they've built in some of the skills they've built over this last year to continue supporting what we're doing at school? We're doing academic parent teacher teams with a grant

272

00:43:11.820 --> 00:43:15.330

Justin Hendrickson: from the roadmap project where we're doing just that. We're talking about "Hey,

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00:43:15.870 --> 00:43:27.300

Justin Hendrickson: regardless of what language you speak, your working hours, here are a couple games that you could play at your house that are in line with what we're doing in the classroom." And and families are all on board with that. I think two,

274

00:43:28.290 --> 00:43:35.760

Justin Hendrickson: teachers have really got to know their students in a different way this year... as real individual students, not just as as a number or a grade level.

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00:43:36.150 --> 00:43:43.080

Justin Hendrickson: They've really had to get to know their students learning styles, what times of day they're going to be more active than others,

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00:43:43.590 --> 00:43:54.330

Justin Hendrickson: who they need to contact at the house during different times of the day... so how do we really start to look at students much more individually, rather than just a you know, a third grader who's eight? Because they're they're all different.

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00:43:54.720 --> 00:43:58.350

Justin Hendrickson: And that's a beautiful thing. So how do we really um...

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00:43:59.010 --> 00:44:07.470

Justin Hendrickson: How do we really capture that and how do we systematize some of those pieces ensuring that each and every student is getting those contacts? That the small group work that we talked about earlier.

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00:44:08.040 --> 00:44:14.820

Justin Hendrickson: Playing to teacher strengths... we got teachers in... I got three teachers per grade level.

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00:44:15.420 --> 00:44:22.500

Justin Hendrickson: And the collaboration that they do on a almost a daily basis is is unlike any collaboration I've seen in my 20 years.

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00:44:22.980 --> 00:44:33.360

Justin Hendrickson: And it's... and they have to do it, so how do we capture that without burning our teachers out as well? And so finding those additional times for collaboration which gets into master scheduling with gets into

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00:44:33.690 --> 00:44:39.510

Justin Hendrickson: being creative so that we're not asking teachers to come do heavy lifting after they've taught all day

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00:44:39.840 --> 00:44:48.930

Justin Hendrickson: for another two hours. We just know bandwidth is really limited sometimes. How do we leverage some of the tools that we have now around professional development?

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00:44:49.590 --> 00:44:56.250

Justin Hendrickson: Around reaching out and talking to principals? And I know all of us here have a couple principal friends on speed dial and we talk through

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00:44:56.820 --> 00:45:05.160

Justin Hendrickson: things um, but a lot of times our districts aren't providing some of those spaces for us to do that in other spaces. We're talking

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00:45:05.670 --> 00:45:11.580

Justin Hendrickson: um checking some boxes... and so the real learning to me has been from other folks and also,

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00:45:11.880 --> 00:45:21.570

Justin Hendrickson: hey, if I wrote a letter to my staff and you were thinking about doing it... take mine, fix it up a little, sentence yours, don't waste your time on that. So how do we really start working smarter because

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00:45:21.810 --> 00:45:28.290

Justin Hendrickson: as John said, we've been working hard this year and we're tired, but at the same point in time there's been a lot of opportunity

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00:45:28.770 --> 00:45:35.370

Justin Hendrickson: for us to really think about doing things differently, that I think can really start to shift that paradigm from

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00:45:36.270 --> 00:45:39.720

Justin Hendrickson: you know step into a classroom... when we were kids they still mostly look the same...

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00:45:40.110 --> 00:45:48.480

Justin Hendrickson: um nothing else does, but our classrooms still mostly look the same. So how do we shift that and how do we really start to meet our families, our students with where they are?

292

00:45:48.750 --> 00:45:59.010

Justin Hendrickson: Identify all of those strengths that they've shown this year because they've shown a ton of resilience and strength this year. How do we leverage that in the classroom? And do that in a way that is

293

00:45:59.730 --> 00:46:09.240

Justin Hendrickson: going to be not just for a year, and not just a slight shift, and then we shift back... like really I know we're a big ship and we don't turn quick, but how do we really start to move in the direction that's going to be

294

00:46:09.900 --> 00:46:15.060

Justin Hendrickson: much more innovative and embrace some of the big lessons we learned this year?

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00:46:15.180 --> 00:46:18.180

Arik Korman: Those are great insights and I appreciate everything that you've all shared.

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00:46:18.600 --> 00:46:24.480

Arik Korman: This last question is going to be lightning round because I want to make sure we have enough time to get to some of the questions from the audience.

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00:46:24.930 --> 00:46:35.070

Arik Korman: So I'm going to do this popcorn style... whoever wants to say something just go ahead and unmute yourself and go for it. How can principals be better supported at the state and district levels?

298

00:46:38.340 --> 00:46:39.270

Tricia Kannberg: I'll go ahead and get started. Oh, sorry John.

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00:46:39.330 --> 00:46:40.950

John Belcher Mount Si HS: Go ahead, Tricia. You first.

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00:46:41.280 --> 00:46:45.390

Tricia Kannberg: So on this one, I'm actually going to check my privilege. And what I mean by that is

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00:46:46.020 --> 00:46:55.890

Tricia Kannberg: so a lot of us, and especially in this room right now we're seeing the light at the end of the tunnel right. The pandemic... we see people getting vaccinated, we see that maybe there's some changes are going to happen in the fall.

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00:46:56.340 --> 00:47:08.190

Tricia Kannberg: But reality set in this morning for me... that it's it's an unforeseen ending for the families I serve. 90% of my students are free reduced. In a recent article

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00:47:08.730 --> 00:47:23.040

Tricia Kannberg: in The Spokesman Review, 74% of the families who live in my community are concerned they will lose their housing. And that's what I mean about there's no end in sight for them. This will have long term effects; I will bounce back. I've done I..

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00:47:23.760 --> 00:47:30.480

Tricia Kannberg: I feel so fortunate that I've had the work that I've had to do. That my focus has been on my my staff and my communities and my family's.

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00:47:30.870 --> 00:47:33.810

Tricia Kannberg: I haven't had to you know worry about

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00:47:34.230 --> 00:47:40.290



Tricia Kannberg: providing for my own kids at home... they were taken care of. I didn't have to worry about food on the table, or making my mortgage payment.

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00:47:40.500 --> 00:47:48.600

Tricia Kannberg: So I feel very fortunate, but I also again the word that's been thrown around a lot today I'm humbled by the fact that our families are enduring things day to day.

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00:47:49.290 --> 00:47:54.960

Tricia Kannberg: And we need to be reminded that that's that's who serve. So for me and I what I'm looking for...

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00:47:55.560 --> 00:48:00.000

Tricia Kannberg: I want sustained and reliable funding to continue some of the supports we've been working on.

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00:48:00.240 --> 00:48:06.750

Tricia Kannberg: We work with a community liaison who's helped more than 50 of our families with food insecurity and with homelessness. That's just at Regal.

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00:48:07.020 --> 00:48:12.000

Tricia Kannberg: And those are people who are humbled enough to call and say "I need help." And I can probably triple that

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00:48:12.300 --> 00:48:19.140

Tricia Kannberg: if families were willing to come forward, but there's a lot of pride in my community. So they're not going to say that there's they're struggling.

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00:48:19.560 --> 00:48:26.370

Tricia Kannberg: And again, sustained funding for counselors, behavioral specialists, and social workers because we have like our kids going through a lot right now.

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00:48:26.610 --> 00:48:41.040

Tricia Kannberg: And what we need is a lot of support and not just for the next year... this is just it's... we have no idea what we're getting into and I'm predicting this is going to be a half a decade or more before we start to feel some normalcy so that's where that's where I am right now.

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00:48:43.170 --> 00:48:53.730

John Belcher Mount Si HS: Arik, I think they need to support some new state PD days so that we can get teachers back up to speed. And we've had a little bit of luxury of time that teachers have really capitalized so I think

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00:48:54.630 --> 00:48:58.710

John Belcher Mount Si HS: more teacher state days to get people ready to close these gaps.

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00:48:59.220 --> 00:49:13.800

John Belcher Mount Si HS: I also think it's an opportunity, Arik, to capitalize on skilled workforce, so when I have a hard time competing with my neighbor Microsoft with the \$200,000 employee, they can pipe right into my computer science class remotely... teach that course for me.

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00:49:14.910 --> 00:49:26.940

John Belcher Mount Si HS: And so, there are some things we can capitalize that the state could give incentives to businesses to help us out with that. I think the funding issue is huge and the connectivity is something that the state could really help us out with.

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00:49:28.110 --> 00:49:33.120

Jason Smith: Great. I'll jump in there too. Along those lines, want to see continued funding... more funding

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00:49:34.170 --> 00:49:42.780

Jason Smith: for more teachers... teachers with higher giving teachers higher salaries, so we can recruit and retain top notch quality educators.

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00:49:43.050 --> 00:49:51.390

Jason Smith: And it is no secret, it is not rocket science, that if I can have class sizes of 15... 12 like I'm seeing now versus 36-37...

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00:49:51.810 --> 00:50:02.310

Jason Smith: the connectivity from a teacher to a student, the relationships, the emotional growth, and on and on and on... with a smaller class size, with a quality educator who cares about kids,

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00:50:03.090 --> 00:50:12.870

Jason Smith: more funding for teachers for competitive salaries, and more funding to have smaller class sizes to me would be at a premium now especially coming off COVID.

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00:50:14.130 --> 00:50:29.670

Carlos Gonzalez: I would I would add a technology piece in terms of accessibility... around that continued support for technology and what I mean by that is just when you consider what we can do to expand bandwidth and rural in rural regions...

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00:50:30.900 --> 00:50:35.640

Carlos Gonzalez: making chromebooks or laptops one to one in a school district for all kids,

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00:50:36.690 --> 00:50:41.820

Carlos Gonzalez: that accessibility to hotspots for those families that really need them that don't have Internet at home.

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00:50:42.360 --> 00:50:46.200

Carlos Gonzalez: You know we're we're getting better we've done a really good job of meeting this demand, but

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00:50:46.860 --> 00:50:55.080

Carlos Gonzalez: that that's something with technology always evolving. That's something that we're going to have to try our best to keep up with so that that accessibility to learning is always there for kids.

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00:50:55.650 --> 00:51:09.600

Carlos Gonzalez: Um something on the principal end is just how we can get some more support around really training for negotiations around labor management and so that when these pandemics do happen

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00:51:10.980 --> 00:51:18.360

Carlos Gonzalez: that we can get through it in a timely matter in the best way possible that is best for both sides. So what does that training look like so that

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00:51:19.380 --> 00:51:24.060

Carlos Gonzalez: it's done in a timely manner and we can just come to a compromise in the best way possible?

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00:51:24.450 --> 00:51:33.240

Carlos Gonzalez: And then the last one that I would also add is just the importance of in that power of parent involvement. I know that's something that's always on our radar as an administration,

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00:51:33.690 --> 00:51:43.350

Carlos Gonzalez: but whatever we can do to increase our funding around parent coordinators that help the administration to get into homes and provide that support at home, get food out to families,

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00:51:43.710 --> 00:51:54.240

Carlos Gonzalez: hotspots, talk about technology, how to access the students learning from home so that they can help us from home... and so whatever we can do to just increase that parent partnership

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00:51:55.200 --> 00:52:05.490

Carlos Gonzalez: so that they're in this work with us because when you think about it developmentally for kids aged 5 to 18, we we're only with them literally like 11 to 13% of the time in their development.

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00:52:06.120 --> 00:52:15.870

Carlos Gonzalez: So what can we do to just maximize the other 90% roughly 90% using the parents from home to help us with the learning here? And so that's what I think about.

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00:52:18.030 --> 00:52:26.880

Cindy Cromwell: I'll go ahead and jump on. I loved the message when all of this started, that we were going to look through things through the lens of the three c's.

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00:52:27.330 --> 00:52:38.130

Cindy Cromwell: And when the pandemic is over with because it's going to be... I think it's important that we continue with that lens of compassion, common sense, common sense is so important and that communication.

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00:52:38.520 --> 00:52:55.470

Cindy Cromwell: But also ask that again we get asked... we're able to give our input when decisions are made right. It's not just the rule makers that get to say because they've gone through school before. As the people who are responsible for the children's education... no more unfunded initiatives.

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00:52:56.490 --> 00:53:06.600

Cindy Cromwell: Like let us just stabilize the supportive social emotional learning and the academics with that unfinished learning that we just haven't got to get.

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00:53:06.960 --> 00:53:11.340

Cindy Cromwell: Let us just stabilize... we know what we're doing, we will get kids there.

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00:53:12.150 --> 00:53:16.800

Cindy Cromwell: And then continue that mental health services and support for not only our students,

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00:53:17.100 --> 00:53:30.750

Cindy Cromwell: but for our staff. And again, it's not just when the pandemic is over with, keep it going. That's what our families need. I agree it's going to take years for our kids to be able to pull out of this. Be patient with us.

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00:53:31.470 --> 00:53:37.140

Cindy Cromwell: It's not going to be something that can happen quickly, but trust us and ask us. We'll guide you.

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00:53:38.730 --> 00:53:41.400

Nathan Plummer: So the only... I'm going to say a big and.

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00:53:42.630 --> 00:53:52.860

Nathan Plummer: We got to get rid of this learning loss... like I am so sick of it because here's the deal... the reality is is learning loss ends up in deficit thinking.

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00:53:53.460 --> 00:54:04.110

Nathan Plummer: And as long as we continue to look at the deficits of our students and are expected to respond to those deficits, we will continue to marginalize as a system... as a whole.

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00:54:04.470 --> 00:54:12.840

Nathan Plummer: We will continue to fill in the blank these students aren't learning well, instead of looking at what are the strengths of our communities.

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00:54:13.320 --> 00:54:27.660

Nathan Plummer: And so I could add to all of those and expand, but I'm going to say we got a dump this learning loss concept... we do know what we're doing, we do care about kids, and we will do whatever we can to be able to get them to be high school and beyond ready.

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00:54:29.370 --> 00:54:31.800

Arik Korman: Thank you, Nathan. And Justin do you have anything that you'd like to add?

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00:54:32.100 --> 00:54:40.230

Justin Hendrickson: Yeah, the the consistency with funding specifically around our counselors, our social emotional support, and mental health.

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00:54:40.800 --> 00:54:48.240

Justin Hendrickson: And we know that you know so many of us have to make choices between, "Do I fund someone else for a classroom or do I fund a counselor?"

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00:54:48.630 --> 00:54:55.320

Justin Hendrickson: Like that shouldn't have to ever be an option. Um and you know, we needed them before, and we're going to really need them now...

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00:54:55.830 --> 00:55:05.310

Justin Hendrickson: But every single year you're looking at your your sheets come from the district wondering, do you have point for counselor or whatever and trying to beg borrow and steal to make that happen.

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00:55:05.820 --> 00:55:10.410

Justin Hendrickson: And that other part that we know and even with the principals you know the five year sort of piece...

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00:55:10.860 --> 00:55:16.320

Justin Hendrickson: We can't keep turning our teachers over... like we have to really think about the self-care that our educators need

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00:55:17.190 --> 00:55:27.480

Justin Hendrickson: so that they can sustain this work. This is a lot of work. We talked about secondary trauma, we talked about all of the things that we are asked to be taking on and do it really well um...

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00:55:27.810 --> 00:55:36.870

Justin Hendrickson: And we just got to be realistic around that. Like Cindy said, give us a little space, let us do some work... we know how to do that, we can roll up our sleeves and get this work done, but quit throwing more things at us

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00:55:37.440 --> 00:55:44.190

Justin Hendrickson: that we don't have funding for or we have to pull funding for something else to figure out how to fund that that new shiny thing that's coming along...

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00:55:44.670 --> 00:55:46.950

Justin Hendrickson: continue that collaboration.

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00:55:47.430 --> 00:55:56.430

John Belcher Mount Si HS: I just going to tag on, Justin. That whole idea of principal turn to right. Like the number of people are retiring and getting out of the business based on this, we got to we got to address that.

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00:55:56.430 --> 00:55:56.760

Justin Hendrickson There's gonna be lot.

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00:55:58.890 --> 00:55:59.580

Justin Hendrickson: Yeah.

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00:55:59.610 --> 00:56:10.290

Arik Korman: Thank you so much for everything that you've offered today. I want to do a quick time check. Do all of you need to leave at 1:30 straight up or can you say an extra five minutes and take a couple of questions?

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00:56:12.510 --> 00:56:21.480

Arik Korman: All right. Great, because I think we'll have time for one or two maybe three, but some of these are big ones. And I'm going to start off with one of them which is:

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00:56:21.930 --> 00:56:29.010

Arik Korman: What our school districts and your buildings doing to help employees address white supremacy, and this could include implicit bias training,

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00:56:29.340 --> 00:56:42.810

Arik Korman: as well as a review of curriculum standards and practices to address the systemic racism? What are you doing to increase the number of talented highly trained staff of color that look like my brown, black, yellow, and red grandchildren and great grandchildren?

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00:56:44.400 --> 00:56:45.240

Arik Korman: It's a big question.

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00:56:46.080 --> 00:56:47.100

Carlos Gonzalez: I'd like to jump in on this first.

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00:56:47.520 --> 00:56:57.720

Carlos Gonzalez: I know here in our Othello school district, our district administration has connected us to Dr. Katherine Rodela at Washington State University Vancouver

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00:56:58.230 --> 00:57:10.380

Carlos Gonzalez: to start this conversation around deepening our understanding of equity in our school district. And where... we're going to build a shared understanding around equity and systemic inequities in education.

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00:57:11.100 --> 00:57:22.560

Carlos Gonzalez: But also the process of considering how equity is discussed in the addressed in our school district. So it's been it's been a really great conversation to start that here. And just very recently,

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00:57:23.010 --> 00:57:32.070

Carlos Gonzalez: we also began our first workshop around implicit bias training and the components of that. Just raising that awareness from an admin level so that we can just expand on that in our system.

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00:57:35.010 --> 00:57:41.160

Nathan Plummer: I'm just going to go ahead and jump in and with another and right just so respectful of time. I think...

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00:57:41.640 --> 00:57:49.740

Nathan Plummer: I think there are a couple things in that deficit mindset so I might sound like a little bit of a broken record, but the the deficit mindset really

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00:57:50.100 --> 00:58:03.390

Nathan Plummer: puts us into a place where we look at race or we look at ability or we look at all of these other things and say we need to fix you. We don't need to fix people. That's not our job right. Our job is to grow and empower

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00:58:03.750 --> 00:58:11.550

Nathan Plummer: our students and our families and our communities. And so that goes into right into the classroom... culturally responsive teaching and universal design for learning.

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00:58:11.820 --> 00:58:23.880

Nathan Plummer: And that's not just for special education and that's not for any anything other than all students. How do we recognize language? How do we recognize abilities? And and be able to have

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00:58:24.420 --> 00:58:33.330

Nathan Plummer: lessons that respond to our students' needs? And I think that comes down also to two other concepts and I won't go long on them, but

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00:58:33.540 --> 00:58:40.380

Nathan Plummer: you know there's a humanizing data piece to this right. We have to get away from from the from this this

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00:58:40.710 --> 00:58:51.690

Nathan Plummer: structured standardized test on how we look at students because that only leads as I've said to the deficit mindset. And then and then really just just expanding upon

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00:58:52.620 --> 00:59:04.410

Nathan Plummer: building expert learners right. And and the deficit mindset leads us to a place where we say, well, you need to do this, you need to give you this because you have some sort of

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00:59:05.400 --> 00:59:11.310

Nathan Plummer: issue in your education right. You have some sort of disability so you're going to do what I do, what I say,

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00:59:11.520 --> 00:59:20.130

Nathan Plummer: which gets to the grading piece. Do what I do, what I say, and and we create dependency in our learners and we're teaching dependency systemically.

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00:59:20.430 --> 00:59:25.920

Nathan Plummer: So how do we build students to know themselves the best? How do we help empower them

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00:59:26.190 --> 00:59:38.310

Nathan Plummer: to be able to say "here are the resources and here's how I can can work with that" and that within itself is a way to empower black and brown students or red students all of the all of the colors that you said...

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00:59:38.580 --> 00:59:44.160

Nathan Plummer: And and and obviously there's diversifying the workforce... I'm going to start rambling I'm going to pause right there.

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00:59:46.590 --> 00:59:49.650

Arik Korman: Right. Would anyone else like to tackle this meaty question?

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00:59:50.790 --> 00:59:55.650

Tricia Kannberg: I'll just say that Spokane Public Schools adopted an equity resolution back in June.

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00:59:55.950 --> 01:00:06.090

Tricia Kannberg: And I know that as we look at our policies and as we're looking at moving forward, it's always that question of "how are we showing equity?" And we're also trying to get student voice

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01:00:06.750 --> 01:00:08.940

Tricia Kannberg: all the way from elementary up through our high schools.

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01:00:09.450 --> 01:00:19.830

Tricia Kannberg: Student voice on what's important to them and when we talk about equity, it's not just racial equity. It is like Nathan said. It is about our kids with special needs, it's about our kids

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01:00:20.190 --> 01:00:28.530

Tricia Kannberg: who don't identify identify as a different gender... we have to be really inclusive and be mindful and that's where I think our district's moving in the right direction... is always looking at.

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01:00:28.800 --> 01:00:34.980

Tricia Kannberg: every policy through that equity lens. We're we're definitely not perfect, but it's nice to hear that we're moving in that direction.



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01:00:36.780 --> 01:00:49.350

John Belcher Mount Si HS: And the the workforce, Arik... the pandemic has brought some opportunities right. So career fairs have now gone virtual. That allows us to access more people from around the country so we're starting to target different parts of the country that we haven't been able to before.

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01:00:50.580 --> 01:00:59.370

John Belcher Mount Si HS: And so that is one way we're looking at how do we rethink and revision how we recruit and find great people. I think that goes back to the point of "how do we train teachers?"

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01:00:59.790 --> 01:01:05.370

John Belcher Mount Si HS: Imagine if student teachers could be from Alabama, but they're zooming into my classrooms here in Snoqualmie

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01:01:05.790 --> 01:01:15.690

John Belcher Mount Si HS: and starting to learn their trade from a school that isn't in their region. There's other ways that we can start to show and demonstrate that there's opportunities here to kind of change our job force.

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01:01:16.290 --> 01:01:21.360

John Belcher Mount Si HS: And that other idea of piping in the tech sector and skilled workforce.

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01:01:21.960 --> 01:01:28.350

John Belcher Mount Si HS: Most people that come get a taste of teaching love it. And so, if we can get more people through this remote approach,

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01:01:28.740 --> 01:01:33.720

John Belcher Mount Si HS: I think you'll see a lot of people start making career changes. And with the number of unemployed people...

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01:01:34.230 --> 01:01:45.960

John Belcher Mount Si HS: and you know I promote education being a substitute... looking at any of our positions in education. You'll love it. Make the shift now. We need more people coming into the pipeline. I think those are some opportunities for us ahead.

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01:01:46.380 --> 01:01:47.760

Arik Korman: Great thanks. And Jason quickly.

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01:01:48.630 --> 01:01:53.340

Jason Smith: Yeah. I would echo what Tricia has in Spokane. We have Puyallup in our school board policies

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01:01:53.640 --> 01:02:01.920

Jason Smith: about anti-racist practices and addressing inequities and white supremacy and whatnot. But those those are just words. They're good words, but they are just words.

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01:02:02.250 --> 01:02:06.090

Jason Smith: And I'll dovetail off Nathan. I really think that it's culturally responsive teaching

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01:02:06.390 --> 01:02:18.090

Jason Smith: and practices within the classroom. That boots on the ground is so so very important and Zaretta Hammond's book is phenomenal on culturally responsive teaching and the brain, which is a book that we're working on here at Rogers.

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01:02:18.510 --> 01:02:31.530

Jason Smith: I highly recommend that for staff. Oh, he's got it. But we didn't even plan that. I didn't call him or text him. I didn't text him but that's some beautiful work to help address culture responsive teaching and systems.

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01:02:32.550 --> 01:02:34.200

Jason Smith: For for our kids so.

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01:02:35.730 --> 01:02:46.350

Arik Korman: That's great. Yeah. Thank you so much. And and to everyone who submitted questions I really appreciate it. I'm going to send all of the questions to all of our panelists in a follow up email so they'll see everything that you're asking.

411

01:02:46.650 --> 01:02:58.830

Arik Korman: And for this last question, I'm going to conflate a few questions which is basically: How are you connecting with students to hear about what they want and need to positively engage with school if they're not currently engaged now?

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01:03:05.340 --> 01:03:15.450

Justin Hendrickson: I think just being relentless you know. We've been always been able to track kids down and so you know whether that's you know picking up the old fashioned phone and calling them,

413

01:03:16.050 --> 01:03:26.460

Justin Hendrickson: shooting out a text, showing up at where they're playing basketball after school... we can find our kids out there. And if I can't find them, someone at my school can find them.

414

01:03:27.390 --> 01:03:30.480

Justin Hendrickson: But it really goes back to knowing those kids on an individual level.

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01:03:31.230 --> 01:03:38.310

Justin Hendrickson: At a PreK-8, I know their cousins... I know someone in their family. I know someone in Rainier Beach who knows them and we can we can track them down.

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01:03:38.610 --> 01:03:44.190

Justin Hendrickson: But it's not just sort of writing them off and checking a couple boxes saying "hey we sent three emails we didn't hear anything back."

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01:03:44.760 --> 01:03:56.640

Justin Hendrickson: That's never good enough and so we just have to continue to do what we were built to do and that's you know find our kids, engage our kids, bring our families back into the schools and the communities that they that they love.

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01:03:57.780 --> 01:04:07.890

Justin Hendrickson: And then really take these lessons on you know making sure that we as building leaders are leading by example as well. And I don't know everyone on this call, but I guarantee everyone on this call

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01:04:08.250 --> 01:04:17.400

Justin Hendrickson: does that at their at their school um. We are not someone who doesn't pick up the phone ourselves. I call families a couple families randomly every week just to check in

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01:04:17.700 --> 01:04:30.120

Justin Hendrickson: and see how things are going. So they don't always expect something bad at this point time... Mr. H has given you a call... What's going on? How can how can we work together? And then I sometimes I can pass that on to teachers too. Um, but yeah just just finding them.

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01:04:32.070 --> 01:04:38.850

Cindy Cromwell: On that we're also doing you know home visits. One of our tricks that we've been using is using last year's teacher

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01:04:39.300 --> 01:04:45.360

Cindy Cromwell: to be able to make connections with them. But yeah I'll show up at a parent's place of work to find out where their student is.

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01:04:45.780 --> 01:04:53.430

Cindy Cromwell: Kelso's a pretty small community and you know, you show up at the baseball field, and you can find a friend of a friend of a friend who knows somebody or somebody auntie.

424

01:04:54.240 --> 01:05:03.840

Cindy Cromwell: But yeah we will do everything we can to find our kids and have those conversations. And many times, it takes more than one. You know we're on the phone with them, we're emailing them...

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01:05:05.010 --> 01:05:17.520

Cindy Cromwell: And we're not afraid to do that either. None of us in this room are. So yeah there's lots of tricks too. And even looking at Instagram and Facebook and stuff and trying to find their latest location, what their activities are, we'll find them.

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01:05:18.570 --> 01:05:25.380

Carlos Gonzalez: And to piggyback on what Justin said about relentless... he reminded me of Hamish Brewer, that skateboarding principal who's awesome, by the way.

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01:05:26.430 --> 01:05:31.320

Carlos Gonzalez: Just being relentless, but I would also add and here's the and that Nathan was speaking to earlier is...

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01:05:31.920 --> 01:05:40.560

Carlos Gonzalez: really having a great great working relationship with your counselors, and your parent coordinators, and your ASB advisors to get out and to connect with those kids as best you can.

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01:05:41.520 --> 01:05:49.110

Carlos Gonzalez: And where we just... we're always talking about kids, we're challenging each other, pushing each other on creating or restoring those connections with kids...

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01:05:49.470 --> 01:05:57.900

Carlos Gonzalez: and so it's just it's all about our work relationship with our people here to restore, rebuild, and enhance that relationship professional relationship with our students.

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01:05:58.740 --> 01:06:00.330

Arik Korman: Great. And Tricia, it looks like you want to say something.

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01:06:00.690 --> 01:06:07.350

Tricia Kannberg: Yeah, so this is something I'm really excited about. And so I'll limit it like Nathan said because I can get really... I can go really into this so.

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01:06:07.710 --> 01:06:11.760

Tricia Kannberg: Our district created a classroom support app and part of that is a support referral.

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01:06:12.420 --> 01:06:19.440

Tricia Kannberg: And so during the remote learning, if a teacher was on with their class, and the student left the remote environment, they could submit a ticket to our support team.

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01:06:19.800 --> 01:06:25.050

Tricia Kannberg: That was myself, the assistant principal, counselor, and my behavioral specialist. We'd get the ticket and

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01:06:25.440 --> 01:06:33.150

Tricia Kannberg: we'd right away call the home. We might find out the computer just died, or they lost connection, or they need some sort of support or...

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01:06:33.390 --> 01:06:43.170

Tricia Kannberg: In one case I called and the mom goes "I left the room to vacuum and I come back and he closed the lid." So that's my chance to engage with the parent and see what can we do to make sure he stays on.

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01:06:43.710 --> 01:06:53.190



Tricia Kannberg: So point being, with the use of this app, I could honestly at any point from day one until today, if you were to give me a student's name, I can look up and I can tell you their story.

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01:06:53.490 --> 01:07:01.410

Tricia Kannberg: I can tell you how we've supported them, what we've put in place as far as interventions, and so I feel like we've done a really great... what I'm proud of

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01:07:02.730 --> 01:07:10.740

Tricia Kannberg: is that one of the things that happened this year is our connections with families has been amazing like off the charts compared to previously previous years.

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01:07:11.130 --> 01:07:19.470

Tricia Kannberg: And parents want to be connected. In a community like mine, that's huge. And I really feel like... like I said, we've maintained such a

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01:07:20.160 --> 01:07:24.900

Tricia Kannberg: high set high expectations regarding what we wanted from our students and the students even realize

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01:07:25.410 --> 01:07:34.350

Tricia Kannberg: Ms. Kannberg is calling me again... "I'll just get back on the computer mom." Right and so it's just that opportunity that kids started to realize we were paying attention. So, I think again...

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01:07:34.950 --> 01:07:42.000

Tricia Kannberg: any way you can get that opportunity to stay connected is it's it's helpful and this app has been a game changer for us

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01:07:42.630 --> 01:07:49.440

Tricia Kannberg: to be able to use it in that capacity as well as supporting students in the classrooms now. We also have day to day tickets

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01:07:49.800 --> 01:07:59.940

Tricia Kannberg: that teachers can submit and it just is a continuous loop of communication between our support team, teachers and families. So we've done some great work and we're excited about it.

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01:07:59.970 --> 01:08:00.690

Arik Korman: Great. Yeah.

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01:08:00.720 --> 01:08:08.070

Arik Korman: Thank you so much to all of you, Tricia, Jason, Carlos, Cindy, Nathan, John and Justin. If you need to jump feel free.

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01:08:08.340 --> 01:08:18.750

Arik Korman: I'll go ahead and share the chat log with you and I'll also share all of the questions. I also want to do a quick shout out for universal design for learning. I'm a big fan and League of Education Voters is a big fan of that.

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01:08:21.090 --> 01:08:30.570

Arik Korman: And thank you to everyone who participated in this LEVinar, I really appreciate it. And thanks to the Association of Washington School Principals for putting together this amazing panel

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01:08:30.870 --> 01:08:42.210

Arik Korman: and for your partnership. The AWSP website is [awsp.org](http://awsp.org) and again, thank you to all of you for participating and submitting

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01:08:42.210 --> 01:08:52.920

Arik Korman: questions, participating in the chat. Our next LEVinar will take place this coming Tuesday, March 23<sup>rd</sup>. Washington State Superintendent of Public Instruction, Chris Reykdal,

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01:08:53.340 --> 01:08:59.970

Arik Korman: will outline this historic and challenging years' requirements for state testing and will answer your questions.

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01:09:00.810 --> 01:09:08.070

Arik Korman: The registration link is right now on our website [educationvoters.org](http://educationvoters.org). Just click on events, then Lunchtime LEVinars.

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01:09:08.430 --> 01:09:19.080

Arik Korman: I'll also share that LEVinar information with the registration link in the follow up email that you'll be getting in about 24 hours in your inbox. And panelists, I'll send you that too in case you want to jump on with Chris Reykdal.

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01:09:20.130 --> 01:09:28.260

Arik Korman: Also, on Thursday, April 1<sup>st</sup>, we're going to be talking about restorative justice in schools in a special virtual event at 7pm.

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01:09:28.740 --> 01:09:39.570

Arik Korman: We're going to focus on a healing approach to student behavior instead of a penal approach. Our panelists will discuss what brought them to the work, what their programs do, their philosophy, and where they can be found.

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01:09:40.170 --> 01:09:45.390

Arik Korman: They will also discuss ways to expand these programs throughout Washington state and answer your questions.

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01:09:45.750 --> 01:09:52.410

Arik Korman: We will have Toyia Taylor, the Executive Director and Founder of WeAPP, Sean Goode, the Executive Director of Choose 180,

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01:09:52.830 --> 01:10:01.080

Arik Korman: Saroem Phoung, the Executive Director of Peacemaking Academy, and Dion Schell, Director of Education at Community Passageways.

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01:10:01.800 --> 01:10:10.170

Arik Korman: The registration link is also on our website [educationvoters.org](http://educationvoters.org). Just click on the events page. And I will also send this information in the follow up email.

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01:10:10.920 --> 01:10:21.450

Arik Korman: And finally, our next LEVinar after Reykdal is on April 15 with the Washington state teachers of the year from 2015 all the way through 2021.

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01:10:21.840 --> 01:10:28.650

Arik Korman: We're going to have Brooke Brown, Amy Campbell, Robert Hand, Mandy Manning who was also the national teacher of the year for 2018,

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01:10:29.220 --> 01:10:36.030

Arik Korman: Camille Jones, Nate Bowling, and Lyon Terry. They're going to share what they're hearing from students, families, and colleagues,

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01:10:36.510 --> 01:10:47.490

Arik Korman: how they recommend reimagining education in this time of COVID, and they'll also answer your questions. The registration info is also on that LEVinar page and I'll send it in the follow up email.

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01:10:48.000 --> 01:10:57.570

Arik Korman: Thank you to each of you for joining us today. If you have additional questions or comments, please send them to me at Arik, [arik@educationvoters.org](mailto:arik@educationvoters.org).

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01:10:58.020 --> 01:11:03.990

Arik Korman: A recording of today's presentation will be in the follow up email and you are welcome to share it with friends and colleagues.

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01:11:04.410 --> 01:11:09.960

Arik Korman: If you'd like to learn more about League of Education Voters or support our work, please visit [educationvoters.org](http://educationvoters.org).

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01:11:10.680 --> 01:11:21.150

Arik Korman: Thank you again for attending. Each one of us has the right to feel safe and valued. Together, we will fight for a world in which true educational and economic equity exists.

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01:11:21.540 --> 01:11:28.110

Arik Korman: We look forward to seeing you at future LEVinars. Jason, Tricia, Carlos, Nathan, Cindy, John and Justin...

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01:11:28.500 --> 01:11:39.150

Arik Korman: Thank you again for joining us and for sharing all of your wisdom and insight and for all you do for Washington students and families. I really, really appreciate it. Hope you have a great rest of your day.