

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

Date: 6/16/2020

Committee Name: Secondary Education Model 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, Ken Schutz, Cindy McMahon, Theresa Meyer, Megan McLean, Ashley Coulson, Eric Hauck, Scott Detlefs, Matt Leonard, Dan Nord, Dean Tyler-Babkirk, Ellen Gillespie, Bobbi Konshuk, Bryce Wilcox, Jenifer Piper

### Meeting Notes:

Discussion began with a review of the new guidance clarification from OSPI requiring that students be spaced 6 feet apart inside of classrooms for social distancing. This was a change to the information discussed at our last meeting.

- Plastic shields between desks? – Don't really do much - make you feel better? If it's in the air it is in the air.
- Students who can exempt out due to disabilities and can't wear a mask – how do we ensure safety for them as well?
- Language teachers - important for students to see our mouths move. Can face shields be provided?
- Whatever we ask for employees will be provided by the district – We are talking it through at the primary level and we know that teaching kids to enunciate and phonics, they need to see the face so we'll continue to work through the mask portion to learn more about the requirements – the safety and operations committee hopes to talk about it in the next day or so - to get into PPE requirements with safety committee they need to know what the model is going to be.
- As a parent – if we are focusing on putting all of this in place what is the point of sending them back to school - should we focus on all virtual? Doesn't think it's been well executed over the last few months. Are we placing effort in sending them back to live in fear? Maybe we should focus on providing the best experience – distanced – what happens if they can't get the help they need because of the distancing?
  - Individual families will have to weigh options and decide what works best for their situation but we can't have one size for all – there are families on the other end of continuum and we must consider and serve student needs and there are laws around those who need to be served at a face to face environment. We will come up with a model and families can opt in and choose virtual model – intention over the summer is to build experiences replicated in a classroom and virtual environment.
- Blackboard – looking at newer version and building core courses to match more of what happens in a brick and mortar school – doesn't mirror pedagogy of classroom experience.
- Workgroup of teachers to model virtual environment

### Ideas/Brainstorming

- Shawn Jordan and Theresa – brainstormed today – A/B model - Students A-M attend school Mon/Wed, Students M-Z attend Tues/Thur, Friday PD/prep day for staff. It would require increase in periods and no prep until Friday. It would be spreading kids out throughout the day more. Band would be an issue, rooms could become an issue, everyone needs 6 rooms instead of 5 but it would get us down to 23-24 students per room. They moved desks and measured 6 ft. and can fit 23 safety, 30 kids would be 4 ft distance. With 5 distinct preps there is no way to reduce classes and spread them out more but in the general core took one class spit and spread it. Curious how that lands to teachers.

- Friday – prep needs to be virtual support for students – Kids need that in class support but when at home can't expect them to be good to go, want to facilitate with classes on Friday virtually – understand the need but want time built in. In this model you'd only see kids twice a week.
- Agree that Friday would need to be strictly working on-line with students and making that part of planning would be difficult to do.
- Likes splitting up so smaller classes but without Friday- if teaching M/W and you have some kids home T/TH where is planning time to help a student who needs help? How do we meet needs? We lose 5 hours of prep in the week and Friday would only give one hour.
- Friday prep model – could be opportunity for drop in learning – could be drop in sessions mostly to be responsive to teacher needs as a systems level but interesting to hear additional context for contact with kids at home.
- A/B model - Split by address? Bussing? Alpha would be easier, will wreak havoc with any performance classes.
- Music curriculum doesn't transfer easily to online – possible – but not easy. Doesn't know when there would be the time to develop curriculum to put online for kids at home.
- Understand concern – it's across the board in a performance-based course. Hope is whatever it is, teachers recognize #1 priority is the relationship. Can build a course – not amazing because not what it's meant to be. Kids together connecting, participating learning from each other but know that it's a system that has to come to the answer about experience and teacher to facility, connect and build relationships to keep connected to the learning.
- There has been discussion in many districts and communities about spreading out at different schools and levels and talk about a phase in model – is that something we would consider?
- Given the makeup of our community, we aren't sure that's the answer. Lots of families not comfortable leaving a 4-5 grader home, LC wasn't built for 6 year-olds. And with at least 55% high poverty - distance learning not solution for vast majority.
- How many kids would want a drop-in learning lab to get support and then proceed on with journey from home and how that splits for those on an A/B Model – all needs are different
- Intention is for us to come up with ABC solution so they know choices. Can't make predictions about what percentage will opt in unless they know what their options are. At any time that plan could change. A family could think and do one plan and then if it's not working they need to be able to change. We need to be flexible and able to adapt to a shifting population.
- Is there a teacher number online that would come out of staff – those who couldn't teach brick and mortar so they would be moved out of class to online.
- How does that work for AP singleton teachers? Make sure we take care of staff at same time and not teaching all at once.
- Core classes easy but increases number.
- Could a teacher be teaching a singleton across the district with several students from various schools?
- AP physics - doesn't teach in person so now 5 classes - we'd have to have one online.
- This is why we are having the conversation – get creative, options out there -live streaming if AP Physics teacher
- We need to share resources and think outside the box

Again – Much of it has to be bargained with SEA –will need thoughts, ideas and recommendations to inform conversations with SEA.

We need to try to identify some priorities to help guide the recommended model –What are the top considerations – is it the impact on childcare – how to mitigate the burden to the greatest extent possible and having kids on campus for face to face instruction? That will help us know K-12 conversations.

The elementary level was asking if the main filter is face to face instruction as much as possible as the goal, do we need to think about any available teacher in our bldg to include specialists and instructional coaches? Teach a class and use any available space to lower class sizes down for social distancing requirements. It means they (the regular classroom

teacher) would lose the specialists prep and if they take over teaching a class— how do they get prep? Maybe it's a shortened school day and prep or maybe no kids on Friday and prep all day. Just sharing this as context around that group's brainstorming. What are our principles... PLEs driving our thinking and how to work back from that point?

Thoughts?

- Consider students traveling from class to class and maintain 6 ft apart - how do you do that if doing it every 55 minutes?
- The really clear line in the sand is inside classrooms must be 6 feet apart where seated. With transition in hallways, there is no clear line drawn. We have to look at where do the guidelines suggest that we do best we can with 6 ft distance and work from there.
- Teachers should be in positions where building relationships and providing feedback is priority and not all on the content side. If that's what driving it, we have to make decisions that maximize time and availability for teachers to do that.
- Agree – only accomplish by building trusting relationships so they know I'll be there for them. Can only do what I can when I can do that.

Question – based on current enrollment – staffed – do you think you can meet the social distancing requirement?

- If you take out all the extra furniture you could safely distance 23 kids pretty close to the board. What about furniture storage? That's a 30,000-40,000 foot question so stay at 80-100,000 level
- If 23 -25 kids in secondary classroom – strategy is got to have less on campus any one time, you use more space and sections to lower class sizes.

A/B schedule? Every teacher teaches 6 periods M-Th and no kids Friday and prep is on Friday – create more sections, but need enough classrooms but lower class sizes enough for social distancing, figure out transitions/hallways, No class Friday – would you gravitate in that direction or an A/B model – or have an entire grade level not on site so seniors all distance learnings for example – could come up with a lot of variations. Thoughts?

- Idea of one grade level not on campus for some would not be an issue at all but teachers who teach multi grade level classes would teach online and in classroom it so would be a workload issue.
- Are we thinking this is all year solution? Hypothetical?
  - It's hard to know, very unlikely less than the whole first semester. From all we are reading and hearing different things-a lot of info about 2<sup>nd</sup> wave in the fall and predicated by county phases – at least until 1<sup>st</sup> semester. There is merit in thinking that whatever model we go with, we could transition back to a normal schedule as much as possible.
- If thinking maximizing relationships and feedback - does an AB model stand out? 6<sup>th</sup> period one would maximize that time and give opportunities regardless - my pedagogy will change - what if a kid is exposed and is gone for 2 weeks or we roll back to phase one? Already thinking about flipping my classroom to go to competency-based model so kids can be where they need to be.
- LC has finals schedule Periods 123 and 456 blocks – if rotating A/B schedule: Monday periods 123, Tue. 123, Wed. 456 Thur.456 for other half 2 hour prep every other day to keep work moving forward. A/B model with block schedule. Less transitions and intermixing. What about Fridays? Do you start over on Fridays and alternate weeks? Taking care of feedback for online learning? If that's not built in how would you do it? Or flip flop and have elementary off during prep or do it the same day to accommodate families or different day to accommodate place for kids to go.
- Would we move the no school day to Wednesday to give cleaning time?
- 6<sup>th</sup> period gets close at 23 and at 26 – trying to find the number where it works, really close with teachers teaching 6 with a prep on Friday.
- With ½ student body in school most classes would be at the 50% level - every class completely different.

- Parent perspective – likes what hearing – for me I would make it work – have lots of friends with blended families with different last names and different grade levels and different schools so the differing schedules would wreck havoc on home life. Very challenging for parents. Not a lot of consistency, not saying shouldn't be A/B but for those with different schools it could create difficulties for days, travel – etc.
- On A/B model – we end up better preparing workforce but reality is you're not seeing them every day but ready to have content online and systems in place. 4-day week model might have patchwork to put together and not ready to pivot for school shut down.
- Could we do a model where kids are doing distance learning one week and next week in bldg. it breaks it down to 50% – might be simpler than changing schedule each day.
- Pedagogy for 2 hour block looks different – exhaustion so different to do it right and keep kids engaged in time moving forward, ability to maintain, Teachers are tired in best of circumstances in a block schedule.
- If kids in class longer than a standard period – longer than lab not just teach MS math lab -healthwise restricted from engaging in a way that could be feasible. Not saying not willing to have kids in class for longer period but...
- Families – parent perspective – Last name A – kids on M/Tue, Last Name B- Kids on Th/F and Wednesday cleaning day. In terms of different last names using geographical splitting the school in half, the entire family would go to school on same two days of week no matter what.
- The model at Ferris has been A/B and likes the block – could punch hole in any idea. If idea is to keep kids separated but passing periods risk – plan 1 less transitions we can do – likes the geographical 2 days A/B and divide classes in half. Every model is different but one idea but not counting desks and figuring out a whole new schedule for kids as well.
- World language is teaching multiple grade levels - like one week in class and one week online so teachers teaching online and in person all week. Splitting by grade level is a concern.
- Doing a week on and week off – it requires you to consider the basic needs of SEL and feeding for kids and how does that work, either way a challenge. Do we want to be away from them that long if gone for a week compared to gone for a day and back the next day?
- World language cannot go a week without seeing kids, need verbal interaction with them. Do something every other day vs. other weeks.
- Teacher virtual that week with kids and in person with kids – Not sure what that would look like but gives more time for teacher to do feedback, cohort and grading.

Does the group like A/B and a day for cleaning without kids and check in virtually? Or plow through A/B all week and Fridays look different?

- Need time set aside for online learning, and relationship learning. If no time is built in teachers will be doing it outside of their workday.

Again, all has to be bargained with SEA but that is where they are headed at elem. Go 4 days and have a day off for prep, feedback, relationship. The more similar it looks at each level the better for the system.

- Align elementary and secondary - if I'm a parent with kids at multiple levels and one kid at school one day and one not at school, I can't work any day as a parent.
- How do you think the community would respond to kids only going 2 days a week?
- What are the expectations on the off days?
  - We would build a scope and sequence where kids could be in and out of the environment – strong communication plan for families- parents struggled as it changed.
- A/B model would also potentially help us transition if we have to go back to full continuous learning again and it would set us up to be ready to do that. Gives kids opportunity to be successful with A/B schedule if they have to go back. Trying to teach tools from couch and see how it works - wants kids to feel confident and successful.

- Live streaming idea – A class in person, B class virtual, watch and in the 2<sup>nd</sup> round B would be in person and A would be at home. We have infrastructure to do that but we would need to ensure we have the right equipment and set up and protocols and safety discussion similar to live meetings approach.
- If on A days when not in school, could student virtual in and see the live instruction? Yes, world language teachers do a lot of story- telling so even if the student is not there they could still interact.

Follow Up/Next Steps: We will have to take time to unpack as a group and make sure as we move into our mtg on Friday and will hopefully have additional clarification from OSPI. It feels like a very weird back and forth —we can confirm some things around digital tools, curriculum, assessment and what our model will be won't be a linear process. Some decisions we can make, some are time sensitive and some are connected – need to know the model before you can plan out other details. Appreciate patience for moving in and out of the spaces.

Next Meeting Date: June 19, 2020