

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

Date: 6/12/2020 – 1:00 p.m.

Committee Name: Elementary Ed Model Sub Committee

Attendee Names: Adam Swinyard, Heather Bybee, Debbie Oakley, Dana Meyers, Karin Thompson, Cindy Leonard, James Russell, Tricia Gessele, Carol Pederson, Stephanie Splater, Betsy Weigle, Tricia Kannberg, Clint Price, Sara Ball, Bonnie Williams, Sue Pfeifer, Patty Baer, Suzanne Bantilan, Corina Fletcher, Sam Rasmussen, Melissa Raymond, Melissa Percy, Meredith McNally, Brian Trimble

### Meeting Notes:

- Adam covered a brief review about the sub committee's role/purpose in relationship to the the larger Task Force which is to develop recommendations to help inform a safe plan for reopening in fall of 2020. This group will recommend pieces of that plan to the Superintendent's Leadership Team and the Task Force Steering Committee.
- Outline for today's meeting:
  - Discuss Ed Model
    - Last week the group talked about the OSPI guidelines distributed last week. Since then OSPI Supt. Reykdahl distributed changes to the guidelines which will significantly impact our direction/planning. The group will discuss the new clarification.
  - Discuss Survey Results
  - Discuss Curriculum and Assessments
    - Talk about our recommendation to move forward on curriculum assessment and curricular tools.

**Review of new guidance/clarification from OSPI:** The District's Interpretation was specifically related to social distancing – general guidelines and schools would be asked to do best they could. Supt. Reykdahl in 2 different meetings yesterday and today clarified social distancing requirement is not a suggestion – it's a mandate. Desks have to be 6 feet apart and only have that many students in the classroom as that will allow. Our interest originally was to get as many kids back to school as safely possible. We have to be able to space desks out and the likelihood under normal scheduling - not very likely.

**Question:** Anyone heard other interpretations of the guidance from any other professional organizations? (Tricia and Clint via connections to AWSP?)

- Tricia – When group met Friday general concerns about lack of specificity in the document but discussion in the wider community was – we are all going back. Message was clear to our families and now it's counter to what we've been saying. Do we know if there will be any message coming from OSPI clarifying the mistake or will that fall on us to clarify us?
- Adam met with Mike Dunn at ESD and other area district superintendents - anxiety is high because everyone heard what was said last week and now it feels like a significant shift has come from OPSI. OSPI will distribute a Q and A and anticipates multiple versions of it. There seems to be a significant amount of confusion at OSPI, across the state and amongst school districts.

**Question:** Thoughts or ideas? Very unlikely in a 900 square foot class you could get a full elem. classroom to fit. In some rooms who have smaller class numbers you can probably make it work with only 17 to 20 kids. Any thoughts on how to meet social distancing requirements? Enough kids to allow for desks 6 feet apart.

A/B Schedule or using other spaces in the school, having other specialist staff teach – we have to be careful in this conversation to keep in mind that some of the ideas we come up with might require collective bargaining and be vetted through SEA.

- Is it desks, if we moved desks out and went to carpet, still six feet apart? - Correct
- In the course of the classroom during instructional activities kids won't remain 6 feet apart but regular seating assignment has to exercise 6 feet of social distancing.
- Anything other than an A/B schedule would require huge staffing changes. Heard some districts giving up MS and HS to elementary schools - but then you need twice or a 1/3 as many elem teachers.

Adam - Any other option than A/B schedule – again would require collective bargaining, but some type of model where our specialists get classroom teacher prep, have no or few specialist and as many become classroom teachers as possible. Cafeteria, gym, library becomes a classroom with existing staff that we have.

- When would staff get their prep? Then would they get their prep?
- Maybe go 4 days a week and no students on Fridays and that's when teachers would get their prep.
- AB Schedule – what are cleaning requirements between cohorts coming and going in bldgs. ½ kids on Mondays, 1/2 kids on Tuesdays, same protocols M/T cleaning, Wed- no school, Th/F cleaning – minimize spreading
- Document talks about not mixing, minimizing transitions. – first need to figure out 6 ft apart in classrooms and how to make that work
- Has anyone done the math? How many kids can fit in a rainbow school 6 ft apart and how many wouldn't have space?
- How many students are returning and how many will be doing virtual learning? - focus in on underserved students and then doing the prioritization thing.
  - It's hard for families to commit until they know our model. Will also need to see how things play out over the summer. Even where we thought we were last week vs where we are today - hard to build a plan on hypothetical so need to build the plan and adjust in and out based on best/worst case scenario.
  - Have heard lots of models - Some schools phasing in, some A/B, many variations – Need to decide our priorities – what's most important. If priority is childcare that will take us in one direction. Childcare burden minimized, takes us one way. If consistency and routine is the most important – decide most important factors and have that drive a model to come up with.
- To get economy going, have to get parents back to work and so would advocate to get families back out there. Least amount of childcare. Thumbs up would exclude phase in and take us to an A/B schedule and use every teacher and lowering class sizes to use social distancing.
- Whatever we come up with – we need to poll the families to get a number and better understanding of the load coming up – Are 40-50 families or 100 families planning to do a virtual option-knowing, that will help realize class size and space needed. Thinks middle to upper income families will approach differently than lower income families.
- Using Regal as an example – how many classrooms do you have total and how many based on enrollment that could meet the requirement? – 22 classrooms, 2 DI, 2 preschool – K Registration is low – K and 1 probably ok, 2<sup>nd</sup> grade pretty close, 3<sup>rd</sup> ok, 4-6 larger class numbers – find a way to split. If you used gym or cafeteria or other spaces, is there enough spaces you could create hypothetical – is there enough specialists to lower enough to have everybody there all day? Ran it before and doesn't think she has enough – if allowed to count coaches and interventionists – they can't be a classroom teacher or case manager but if they were in a co-teaching model and 2 rooms opened up and 2 teachers, yes.
- If intervention teacher group kids appropriately 15 kids in a room for 1.5 hours getting instruction - meanwhile kids at or near grade level in another room getting instruction. Controlled spaces and how do we clean in between? Intervention teacher could be seeing 2-3 groups per day. Open classrooms - need to use Shaw space and use grade 4-6 at Shaw – that would depend on what the MS model is.
- ELD students in one class and majority of SPED in another so resource teacher goes only to the one class of 1<sup>st</sup> and departmentalizing students with special needs

- Coordinators hearing this for the first time and thinking about the opportunity to utilize coaches and intervention in a co-teaching model – could it be live stream lesson? There are many opportunities here; we aren't saying we aren't teaching health and fitness; we can get creative.
- What would we do about emergency certs? Few are classroom certified - Model out every school. How many rooms to meet social distancing – Who in school could fill the spots?

**Question:** From a teacher's perspective if the model included using specialist, how much hardship having school M-Th all day with no prep, Friday – all day prep with no kids. That would have to be bargained; is that something that would be of interest?

- Lunch take place? Where?
- For one teacher that was pretty much her schedule this last year with suspension of workload – had an hour of PE prep on Friday and afternoon was prep. 3 Days a week with no prep at all - tough but doable. You have to make sure you are ready and set at beginning of day; if need to make copies, send kid to office as runner. Would be lying to say it wasn't exhausting at the end of the days but it's doable.
- Sounds really hard – applaud you got used to it but also aren't any scenarios that don't sound difficult or strange, so willing to adapt. If it means I get to see kids I would do it.
- Worried about A/B schedule because I have kids too that go to school and what happens when my schedule is opposite theirs?
- If you went all day you'd have less kids in class. Does that make it more manageable if you don't have a prep as often? Runners, volunteers or processes to support the full day? Periodic breaks throughout the day...

**Question:** Classroom holds approx. 20 kids w/6 ft distance. Normally 25 kids – 2 of the 25 don't return and do distance learning - still 3 too many kids for my room. Is there no process to apply for a waiver for certain overages or strict 6 ft rule?

- That's so ambiguous now and last Friday we heard do best you can and now hard and fast 6 ft rule. Probably not people out with tape measures but also a liability factor if someone gets sick and determined the guidelines weren't followed.
- I was able to get 12 desks in there but I wasn't 6 ft away from the front row, 14 if I use art table, etc.
- Logistically look at every bldg. but think about furniture depending on the classroom - may or may not be feasible to have that many in the room. Not that it's not fixable but it's a storage issue. Fewer kids - we would have extra room to store extra furniture. Logistics to work out and know the numbers. In past we've had Library, classroom in a library and art room – spaces have been used before for classrooms. 6<sup>th</sup> grade model – could we explore moving them to MS early to open up rooms?
  - We've talked about that but the secondary group meets after this. When you start modeling out it will be hard without having an A/B schedule for secondary - could potentially roll up a grade level . Could we use camp Jefferson for 6th grade to create more spaces? Get as many kids back to school is our goal. A/B will be really hard so try to mitigate impact on childcare.

Adam asked our parent representative on the committee - Is A/B harder or not having school on Fridays? Which is most disruptive?

- Depends on clientele, Families in our organization have means to afford alternate products, 65% of the early learning sites have closed doors and there was a crisis before w/minimum wage @ 13.50. Will be a challenge for families to find access or capacity. Alternate solutions – is there a way to use those facilities that have been closing? – Cost model that has to make sense for those organizations to keep operation. Expensive either way for those families without means. Lower socioeconomic groups will struggle.
- M-F every day and out at 2:00.
- What families have access to a schedule like that for their work force? If F & R is at 63% - what group is telecommuting? Challenge regardless of what schedule.
- Prep time – better to go little less each day or be off one day fully – which is lesser of 2 evils?

- If not having prep 4 days meant families could go back to work seems like a better solution for families to return to work.
- Are you saying they can manage one day off vs. a shortened day?
- 250 minutes a week of prep that's 50 minutes a day, start 25 min. later and end 25 min. later -transportation or not having school one day better?
- Vary closure days by week and region (e.g. southside closes one day and northside closes another day) and have in house childcare support option?
- Document states if we can't get 6 feet apart employer provides extra PPE or barricade. Plexiglass like things used for testing, does that mean we can sit more kids in a classroom safely or is that off the table?
  - Heard where student is seated has to be 6 ft apart.
  - Fire safety concerns? Certain materials and things that would be a concern for fire safety.
  - Talking about face shields for all teachers and no face masks to have the non-verbal connections

Adam - It's a huge boulder and foundational piece for the plan– We will get working on clarification. Reiterated - anything we think through may need to be bargained.

### **Curriculum – Key Questions**

**How will we adjust the scope and sequence for curriculum?**

**What digital curriculums will be used?**

**What will be the assessment plan and how will we integrate an adaptive measure?**

**How will feedback, grading and reporting occur?**

Heather will give overview on how we think we will approach these questions.

What structure we think we will use to get the work done – scope and sequence a lot of work

Once we know the model, we will figure out how to do the work.

Heather - **Scope and Sequence has been underway.** Pull together grade level teams to address scope and sequence to prioritize grade level from year to year. Zero in on classroom expectations for kids and know where they've been and where going. Work over the summer to prioritize for teachers for August

Digital curriculums – Survey went out for feedback.

**Assessment plan** – meeting with vendors this week - 8 meetings set to look at adaptive measure to have firm info to assess where they are and address needs and gaps – info in coming weeks.

All of these come back to above three in the grading and reporting plan. It will be similar to what we are using with more specificity of the scope and sequence we will be outlining.

**Question** - Do you see this group dividing into grade level teams or subgroups? Who would we add?

- We know people are tapped out but know it is important so the hope would be small groups to be nimble but large enough to get the work done.
- Figure out structure for loop in and back – Important to know grade level essential learnings so no mess across. Creative, nimble, flexible all the way through.

Adam – Interesting process because of timing - some of the pieces we have to get ready for the puzzle in a time sensitive way. Reliance on some digital curriculum. Feels like jumping ahead to decisions around it now and because we need to sign our contracts – sorry it feels disjointed. Look at survey data on digital curriculum. Need this group to give direction on focus for next year. Whatever the model will be we will need the digital tools.

**Survey review:** Survey was emailed to the group earlier today. Adam has the written comments from the survey if someone needs them.

What digital curriculum do you prefer? Results from survey - it was a check all that apply so it wasn't a rank order survey.

1. Dreambox
2. Lexia
3. Mystery Science
4. MobyMax
5. Epic
6. Raz kids

Need to figure out if we are we going to invest in Dreambox and Lexia? Need to get a sense from the group. Costs and contract background discussed – We need your guidance: MobyMax – 5.00-6.00 per kid and the other two (Dreambox/Lexia) are quite a bit more expensive. We need to figure that out, if we are going with Dreambox and Lexia and then if that's the case we would recommend in Supt. Budget.

Heather and Curriculum Coordinators share any context for the group- full transparency and will have more info next week - Lexia and Dreambox presenting as assessment tools as well. If group is highlighting them as valuable tools looking at them to double dip as assessment measure that informs instruction as well as a digital tool. Looking at them separately and together.

Karin – Thinks teachers more familiar with Dreambox – it's been around longer. Participation was pretty good over 50% dove in and figured it out. Looking for Dislexia screening tool too. Lexia is showing strong signs of fitting that as well. May serve multiple needs in our system. Not cheap but does amazing job of foundation literacy skills kids need and helps monitor personal online learning and fill gaps themselves – Her own children using Dreambox and Lexia daily. Encourage you to take a look at Lexia if not familiar or have experience with it.

Tricia – Dreambox was critical- you could see how kids are doing in real time. Growth metrics it shows is tightly aligned to predictability to SBAC success. When assigned focus you can do it for grade level and Dreambox does the work for gap filling of the student. Takes away the guess work - Not cheap but we are given a district price that is significantly cheaper than we would pay per site.

Heather - Question for committee – As you process options for next year – to prioritize because we can't have everything, What is most essential to serve the largest amount of kids and teachers with both learning in the classroom and likelihood there will be learning from home? If guidance is to have kids in the classroom and learning from home? If guidance is Lexia and DreamBox do we still do MobyMax? Is there value? Tough questions but things we need to think through for best utilization of our funds.

- Does it have to be the same for K-3 and 4-6?
  - Number one comment from feedback received from parents was the consistency piece – doesn't have to be exact same but as consistent as possible.
- A few parents didn't know parent portal to see what child is doing. Continuous question for Dreambox – what is my child doing? Parent portal that lets them know successes or struggles and here's what they need and tips to help them learn – having that added support for parents was beneficial. Not sure if Lexia has that.
- A plan or critical piece for next year will be communication plan for families around options for school setting and at home. Handbook basically of what's available to the parent to help educate them and what's available to them as a parent
- Ability to teach parents what is beneficial for child to learn is important to address.
- Engagement piece comparing MobyMax to Dreambox- there is a lot teachers can do with MobyMax with skill and craft with either of them but you can't make MobyMax more engaging, especially if kids will be at home and Dreambox and Lexia are so much better for engagement than MobyMax – maybe we aren't using MobyMax to its fullest potential.
- Is the curriculum budget a separate budget – if we spent more money on some of these items would that affect children's day to day or is it a different pot of money?

- Good question – it's a half billion dollar budget – so yes, the resources allocated in different parts of the district. We've heard clearly from the board to look for ways to scale back on curriculum purchased to divert as many resources as possible to the classrooms and staffing levels. We've scaled back on curriculum purchases but this would be an example where we would deviate a little but we need to have right digital tools. It's all interconnected on way or another.
- Question – Has Moby Max become routine and used a lot in classrooms? –
  - Used pretty much – and pretty good all across – haven't switched to Dreambox so can't talk about Dreambox. If engagement is good with DreamBox, K-3 would be fantastic and save money for the rest. That's why I asked about K-3 and 4-6 but I understand the whole parent consistency feedback. Enjoyed MobyMax.
  - I would get tech glitches and couldn't find some things when I tried to assign some things, some kids could find it and some could not – could be operator issue. With math seems more engaging – prefer DreamBox at 4<sup>th</sup> grade.
  - Don't know a lot about math curriculum because I don't teach it but DreamBox, I could get my first grader to do as a parent, students seem to do without parent fight, Lexia too but DreamBox for sure is super engaging. Mobymax and Kahn academy not so much, not doing that. Something to be said for the engagement piece if stuck online for extended periods of time.
- DreamBox highly visual with math consistent with-Bridges and VTS methodologies compared to Moby Max

**Follow Up/Next Steps:**

- Agenda on Friday is try to wrap up the recommendation around digital curriculum. Not a ton of time.
- Spend some time thinking through and reach out to colleagues if you can. We have a general sense already it sounds like. Which digital tools should be primary for ELA and Math and can we live without one? Quick polling protocol next time as our first agenda item.
- Hoping to have more info on Friday about the educational model
- Digital tools - be thinking about as we move forward.

Question - The Demos for Dreambox and Lexia - Will those be done by then? They are Wednesday and Thursday. Let Heather know (email her) if you want to participate in the demos.

- Want to be sure we know the purpose of the tool and we are clear about the purpose. Is it a practice tool, teaching tool, is it the assessment adaptive piece of it, what is the real purpose of using that too.
- Yes, it's very important. When We know what model we are using, we need to make sure we keep coming back to that to say so what's the purpose - so if we use Microsoft teams based on what model we are in, what's the purpose that so it's really clear and we get the consistency.
- It's like the chicken and egg, which comes first - we need to know the model, essential learning outcome for each level and what tools to do this work best but we need to figure it out all at the same time.

Next Meeting Date: 6/19/2020