

SPS-Safe School Reopening Task Force – Sub Committee Meeting Notes

Date: 6/12/20 – 2:00 p.m.

Committee Name: Secondary Education Sub Committee

Attendee Names: Adam Swinyard, Heather Bybee, Scott Kerwien, Rob Reavis, Josh Harrison, Joel Evanson, Susie Gerard, John Parks, Carol Pederson, Stephanie Splater, Mark Lund, Cindy McMahon, Laura Treece, Erik Powell, Megan McLean, Scott Detlefs, Dan Nord, Dean Tyler-Babkirk, Ellen Gillespie, Shamerica Nakamura, Bryce Wilcox, Jenifer Piper

Meeting Notes:

Introductions of participants

Adam shared thanks for the time and willingness of folks to participate on this group and this is important work to put a plan together for staff, students and get back to a sense of normalcy, have a smooth start to next year and is so important in the moment but will have an impact for quite some time.

Shared overview of structure of the task force and how it will work.

- Share Guidelines released yesterday by OSPI to have context and conversation
- Key Questions this group will focus on around aim and objective
- Meeting Schedule and time commitment for the group

Adam shared the structure of the Steering Committee - overseeing the work of the sub committees – It includes the school board president, the Superintendent, the SEA president, Bob Lutz of SRHD, central office leaders, parent representative and representatives from special education advocacy communities – a broad group of leaders from our district and community. Their purpose is to hear the recommendations from the subcommittees who are doing the thinking and making recommendations for what next year is going to look like.

The sub-committees include:

- Safety/Operations – how to use classrooms, how to use transportation, transition from place to place, what will protocols be on masks, cleaning, etc.
- Elem group – looking at that model, adjust curriculum, what assessments to be thinking about, what digital tools are needed, how do we create consistency
- Sec Group – this group
- SPED – focused specifically on special education
- ELD – focused on English Language development
- Intervention Services – focused on mental health, counseling, integration of social services SEL wellness
- Tech Access and Support - what will the device model be – check out by request or shift to a 1:1 model
- Extracurricular/Activities – focused on what that will look like in the fall
- Remote learning options – know we have handful of families not wanting to return without a vaccine, or not at all or on a limited basis. Don't want them to leave out district and go elsewhere like WAVA, can't afford a drop in enrollment, want them to stay in our district because they are our kids and need enrollment for sustainability.

This group will regularly report recommendations to the Steering Committee. Overlap between the groups and pieces of info one group will need to identify before other groups can move forward so will require choreographing of information between the groups to come up with one cohesive plan. 30,000 kids, 4000 staff and 54 schools and coming up with a plan is no small task over next 3-4 weeks. The Superintendent's interest is that we will have as much outlined as possible by August 1st or sooner. We realize people are eager to know and want at least a well-defined vision of what the start of school will look like. Some details will have collective bargaining implications, so SEA reps are at the table and on the sub committees. Similar to this spring where school closure was a change in working conditions, we

developed an MOU, some recommendations will be made to the steering committee and we can move forward and some things will be recommended to inform development of an MOU that might be needed with SEA.

Web page will be created that lists meeting minutes for all the sub committees for community to look through and a link for staff/parents to provide input to create 2 way communication between our group and what others have to share.

Questions about the task force or how info will be passed along? Other questions or wonderings? - None

Review of guidelines distributed by OSPI (very lengthy document)

- General Health and Safety Guidance
- Guidance around Drop off and Pick Up
- Guidance around Health Screening - items the other sub-committee will address
- Physical distancing – explained how that will impact us. It doesn't say every student has to be 6 ft apart. Practice within each group of students as much as possible. Not a lot of specific requirements. The guidelines are very general and left up to individual districts to determine what the specifics will look like.
- Schools may consider strategies such as cancel field trips, assemblies or other large gatherings
- Cancel or modify classes where students are likely to be in very close contact.
- Suspend or make significant modifications to activities considered high risk such as choir or other classes or activities that require students to remove face coverings and may contribute to transmission. This group will have to think through - What are implications for band, strings, large courses that required activities where having a face covering is problematic. There are parameters where kids who have health conditions have exceptions – overall, kids and staff need to wear masks at all times.
- Increase space between desks - doesn't say 6 ft apart, just to rearrange desks to maximize space between students, turn desks to facing same direction. Doesn't say how many kids in a class or how far apart they have to be – that's left up to the district.
- Reduce number of students in the hall at any one time so Stagger release of classes and limit the numbers in the hallway at one time. Implications to master schedule, guidance to bldgs. on how they address that strategy due to uniqueness of bldg? Potential, release one hallway at a time or staggering content area by a minute separation for example. These are really general and a lot of contextual decisions made at the school level.
- Reduce congestion in the health office
- Limit non-essential visitors
- Limit cross school transfers for special programs – best example of this is Tessera (transport kids from 34 sites to Libby – probably not wanting to mix populations of students and then have them go back to their school)
- Teach staff, students and families to maintain distance from each other in school
- Keep students outside as much as possible.

This is the broad umbrella – document includes additional information around hygiene practices, meals- use of cafeteria but overall direction, this document and what we heard from the OSPI Superintendent, we should be opening our schools and providing face to face interaction to the fullest extent possible.

Prediction is we will be back in school but with significant safety protocols, social distancing and cleaning practices in place.

Possible there could be a recommendation from the safety and operations sub-committee to do a type of phase in schedule or rotation. Childcare challenges are significant for our staff and community so will be problematic to go down that road.

Questions on OSPI guidelines or wonderings?

Wondering - Cross school transfer for special programs- at secondary would that include running start or skills center?

- It would -Running start would depend on what that looks like for an individual student but that example would fit within the language. It doesn't say prohibit it, it says limit. We will have to make those decisions as a district –

a student doing running start is a significant part of their educational experience and day, would we consider not allowing that? Probably not.

- Skill Center entire premise is based on students coming for a significant amount of time. Wouldn't not give up entire educational programming – would try to leverage social distancing and safety protocols.

Question - Is it District 81's intent that there will be no discussion around the mask requirement – that we will just follow it or will safety and operations team have some say in whether that is truly a requirement or not?

- Adam's understanding is that this is not a local decision- wearing cloth face covering may help prevent the spread and is required for staff and students.
- Parent perspective – completely open to hearing it out, but opposed to masks, don't wear one, won't wear one and don't believe in it. Keeping earlier comment in mind that we don't want to lose kids in the district and based on parent groups she is connected with, something we need to be mindful of – potential we will lose kids out of the district if masks becomes a requirement. Felt important to call that all – all of the other safety precautions make sense – the info that's come out to the public is a little bit gray about whether or not districts get to choose.
- It will be discussed by the Safety and Operations committee – but based on everything we've heard from the State level – this is a requirement to have schools open.
- This is a massive sociology experiment - What is risk benefit of some of these measures? History or historical context of pandemics -usually they end when the culture has had enough with the cost benefit.
- There was a question on whether or not a face shield could supplant a mask and whether or not you still need to wear a mask if you have a face shield on. Guidance is being sought on that. Adam concerned about Social Emotional connections and one of the most prominent ways kids create relationships through nonverbal behavior and they miss out on that and teaching and learning practicalities to it - how do you teach phonemic awareness at the primary level students can't see a teacher's face and mouth?

Thought - Suspend choir or make significant modifications - the music teachers are pretty creative group and lots of things they can do without the full amount of suspending and other ways of making music – humming, keeping masks on some of the time, spreading out, tapping on things, encourage look at things really open minded and trust the professionals that can make this work.

- This will be an example of break off conversation with Dan Nord, Carol Pederson and band teachers and performing arts teachers across the district so thinking of the group flows into this to do some creative problem solving.

Lots of clarification still yet to come – big document and anticipated it would be but reality of it and we will have to work through it. Advantages to having local control on a lot of decisions.

Breakout Groups (3-4 per group) – 5 minutes to discuss most important things we need to address first.

Will go over the key questions in the larger group that were generated by the Steering Committee and SLT. Opportunity to address some of the most important things first; we know some things we won't be able to address until we know more about safety and modeling – here are things that can be addressed now, here are things that we need to wait on, and here are some things that may need to be tabled because they are broader and farther reaching.

Return to whole group to

Review the List of Key Questions: Get feedback, talk about how we will get after them

What Models will be used to provide educational services? This one will require us to know with more certainty – full, hybrid, rotating in, phasing schedule -thinks childcare implications are too large and insurmountable for our community and economy but be mindful of that – anticipate back to school w/precautions. Safety and Ops group will need time to verify that.

How will student centered- modalities such as competency based and project based learning be explored? Short term and long term thinking – so in short term, how should competency based and project based learning be utilized in a way to create an educational model that can seamlessly shift from inside of a school to out of a school building? Don't know if there will be another wave and have to have additional closures. Don't know if eventuality in future years ahead, we'll be in the same situation so

what does a 21st century ed model look like that can seamlessly move from in to out of bldg. do we do that and how does competency based and project based learning fit into that.

School Board passed a broad reaching resolution around racial equity to take much needed ambitious strides in that much needed area of our work. References the role around equitable access and how competency and project based learning plays into that. Big philosophical shifts in how we do teaching and learning and we will be starting to move in that directions and conversation that overlay into this process. Work continues into the fall and foreseeable future.

Questions have surfaced around competency-based learning in this district and around the nation. Example- If a student doesn't pass 9th grade English but passes 10th grade English, so they get credit for both? – Those are big complicated philosophical things to start thinking through.

How will each content area adjust, evaluate cross curricular standards alignment and provide curriculum for distance learning? Relevant in any type of distance learning environment – this will be a little less complicated based on guidance from OSPI – We have to develop a continuous learning plan and submit to state by end of August - in the event we have to go back to full distance learning. Conversations around what will fall look like based on what we know today and will also lay foundation in helping develop a continuous learning plan if county has to revert back to phases, impacting our work.

What will be the assessment plan and how will we integrate an adaptive measure? How will we know what gaps kids will have? What role will that play at MS and HS Level – already talking about suspending the Smarter Balance Assessment – 30-50 million \$ expenditure for the state. Supt. Reykdahl advocating we not take it - not sure they have legal authority to do that under ESSA but conversation happening. Also evaluating continuing taking PSAT under grades 8, 9, and 10.

How will we build relationship and sense of with students?

How will feedback, grading and reporting occur? – If able to go back might be less relevant but will be as we develop continuous learning plan as we did in the spring.

How will we monitor engagement and attendance?

How are we going to educate parents on any distance learning model?

What digital tools will teachers use for assignments and activities?

What digital tools and protocols will teachers use for communication?

What digital tools will teachers use for live meetings? One of the main pieces of feedback from ThoughtExchange results - parents felt like too many different platforms and tools being used and it was cumbersome for students and families. Identify what we will use in our continuous learning plan (Blackboard, Teams) – Live Meetings (Blackboard Collaborate, Zoom, Teams) – try to narrow it to greatest extent possible knowing different content areas have different needs. Creating consistency will be an interest.

How will we deliver professional development on Social Emotional Learning?

How will we deliver professional development on blended learning? – Administered survey to staff on PD topic – 2 areas of highest interest was PD on SEL and on topics related to blended learning.

What does that look like and how do we focus?

How will CTE, science and elective courses be safely provided? There will be overlap for us but safety operations will figure that out. Example – CTE at Skills Center will have lots of conversation about what that looks like.

How will we support students that do not want to attend school? Level of engagement was a big concern identified in the survey.

Questions missing/revised/ and which questions do you think we should be addressing first?

Thought - A lot to work through, how do we corral all of them? Overarching ones we can organize around? Feeling overwhelmed looking at all of them. Big question is we have guidelines from OSPI – how do we take those guidelines – some of which are somewhat vague and make it work for SPS?

- Keeping that bigger question in mind as we work through this.

Some we can answer right away based on teacher survey and expertise. Some we will need to wait for safety and ops committee. Some prioritizing and some will be hard for us to get to as there's a lot there. We will discuss mechanics of moving through these.

The questions about digital tools is one group of questions. Curriculum, assessment and grading is probably another we can look at, knowing a student coming into geometry will look different than what we are used to and how do we accommodate that. We have a sense of where we are going but need another week or week and a half to let the safety/ops sub-committee work. (Adam color coded the questions which helped get a better idea of what can be addressed now and what may need to wait)

Thought - Looking at the How student-centered modalities such as competency-based learning and coming up with a continuous learning plan. Thought is coming from conversations with other teachers -

Whatever we are doing in the classroom should be doing at home. Some classes were already living in OneNote so when this happened it wasn't a big switch. The more that people can make at home and in person learning match - in person learning is more specific to the things we can only do together but the vehicle we are using is the online platform whether they are in the building or not. They can turn in the assignment whether in the bldg. on the computer or at home on the computer.

Thought - Whatever content you're providing making sure it's digital and can edit it right on the computer. Noticed that her kids have received a lot of stuff that had to be printed out to utilize it. Make sure the curriculum content design has both in person and digital tools. Gets at the heart of how do we create a model that seamlessly allows a transition from in and out of school and lay foundation day in and out.

Question - Safety Group – Are they looking at program decisions? What program decisions might need to be made to keep students in small groupings? A lot of guidance talks about students at elementary staying in their classrooms and specialists coming to them and grab and go lunches and coming to the room. If someone has the virus, it's not the entire population of students that you're having to send home and sanitizing and could be a smaller grouping that we're having to deal with. Challenging at MS with 800 students who are always mixed up and not really threads that keep them isolated, even if we staggered passing periods, would have to completely shift master schedules and have kids travel in their same schedule to keep contact numbers smaller unless we do a staggered/hybrid type day for secondary model. I think I heard that we're thinking we won't have to do a hybrid model which is exciting to hear but am nervous about how to meet the safety guidelines in guidance in schools so large. Especially with HS being 3-4 times larger. Are they looking at contact limiting too and give us some recommendations we can make decisions on?

- Yes, it will be part of their conversations and how to group and transition students from place to place. As a community we will have to think about cost benefit. We know there are some detrimental things when we group kids together all day – we end up tracking kids. Is there a cost benefit to some of the negative safety outcomes of tracking groups of students all day and what it means long term and in the moment? Vetted through this group and taken to the larger steering committee and then T & L perspective will be making adjustments that are needed.

Thought - We will have to think differently about what school looks like if we are going to pull this off. Some students really took to the model this spring and some students really struggled - but what can we learn from both the negative and positive aspects and create a totally different platform. Makes you wonder how we group students in terms of grade level. Just based on their age? We know people develop differently in terms of age. Why are we limiting their learning level to their age? This could be the time to rethink that stuff.

Opportunity to rethink differently and make some shifts. These 2 groups will have to play off each other closely. then we can look at do we need a block schedule or limit the number of transitions in any one day for example. Might not be able to have a singular cohort move through their day but limit the number of transitions in one day with a block schedule.

Hope to have more info from the safety committee in the next week. Will have to think through implications of block schedules and conversations around project based and competency based learning and blended learning strategies. We will do the best we can w/info we have and know we will take as many steps we can in short term but lay some good foundations in the long term.

How are we moving some of this work forward?

Approach 1 – Blank canvas - together as a group taking it and figuring out what it looks like. Generating ideas and protocols to create a product.

Approach 2 – Logical, realistic and some of the thinking is done ahead of time and brought to this group to think through - determine what makes sense, what doesn't and tweak as needed. Adam shared that in this environment, probably Approach 2 is needed due to the amount of time we have but wants to be transparent about the approach. Wouldn't want anyone to think district has made a decision and that this is a rubber stamp. Example – looking at survey data from staff, tools for live meetings, cost options, then coming to the group to vet and make commendations based on those things and asking the group if it makes sense, should be revisited, move forward, etc.

Question - What are the essentials that drive our decisions? Multiple options with each of the questions but with each of them and proposed answers

How will that decision impact childcare? – Are there certain things we can't feasibly do...

How will the decision impact teachers' ability to devote time to providing feedback to students? – That centers around during the abrupt closure, teachers devoting their time to creating and pushing out content and it left them after a 60 hour week, no time to provide the interaction and feedback.

How will the decision (any of them) impact teachers' ability to devote time to building relationships with students? Not saying these have to be the essentials but wonders if it would make it easier to start processing through those and not have a blank canvas. Teachers at Glover are artists and trying to think through what teachers are really good at – building relationships with kids providing feedback to kids both really important. There are other things that are important but having a hard time finding other things that are more important than those 2 when it comes to teaching – what do we want to prioritize?

- That's good and we should have those filters to look through. Perception is that teachers and staff are exhausted, hard year and was hard before COVID hit, so any decision made needs to be cognizant of teacher energy and level of fatigue. Going into summer more depleted and seeing that at all levels of fatigue and exhaustion never seen before, across the district. If we make this decision how will it impact and do our teachers have the energy to implement it and do it. It's a filter- This is a good point.

Thought — important to look at student data and feedback about how it impacted them and what would help them as we return and at all levels.

- Surveyed HS students and almost 80% said somewhat or extremely stressed. Important info to look through.

Thought – Attended a national conference at this level and invited niece who is a 10th grader at LC and asked what she missed about school– she talked about the small little interactions – not missing the school at 6 hours a day but the opportunity for those smaller face to face connections. It was interesting – missed those small opportunities to be with her peers and not the long drawn out.

Next Steps - Wonderings, thoughts concerns about where we are headed, how to get this work done or the approach, let Heather or Adam know.

Meeting Schedule Structure: Meet twice a week for the next 3 weeks. Next week, the last week of school and the following 2 weeks. Would like to meet on Tuesdays and Fridays – but please don't worry if anyone has to miss the meeting or leave early – recognizing people are very busy. We will record moving forward and have notes. Meetings will try to stick with an hour. Laura Sumner will send the invites for the dates and times to get on calendars.

Next Meeting: June 16

