

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

Date: 6/29/2020

Committee Name: Elementary Ed Model Sub Committee

Member Names: Adam Swinyard, Heather Bybee, Scott Kerwien, Rob Reavis, Josh Harrison, Susie Gerard, Joel Evanson, Mark Lund, Theresa Meyer, Ken Schutz, Cindy McMahon, Laura Treece, Megan McLean, Eric Hauck, Scott Detlefs, Dan Nord, Ellen Gillespie, Shamerica Nakamura, Ahsley Coulson, Dean Tyler-Babkirk, John Parks, Stephanie Splater, Carol Pederson, Shawn Jordan, Kelly Camak

### Meeting Notes:

Prior to our meeting today, Adam sent the group a document that has the model options outlined along with a document that lists this groups current recommendations. Today we will spend about 10 minutes in breakout groups to talk in small groups of 2-3 people about which model people are gravitating towards. Currently, it seems that this group is gravitating towards some sort of A/B Model. We hope to talk about 2 or 3 of the models that gravitate to the top and eliminate any of the models the group feels are not viable.

The group broke out into small groups for 10 minutes to discuss model options.

A straw poll was conducted – which model do you prefer? (pick 2 options)

Options 1, 3 and 5 have the most support

Options 4 and 6 had the least support

Adam asked if the group is good with removal of options 4 and 6 and the consensus was that it would be ok to remove them. Adam darkened them out on the document in case we ever wanted to go back to them.

Adam asked the group about removing option 2 – ok to remove? Thoughts/discussion? The percentage on option 2 was 29%.

- Cindy voted for option 2 because it's least normal. The word normal kept popping up in the survey and normal may not be what we want. Also thought about the student SEL connection- easier to manage in stead of having 6 different teachers all the time, it might be helpful to reduce that number. Have students seen this? Are we asking them what would work for them? Understand the tight timeline but wonder if we are asking them what they would like and how to do that?
- Agree we should be asking students. Wondering if the principals on the team can bounce this off of students at their schools?

Clarifying question - The intent of having 6 sections was to dilute the student population, correct? For the 6 foot distancing?

- Initially, the 6 sections idea was to have all teachers teach 6 sections with an entire day off for prep. The thinking around that was that we would be able to get every kid/every day but as we began to model that out, it was determined it would be very difficult. And teachers would work 4 straight days with their only break on a Friday.
- Having teachers teach all 6 periods or opening up another section doesn't achieve what we were hoping for in terms of social distancing so forces an A/B schedule anyway. Dividing 30 down to 15 – it's a negligible benefit. Thinking from a teacher's perspective – more valuable to stick with the normal 5 sections and get at least one section of prep.

- Was thinking the same thing; if we are on an A/B schedule, teachers would teach 5 sections and have their prep. And the less we have to work through contractually or the less things that don't fit into the CBA will make things more efficient for us.

Clarifying Question - If we pick a model where we are teaching 5 classes and have a 6<sup>th</sup> prep does that still mean we'd have a day off to do remote learning and clean the bldg. or do we have to go to the Friday alternating depending on the week?

- Need to talk as a group – if we go straight A/B and some Fridays is an A day and some Fridays is a B day – that can get confusing for families. If we take a day off, we'd have to determine how the community would feel, how will teachers support their students if ½ time is blended, when will teacher have time to support students in the blended work. In some ways A/B is a double workload so interested in the groups thoughts of the pros/cons of whether or not we take a day where we do not have students.

Clarifying Question -What is that the main difference between options 3 and 5? Is Option 3 is taking an in-building student free day vs. Option 5 sticking to an A/B on the Friday?

- When Laura came up with option 5 it was using the concepts from option 3 but was thinking about it from a bargaining lens as to how much would be done from one to the other and thinking about managing students from home. Would have 6 classes - teaching every day and prep shifted to Friday – no concerns about that for purposes of prep because you're planning for the A kids and then teach that same lesson to the B kids (that lesson was already prepped for the A kids.) Amount of prep is a little bit less but the concern was if there is no set aside time during the day for the teacher who is with students then how would you answer questions for the A kids at home when you're with the B kids. That was the lens for Option 5.
- Agrees with rotation, it's problematic remembering who is on which day. If it was 5 classes, 4 days a week and the 5<sup>th</sup> day was for PD and prep we could figure it out – it's not limiting minutes of prep, it's actually increasing them. Could have lots of possibilities.
- Talked about family rhythm – the rotating Friday disrupts the rhythm but otherwise provides the most seamless transition back to normal and keeps kids in building more days and with elementary kids possibly attending 5 days and secondary only 2 days, wonder about that.
- Prefer a Friday off or Monday off - if you take Wednesdays off and there is a Monday holiday or Friday in service day, you've now shifted significantly – trying to remember and figure that out could be challenging. Best to have a Monday or Friday off because it gives you more flexibility and more fluid if the day off begins or ends the week to account for holidays or other misc. off days.
- Likes the rotation – could be confusing but it's only every other week and could be figured out and navigated as long as the resources are there to get the kids to school through bus system, etc.

Clarifying Question - Option 3 is showing 6 classes for students but would it be 5 sections for teachers? And is that the same concept in Options 5? Prep during the day as a teacher in both options?

- That's how Shawn's team interpreted it
- In favor of eliminating option 2 for AP, year long classes, for arts, because having students for a quarter and then gone and not starting again for 6 months is damaging academically when those skills are built over time. Cannot imagine being an AP student and starting a class in April and having a test a few weeks later - would be damaging for students and isn't doing students any justice – doesn't think option 2 is reasonable
- Rotating schedule – as a principal that saw a teachers plans in distance learning – it took a lot of time – if students are going to get a quality virtual experience, as new as this is to teachers, we need to ensure we give the teachers the time to build the craft and lessons – worry that we miss some opportunity online because we didn't give people the time it really needs.
- Rotating schedule for synchronous classes could be a problem. If you have A on Friday and A on Monday it's not like the thing you do on Monday you do on Tuesday and that would fall down quick and classes would rarely be in sync.
- But you would want to look at classes over 2 weeks and not over a week. Break learning down into 2-week intervals of 5 days/5 days. A/B/A/B/A and then A/B/A/B/B in two weeks, you've seen every kid 5 times. Be thinking of learning in terms of that and build out 5 sets of learning experiences over that 2 weeks. In a class considerably smaller than what used to My ability to personalize and connect about

what they are doing in the off days becomes more personal. Favor of option 5 most consistency for kids, teachers, master schedulers as we are 8 weeks out from school Easiest to bargain too.

- Appreciate the clarification – didn't understand option 3 – thought it was teachers teaching 6 periods, and not 5.
- Theresa helped that option and it was teaching 5 made it a prep and Friday with office hours and for PD
- Interest in picking up 6 sections was to avoid the A/B approach. Sounds like now we are talking about an A/B direction.
- Was thinking about A/B as continually alternating, if A was on Friday, B was on Monday and if Monday was a holiday, B would be on Tuesday but has no experience with it so benefit perhaps with alternating Fridays.
- Adam's school alternated Fridays so as a parent they always knew which Fridays were A days and which Fridays were B days so they would know per semester which days their child goes to school. Mixing it up weekly would be more challenging for families.
- We are talking about a large population of students and lots of community attention.
- Inevitably you'll have a middle school student show up on the wrong day and imagine you'd just make it work.
- Will need to think about how the A/B days are divided, geography, alpha?
- Concern about process of splitting the kids to ensure teachers aren't teaching all one group that needs more hand holding and more time vs. a group that doesn't need as much – how to ensure class mix is appropriate.
- What are other districts doing?
  - They are waiting for us – don't want to be an outlier
  - Shawn is on a group meeting weekly. – CV and Mead are coming up with options that are similar to our options – almost exact in their thinking and rationale regarding the pluses and minuses – communication every Wednesday and parallel right now.
  - ESD meeting - Shared interest in common community experience
- If we have sports how would it work on A/B days for students to get to the field on day they aren't at school?
  - Likelihood of sports is looking slim
  - Shawn hasn't thought about that. Good question - but CV doesn't provide an extracurricular bus so students get home on their own and we know that doesn't serve the needs of every family and could limit participation. Wonder about pick up for XX and there is a cost associated...
  - Transportation has been a worry on finance that we will go with a model that will increase our transportation costs and if we go with A/B schedule and elementary goes every kid every day, it won't increase our transportation costs. There could be opportunities to reduce it. One thing to consider because of need to social distance, discussed extending the walk radius an additional mile – currently it's one mile and should we extend it to 2 miles so if you live 2 miles away or less you'd walk to school - as a strategy for social distancing on the bus? We could potentially do some type of activity pick up, similar to activity take home.
  - Not a sports hater, but our task is education so focus on that and then layer the variables on top.
  - Shawn will have the extracurricular sub committee discuss and then loop Sallyjo Evers into the conversation.
  - If we do distance learning differently and we have guaranteed and viable curriculum then option 5 garners much more community support. I watched my teacher put together lesson after lesson and looked like countless hours of work so if in the next 8 weeks we can rally as a district and check some of those things off through OneNote or Teams that would make option 5 much or doable-any additional day we can offer access to school means that much more community support.
  - Is elementary looking at attending all 5 days?
    - Yes, they are working through some things – think there is a chance of 21 in a class at elementary and increase combo classes significantly we could meet the social distancing guidelines and go every kid every day and not use specialists. They are currently

modeling some of this out and each school is slightly different. Measuring classes at Mullan Road and the Staffing team is going through to determine how many combos would have to be created.

- Wondering if it makes sense to have secondary attend 5 days a week if elementary is trying to do that.
- Support specialist point of view – thinking about the crisis and trauma that is impacting our students – voted for option 2 because thinks that having 3 teachers vs. 6 teachers at a time would be better. To be responsible for and connecting with 6 teachers is a lot. Agree we should get student input because sense of normalcy is not normal. Student voice is valuable and 6 teachers is overwhelming for a lot of students during this time.
- Thinks for some kids that is truthful. Son hates school and daughter is class whiz. Fear if you go with that model (option 2) the kids who need different teachers because they cannot connect or don't get the classes they enjoy, you'll lose kids who just shut down. How do you make sure at least 1 of the 3 classes is something that keeps them engaged in school vs. shutting down for a quarter because they don't connect with that teacher(s) and have no other outlet?

Another straw poll – seems like the focus was on 1, 3 and 5 – Don't want to eliminate any of the others yet. Still want to offer 2-3 options to the steering committee and to the bargaining teams so we have a good foundation to work from.

What is your top choice, 1, 3 or 5?

Option 5 - 11

Option 3 - 6

Option 1 – 4

Would anyone who voted for option 1 would share rationale?

- Not first choice but then thought about minimizing contact with teachers and students in this pandemic and if we want to limit time kids are face to face with everybody it seems like a lot. Not sure if thinking is on because there are a lot of schedules and all are starting to look similar
- From CTE point of view Option 1 is crucial for the hands on piece and extended time in the lab. If meet every day it's a shortened piece and run risk of increasing amount of infections. Management issues the more frequently you move kids you spend more time being hallway monitors, bathroom monitors, mask monitors and it erodes the social emotional goals because administrators are spending more time in hallways trying to get kids going where they need to be.

Scott – different version – final schedule with 110 or 120 minutes – wonder about a 70-80 minute model and incorporating an advisory check in to relationship build – have 3 periods and 1 advisory and build in a prep period/tech period. Building out a better virtual model could allow the time in the future to be used differently.

Concept of Advisory – is the thinking that we would recommend we do advisory? It's contractual now, would we do more advisory to Scott's point or only what is currently contracted?

- SEL needs are greater so makes sense to think outside current box, reframing the day
- Bargaining issue – have to get buy in for everyone to be an advisor if you're going to do it to the depth Scott is talking about - wonder if we are in a place to get buy in - but would be a good answer to the one person who is supporting and facilitating learning for that student and family
- CCL provides 100 minutes a week – at Glover talked about offering advisory twice a week. We do have time there already to play with
- I don't think it's 100 minutes because we don't think it's useful – becomes a bargaining issue because it creates an additional prep and teachers have to plan for and train themselves in. Until recently with curriculum it hasn't been super widely supported. Read recently that teachers don't fear change, they fear change without proper support. That's where the advisory piece comes into play. Feel I build strongest relationship with kids through teaching my content but have also done advisory for most of my career and build good relationships there too but it's through normal classroom experiences where building strongest relationships. Would love to have kids

longer and more time for labs. Doesn't think what Scott is talking about is out of the question from a bargaining standpoint. Thinks it's 100 minutes because on a normal basis it creates added prep and creates more workload.

Next Steps : Don't have to have one model to recommend – appropriate to have 2 or 3. Would like to see Scott's idea so he can draft it out and hopeful tomorrow we can continue to narrow down to which 2 -3 models we want to recommend.

Scott – create a student survey? Hate for us to lean heavily in one direction and kids are leaning in opposite direction – insight into what they are thinking. Not share a ton of the details but come up with questions to determine what students think the priority should be.

Next Meeting – June 30, 2020

Questions/Wonderings:

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