Date: 6/30/2020

Committee Name: Secondary Educational Model

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, Ashley Coulson, Dean Tyler-Babkirk, John Parks, Stephanie Splater, Carol Pederson, Shawn Jordan, Kelly Camak

Meeting Notes:

Goal is to narrow down the model options due to so many other questions being predicated on that decision. We'll hear from Scott Kerwien about his option idea and if we can walk away with 2 or 3 options to recommend to the Steering Committee then we can focus in on the other questions.

Schedule Option 1- (Scott): A/B Schedule (teachers: 5 days a week, normal prep daily) – (students: 3 periods a day, 6 classes total, students attend each class 1 day/week *(with virtual attendance on Fri)*)

[*If teachers want five sections and not 6 then prep can shift to Fri and daily prep can shift to daily virtual meeting for off-day students*]

(Assumptions on flexibility in minutes per class, potential of virtual office hours for students vs. Advisory substitution depending on building Advisory plan / bargaining)

Schedule option A:
M: A – Adv/Stu Support 1,2,3 (Prep)
Tu: B – Adv/Stu Support 1,2,3 (Prep)
W: A – Adv/Stu Support 4,5,6 (Prep)
Th: B - Adv/Stu Support 4,5,6 (Prep)
*F: 1,2,3,4,5,6 Office Hours/Virtual Meeting (Could include PD/Collabo/Bldg Time)

8:00-8:40 Adv / Student Support Time
8:47-10:07 1st / 4th
10:14-11:34 2nd / 5th
11:41-12:16 Lunch
12:23 – 1:43 3rd / 6th
1:43-2:33 Prep (or off day student meeting)

Pros	Cons
Minimizing passing periods	See students 1x in-person per week + virtual meeting(s)
Maximizing opportunity for SEL focus in Advisory (Character Strong curriculum)	Block periods
Flexibility on instructional hours (i.e. finals schedule can be too much time)	6 distinct classes at once, challenging should we need to go completely virtual for any period of time

Utilize current schedule	Technology access (3 days per week being at home in terms of learning for each class) – *need teacher calibration in "offline" options to work vs. turn in the next school day*
Daily support options for off-day students	Performance based classes hard to only have half of your class (band, choir)
All 6 classes completed in one semester (consistently throughout the semester) – AP classes, etc.	CTE/VPA/Activity classes might want more time at 1x per week
Normal amount of prep, but reduction in instruction time could support PD/collaboration hours in the work day	
*1B (Friday): Class discussion, feedback, enrichment, "going deeper", edtech supports, tech supports, culture building (class meetings could be 30 min check-ins)	

Scott's option was based on Option 1 – but was thinking about the block 1,2,3 and 4,5,6, and minutes being different. Every day start with an advisory or depending on the building based decision on how often advisory would be each week - student support time – students still in the classroom with advisory teacher but could be guided study time or work catch up or asking other teachers for homework/assignment help. Friday could be a 1,2,3,4,5,6 office hours/virtual class meetings day – perhaps 30 minute periods and that would leave collab/pd time in the afternoon. The prep concept teachers could teach 6 periods to reduce class sizes could still have prep every day – if 5 periods and a prep could change the prep in the afternoon to an off day support day and support students in a teams mtg. Student and teachers would still need support access time. Generic schedule lined out.

Any questions/discussion?
Scott also drafted out a student survey to look at.

Clarifying question – On the A day, is a group of students staying with the advisory teacher for the whole time and getting support on the classes or are the students traveling from 1st period to 2nd period to 3rd period?
- o They would travel
- o Don't necessarily have to travel though
- o Put it at 120 minutes but if you wanted more passing time options if students are moving around you could
- o How would you build it so they didn't have to travel between classes? Depends if 1 2 3 block we were building our advisory before all of this into our 2nd period.
- o So you're saying between advisory and one class? – yes it minimizes a passing period which is what we were doing before the crisis.

Since the goal is to bring forward 2 or 3 options, do we narrow down a 6 period model and an A/B model that suits the largest amount of interests as 2 primary options to bring forward? They both have pros/cons and Scott's is a modified version. Everyone will be doing some kind of advisory next year. Are we doing a 6 period day plus advisory or a block schedule to anchor it to a class? Schools will need to know the model in order to know how to address advisory.
- o Dan posted some thoughts in the Teams site. Thinking we've already determined option 3 and 5 are essentially the same with a minor tweaks and Option 1 and Scott's are essentially the same with minor tweaks so it looks like we've got our two options to send and the school board could pick to either minimize transitions for safety or have students go to all their classes all the time throughout the week and see their teachers more frequently.. What if we ask them to support both models and then individual schools or whole district could move between the models depending on what's going on with the virus at the time? Example – if the community is struggling maybe the entire district is on option 1 to minimize transitions but then we start to get a handle on things and want to see kids more frequently throughout the week and better for MS students to have shorter periods so we move to option 3 – it would allow flexibility for buildings. So if LC has an outbreak, they go down to Option 1

to limit transitions and mixing but Rogers may be doing ok and still be on option 3. The community wouldn't see a change, only a bell schedule change so each building could determine what the need is.

- o Would they have that kind of autonomy?
  - o We know the task is to scope out 2 models - what is school going to look like and what is virtual going to look like, and Dan is suggesting a 3rd that would almost be like phases that is an internal structure – if this then that, so option 3 (6 period a day option) optimal but if an outbreak occurs we might have to move to a block option and then if we have to close down it would be all virtual. Correct?
  - o As we're thinking about it more, we know this causes massive issues for skills center and for running start because every building is coming and going from various schedules so not sure if it's realistic or not.
- o Does Scott's option 1 have teachers teaching 6 classes or 5 classes plus a prep?
  - o Either
  - o If we are all teaching 6 periods a day so trying to switch to one of the other models would be hard to switch over.
  - o Fan of 5 classes because it builds in the end of day virtual class meeting for the off day students and prep period in part of the day and the end of the day would be support for off-site students virtual day for off site student support
  - o Like that idea of built in time for support for the students who aren't with us and built in time for teachers to do that – otherwise not sure how teachers would manage it.
  - o Can transportation shift their schedule? Students would leave earlier? Leave at 1:43 p.m., early dismissal?
    - ▪ Yes
- o If prep is built in and 45 minutes end of day for a class meeting can you do A/B/A/B/A or A/B/A/B/B, are you still seeing your kids in a 2 week chunk?
- o Would like to make a plea for taking a day to support each other and students – If you're prepping for 1 or 2 classes per day and have district approved curriculum and scope and sequence and assessment that is different than if you have 5 separate classes to prepare for like I have with no district curriculum and what we do have is useless because it's approved for a group of students which I don't have – I have to spend time sourcing and previewing curriculum so having the 5th day to do that would be beneficial. I wouldn't see quality instruction the other 4 days if I don't have the 5th day to prepare and support. It would also be a time to identify struggling students and arts teachers need communication time with one another. The remote access time in Scott's models is good – if a kid has a conflict at least I would have all day on Friday to adjust my schedule and reach out to a kid to adjust and monitor. So for those who have singleton classes to prepare for like I do, w/o curriculum, I would advocate for the 5th day which would allow me to have quality instruction the other 4 day to ensure that what I'm rolling out is appropriate.
- o Echo what Dan is talking about – time with kids in class and for proctor online – feels like working 2 jobs so would advocate for quality planning time for in class and online.
- o Agree with Dan 100% - I make my own curriculum and having to do things as a science teacher in the pandemic was a lot of work finding things. Thinking through the equity lens between secondary and elementary. Will have a hard time going to the membership as the bargaining team chair with a plan that gives secondary 620 minutes of planning/student free time and elementary have had to almost fight for 250 minutes and looks like it's going that same way. Reason for every other Friday being my front runner – not opposed to presenting multiple plans. When the steering committee looks at the plans will they loop back to us when that huge glaring inequity is there?
  - o I think as much consistency K-12 as possible in what students are receiving and teachers are being asked to do is the easiest narrative to get behind and communicate to families about what is happening. 2 thoughts came out of yesterday's discussion, look at traditional A/B model, look at block model, and put it out to kids. What are the 2 versions-the 6 period version/block version that resonates with this group, then get the kids opinions, and then share all of it with the steering committee and they look at those options and the elementary options. Elementary is still every kid/every day far and away as a response.
  - o As a teacher I pick the option with the Fridays free every time but as a rep of the system I pick the one that has us coming to school on Friday so I'm conflicted.

- o We're being asked to do 2 things at secondary – in person teaching and a whole other teaching on line – so it's not an extra day off and understand elementary is all in person and not online?
    - They haven't decided yet – but looking at the every kid/every day model – Secondary pressure point is narrowing the field because we can't put support in motion until we know what the model is – need to weed through the content and determine what is essential and see if we can get them a resource on the off days so we can focus on instruction for the kids who are in front of them.
    - Agree with you but still presenting the same amount of content, one virtually and one in person.
    - I think virtually takes more time – getting valuable feedback to kids takes longer than when you're doing it in the classroom
    - Agree but when we talk planning – I'm planning for my in person instruction and teach it for 2 days.
    - I think the Friday minutes – some considered planning minutes but the majority wouldn't necessarily be designated student free time – I don't know if that would sound more equitable and secondary is looking at a hybrid model with students at home to support – those are different needs.
    - Secondary will be juggling kids in front of them and kids at home. Wisdom in trying to build in the flexibility – Like Scott's idea where you would do a ½ hour 6 period day on Friday because it sets the tone if need to go virtual - kids know what to do and get it in small bits and know what to do at home and training for that direction and having flexibility in the plan is good if we have to shift gears and change
    - If we change the concept of direction instruction to student support time – all of it is requiring you to give up time for students and doesn't allow you to prep so daily student meetings, advisory and the ½ days on Friday is all student direct time whether instructing or not but supporting students to success
    - If we can't guarantee all students access to the internet what will we do? If expected to be virtual not all kids can do it.
    - Teachers will need to be giving the students time to download the items on the wifi during school time and then maybe have them submit the assignment back on wifi at school. Can do local work on the computer at home.
    - But if an assignment requires internet research and we go all virtual then we are in trouble again.
    - We have a proposal to the school board for 1:1 take home and wifi hotspots and a student request form we are working on for accepting terms/conditions of laptop and if they need internet access. Only 10% needed hotspots last spring but many were using their phones so it's a part of our check out model/plan.
    - I still want to see my kids more than one day a week. If I can see then twice a week or 3 times a week that's a better way to serve them. I want to stay away from virtual as much as we can but obviously know we may need to go there but if we can find a way to build in twice a week and still build in support time that's great.
- Block has the thought of fatigue – I know in a two week testing cycle people are white knuckled and burnt out by the end and we are talking about a semester and a block and how hard it is to obtain momentum and engage in multiple ways so curious what people are thinking.
    - Prefer doing all 6 as often as we can. Know concerns about exposure it causes with kids. I have algebra 1 for 50 minutes so can't imagine having kids for 120 minutes even if it's only for ½ of the kids.
    - 120 minutes are done at NC – not sure how I can keep kids engaged for 2 hours
    - Need a lot of different things going on to keep kids engaged and limited group work if keeping 6 ft apart
    - Virtual experience will need to be built out more – if you did an A/B block schedule you're seeing a kid on Monday and building out their week. Versus a 6 period day you're asked to deliver content in 2 ½ days and what is essential that I can do face to face and what can I offer in a digital environment.

- Some teachers are teaching more than one prep – language teachers reality – would I love to see students every day, yes, realistically I don't think it will happen but how do we do it in a way that doesn't create such exhaustion. These last few weeks have been very draining and exceptionally so, especially when used to standing in front of kids.

Temperature check of the options left with Scott's addition and see where the energy is. There has to be some commonality between experience for teachers and kids. If secondary made a decision it will impact the direction elementary goes and vice versa. If Friday resonates we'd take that to elementary and say every kid Monday-Thursday as much as possible and work with the SEA and look to the steering committee and community input to see if we can meet the needs of the community.

Poll – Vote for one
Option 1 – 5%
Option 2 – (think we eliminated this one last time) would be a protest vote
Option 3 – 25%
Option 5 – 24%
Option 1(Scott) – 43%

- Should we do a temperature check for the moving between models? – What would be the place where we decide we can do 3 more passings or we couldn't?
    - We would be looking at the Steering committee to determine the data we'd be looking at.
- Curious what Friday option people like or would people like to do block vs. 6 period option?
- Zero hour classes - need to figure out those.
- Let's figure out the model and then we'd look at zero and 7th hour. Don't know if either of the models change the zero-hour classes – could still be zero A and zero B.
- Option 3 and 5 are so similar – work out at the bargaining table – the Friday's off and what's happening on that day - we would want to partner with elementary about the conversation.
- Could we do poll for a Scott vs. 3 and Scott vs. 5. Think we need to look at a block or a 6 period day vote.

Idea to ponder that is not model dependent – how to educate parents and build in relationship and sense of community – what if we started the year with conferences instead of Nov. during peak flu season – It would be time to meet with families to ask families what do you need, what have the past 6 months been like, what digital support/tools do you need? The student support team had these questions. Would you do laptop distribution during that week as well?

Poll – block schedule vs. a 6 period day (5 classes and one prep)

Clarifying question before the poll - Is this an 80 minute block or 2 hour block? – it makes a difference
- Regardless if you go to a block you only see the kids once a week vs. 6 period you see them twice a week
- Struggle with it, it's different because a 6 period day you see kids twice a week but it makes the Friday decision super important to build in virtual support time and a traditional time and Scott's option takes the Friday time and lowers it a little bit.
- I don't have the answer because we are all coming at it from a different perspective. This is just a poll to determine if how much you want to see kids face to face because there are many options if you go block vs. 6 periods.

Poll results –
13/20 voted for 6 period day
7/20 voted for a block schedule

Wonder from Shawn's perspective – clarity from the Steering committee on where they stand on a block vs. a 6 period day option – are there things in the health concerns we need to take into consideration. The group needs some kind of direction because we can find value and challenge in every option. There are some challenges that will be from the association point of view but would help to know where the steering committee is on health.

- Wonder if the student survey can help inform that process – we can simplify the survey also to that idea.
- Need a guiding principle whether it's block or 6 periods or Scott's model and then from there it might look slightly different in how it's delivered (example – at Cindy McMahon's building) than at another high school.
- Would be helpful to hear from students too because we want to engage them and can only do that if it's something we can get them to buy into. It's fresh in their minds now too.
- Student survey – who would be surveyed?
    - We can push to all MS and HS students from this year 7-11 grades
    - Could we invite kids to a Zoom to explain options and get some feedback?
        - We have student voice on the steering committee
    - Thinking of average MS student and like the layout and questions but wonder if they understand the model enough to answer the questions and I struggled to understand until Theresa explained them. That's my wondering of a survey vs. having them attend as representatives
    - Maybe start with the survey and then include some in person at a Zoom
    - I would look for a simplification in the survey questions – not get into the Friday question – more of a temperature check
    - I do think kids should have a say in the virtual support and level of support and understanding when they are trying to work from home
    - Some won't be able to make the connection up front regarding virtual vs. in person, once a week vs. twice a week and wonder if they would understand that they have expectations for assignments the other four days even if they are only seeing their teacher once a week
    - Wondering is another committee to be authentic – bring reps from each of the schools and say here's what we think of support, delivery, tools and let them have a chance in their own committee to be a voice and bring a recommendation forward. That would be more equitable – worry about a survey and who is getting it and responding to it. Worry about it being slanted and their understanding and worry we could miss something big and obvious in their world.
    - A blanket survey may not tell us what we need to know
    - Like the idea of having a cross section of student bodies – learning up front for those kids to make an informed decision in simple terms. If we do a survey they'll just talk about when they can be together and think about that before the educational piece. Just a guess but that's usually how kids think.
    - If I have this kind of schedule I can't support you very much but if I have this kind of schedule I can support you.
    - If this was you in this scenario here is what your day would be like. Need to contextualize it for them.
    - Think we are getting into the weeds a bit. This is corona virus and we have no control over what might happen. Students might want to get together often but we might not be able to do that and time is not on our side. Just need to have option A and B and the gray section of when do we go from one to the other based on data. Easier to pin point.
    - Yesterday we were going to move a couple models forward to the board for consideration and student voice will be a part of that process moving forward so think maybe we stay big picture and move a couple models forward for discussion with the steering committee and board and know student voice will be part of that process – gathering student perspective on the options moved forward
    - We need to articulate how student choices will impact accessibility to their teachers and experiences
        - That would be part of the discussion
    - Make sure we get kids who have easy access to computes and also kids who technology access is a struggle.
- Echo Shawn's sentiment. Goal to bring 3 things forward, no more and no less than 2 – come back and process next time. We are close to that with what we ruled out. Could talk about 6 period day option and the block schedule option and Scott's option – those could be the 3 models that hits every interest and go from there. So option 3, 5 and Scott's model – would need enough details to be able to determine if we are moving them forward
- Whatever metric used needs to be consistent – in this model with think this positively impacts teachers ability to respond to needs online – want apples to apples comparison.
- If we do block can you still rotate Fridays?

- Yes 1,2,3 first week and 4,5,6 second week – so it would take 4 weeks to get the full rotation and we miss Mondays and Fridays sometimes – so would maybe take longer than 4 weeks sometimes

Next Steps: Write up the 3 models and ensure apple to apple comparison and bring it back to the group for one last set of eyes on it and look for validation from the group.
Send out the 3 models so we can see where we are – the raw form so we are down to those three options and the rest are gone. Heather will send the raw form out and then post the comparison format in the Teams site.

Next Meeting: Hopefully the week after the 4th of July holiday.