

## September 18 Meeting - WebEx - 7:45-8:45

Attendees: Julie Baltes, Natasha Vimoktayon, Sammy Daily, Jenny Courtier, Charlotte Kopera, Brian Schneider, Tiffany Valdez, Breana Johnson, Jennifer Buckmiller, Hannah Ditto, Tony Karr

Review Return to Learn plans with focus on teacher/student engagement, attendance, and accountability. We discussed:

- parent screening expectations for student screening and options on what to do if the situation is questionable, more communication on this to follow.
- specific safety mitigation measures that are available at holmes (HVAC system evaluation at 150% / 4 pillars - mask, sanitization, cohort, social distancing (3ft+)) / 3 W - wash, wear your mask, watch your surroundings
- available guidelines from El Paso County health are becoming more specific (<https://covid19.colorado.gov/>)
- the push for as much stability and consistency as possible - Tony's goal is to provide consistency wherever possible.
- communication strategy for Holmes - is it working and at the right level, possibly segmenting communications to ensure that online students don't get communications relevant only to hybrid learning and vice versa

Review Social Emotional Learning (SEL) challenges and initiatives (e.g. COVID 19 stressors). We discussed:

- the shift from hawk time 1x/week to advisory period daily so that students have regular check ins. Advisory covers social/emotional topics 2x/week and academic goal setting 2x/week, Mondays are asynchronous general
- social supports for teachers: establishing a morale committee, special activities to discuss changes in teaching in 2020

Discuss USIP status/completion date (first draft in CDE system by late Sep) and instructional challenges/focus for 20-21 (make recommendations as appropriate)

- fall screener being used to inform current status of student population
- currently in data analysis to make specific adjustments to the curriculum, have already made some specific adjustments for individual students

- PLC focusing on specific skills needed to achieve mastery and hit the standard
- intervention identification - developing formative assessment processes to provide early warning on where interventions are needed
- program coherence - setting a goal to keep USIP consistent for 3-5 years so that goals become part of Holmes culture and the focus can be around execution on goals as a habit

Review District/state assessment plans/actions for school for 20-21. We discussed:

- some concern around the fact that state standards reflect a year's worth of learning for a year where the situation was very challenging.
- Holmes objective to meet the standards and identify any interventions needed to bring students up to state levels regardless
- whether or not state standards may be assessed as comparative if all schools are facing this challenge

Discuss what data will be collected/monitored to assess progress toward goals. We discussed:

- screeners - fall, winter, spring
- ongoing evaluation using the formative assessment process
- outreach efforts to connect with at-risk student populations and ensure engagement to the greatest extent possible

Connections with SAC at elementary schools and high school levels

- plan to attend October SAC meeting or other parent gathering where possible at each feeder school to give a sense of what students could expect with a transition to Holmes
- reviewed contact information for each and assigned a delegate to several upcoming meetings
- plan to connect with Coronado SAC for the reverse effort / have already done some alignment here adding pre-AP to 8th grade classes to support consistency with the high school transition