

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

Date: 6/23/2020

Committee Name: Elementary Ed Model Sub Committee

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

Meeting Notes:

Today's meeting goals will be to review where we are and the recommendation so far, continue discussion of the educational model and discuss recommendations related to digital tools.

Adam shared the document that we will be using to track our recommendations. No one had any questions about the document.

Updates:

The District participated in a Zoom meeting today with OSPI Supt. Chris Reykdahl to obtain some answers to some clarifying questions.

- It was confirmed that the 6 ft social distancing definition is from student head to student head. They understand that students will be closer than 6 feet during transitions/transitory movements but when they are in their primary seated location, they need to be 6 ft apart, student head to student head.
- Masks – they are not budging on those and are firm that masks are a requirement for all staff and students. Staff can wear shields w/o a mask only when they are instructing/leading instruction. If staff are in the hallways with students, for example, they will need to wear a mask, so if they are not leading instruction, they need to wear their mask.
- An FAQ document is supposed to be coming out from OSPI – hopefully today and hopefully it will provide more details for us to work from.

We took at poll at our last meeting to determine a temperature check of where the group is leaning for an educational model:

- A. As many students face to face as possible
- B. Some kind of rotational schedule
- C. Hybrid model that includes some of both

The District has asked Craig Numata who is our fiscal analyst and data reporting director to model out what some draft options could look like.

Craig shared the following model options with the group, explaining each option and then opened it up for questions and discussion.

Background Information:

Classrooms need 255 minutes of prep per week (~51 minutes per day)

We currently have about 120 specialists +/-

- ~40 Art/Science
- ~40 Music
- ~40 Fitness

OPTION A:

Maximum class size of 21 students per classroom K-6

- Estimated needs about 80 additional classrooms (of 120 available)
 - Most schools have capacity to add 1-3 classrooms
 - Assumes music and art/science rooms as classrooms
- With two 30 minute preps (Fitness?), still need 195 (5x39)
- Late start or early release by 40 minutes
 - 9:10-3:00
 - 8:30-2:20

OPTION B:

K-4 maximum class size of 18 and

Grades 5/6 on an A/B model

- Estimated needs about 120 classrooms
 - Most schools would have to consider library as a classroom and possibly the gym
- Assumes all prep outside the school day
- Late start or early release by 51+ minutes
 - 9:21-3:00
 - 8:30-2:09

OPTION C:

Hybrid in terms of class size

K-4 could probably be less than 21, but not all the way down to 18 maximum.

5/6 would also be able to go every day with a maximum at or below 21.

- Estimated needs about 120 classrooms
 - Most schools would have to consider library as a classroom and possibly the gym
- Assumes all prep outside the school day
- Late start or early release by 51+ minutes
 - 9:21-3:00
 - 8:30-2:09
- Most schools could accommodate any of these plans in terms of class size. Craig only has concerns about 2 or 3 sites as far as space.

Questions:

- Have we taken into consideration transportation of secondary students? It look like there would be conflicts.
 - We haven't yet
- Are these the only options? Concerned about the lack of specialists and what that will do. Students need some sort of normalcy – thinks the arts are a very important part of education for students. There are parents who are already upset about the library specialists that went away for this year and would be concerned that a music endorsed teacher is teaching a regular grade level classroom. She would not want herself teaching a main grade/content. If we are expecting to pass a levy it might be challenging since we already have the upset parents about library and now we'd be taking away more.
 - These are definitely not the only options by any means. We talked about the desire for kids to get face to face instruction as much as every day/as much as possible. At some point we will need to pick the priority because we won't be able to meet all of them. Nothing precludes us from recommending a couple of options - one that has the priority of every kid/every day or one that will not have every kid every day but will have more of a sense of normalcy.
- We have to look at this from a business standpoint. Are there any budget constraints with these options?
 - This modeling out is close to budget neutral under this staffing. Option A or C is more budget neutral in terms of transportation

- The PPE - we believe most of it will be covered through the CARES dollars that is one time federal funding
- We may need to be looking at those staff who have the qualifications to teach out of endorsement or already have the qualifications to teach in the classroom based on funding stream/no restrictions – Counselors, PAs paid from basic ed who have qualifications
- Can't turn SPED or Title or LAP staff into classroom teachers
- Is there a possible waiver for Title?
 - We can use them as a co-teacher but they cannot have a caseload. There's a greater possibility for a waiver on state funded positions and not as likely on Title funded positions.
- If the specialists are taken away, would the teacher be responsible for teaching, assessing and grading all the contents?
 - We would need to look at that and what we would want on the plate. The only content we are required to include is an average of 100 minutes per week of Health and Fitness. Whatever we do it will be a 3 step process. We 1) recommend, 2) negotiate and 3) implement. We would need to see what we would take off – it would not be realistic to ask teachers to take all of it on.
 - We would ensure we had supports to prepare the specialist to be a gen ed teacher and any out of endorsement would likely be negotiated with SEA and we would need a plan for how we would train staff to help them be successful
- What about plexiglass?
 - It was out of the question and a non-starter – OSPI is holding to the 6 ft distance regardless of any artificial barriers
- Maybe we could have mentor teachers for the specialists to help support them. Like a cohort for supports
- Important to figure out how to get every kid/every day. Thinks most specialists would be in favor. Many of the science specialists had a library background and would do ok in the classroom – they want kids back and thinks most would consider it an all hands on deck
- Thinks that it would be a tough bargain for the A/B model – twice the workload and shortening the day – the one that still gets prep is the most normal
- A hybrid model helps schools with smaller rooms. Portables are smaller than standard rooms
- The closer we get to 21 the more flexibility we will have to preserve specialists – we could provide a music specialist for example – can't see it for every grade level but some kids/grade levels may be able to preserve some.

A poll was taken to see where folks are and help guide us. Options A and C are the most similar

55% of the group was in favor of leaning towards Option A
 10% of the group was in favor of leaning towards Option B
 10% of the group was in favor of leaning towards Option C
 25% of the group was in favor of none of the options modeled

We will keep processing.

Digital Tools

The majority of staff surveyed said they prefer Microsoft Teams as their main digital tool. They are working on integrating into the gradebook.

- Is Teams good for the primary grade levels? Are K-2 students using it?
 - Parent support could be a challenge at that level, we will wait and see what the day looks like, should they need to be at home
 - Need more processing with K-2 grades
 - Grades 3-6 students are good with Teams
 - Most are logging into clever then they go straight to Dreambox, Lexia

- Again, overall feedback was that we want consistency for parents at K-12 but anything we use will be some hands on for parents, especially at the K-2 level.

Follow Up/Next Steps: We will begin our next meeting with this topic and will feed into the live meetings as well. We will also continue the ed model discussion.
The group decided they would rather not meet on Friday 6/26 and wait until the following week and meet for a little longer – 1.5 hours instead of one hour.

Next Meeting Date: June 30, 2020