

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

Date: 7/14/2020

Committee Name: Secondary Educational Model

Committee Members: 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, Mark Vandine

Meeting Notes:

Heather began the meeting with letting the group know there is a hard stop today at 2:00 p.m. due to another meeting that Heather and Laura need to attend. She reminded the group that they are just one pillar making recommendations and working in partnership with School Board and Association around how we move forward and that our job is to vet it from a secondary teacher lens and experience in the classroom so the Board and Association has a perspective.

Heather saw questions circulating around Teams and Blackboard embedded in the survey. Just a reminder, Teams is the primary vehicle for meetings, communication and for hosting classes, however if there is an SVL teacher, they can continue to use Blackboard with the Teams integration. Wanted to make sure the SVL teacher staff (a decent amount of our staff particularly at HS w/ one or more courses) saw themselves represented in the survey. Wanted to clear that up but please ask if more questions surface.

Stephanie did the leg work on the model comparison that we discussed we would bring forward at our last meeting. Below is a copy of the chart she created. Today we were planning to look at the models and then at our next meeting report out from some of the other sub committee groups. Also can let the group know the types of questions coming out from the talks with SEA.

The 2 main models were focused on the Block and 6 period day pros/cons. Recognizes there is talk about the digital day but thinks we'll work through those dynamics as we also understand the elementary model. There is talk about maybe offering an elementary model with an intermediate 5/6 model looking at an A/B rotation to allow for some more flexibility This is new thinking given the rise in spread and about how to create more flexibility for those buildings. Opened up conversation for quesitons.

Dan mentioned a new study that was published yesterday preliminary results where they were measuring aerosols and particulates in the air specifically of wind instrument playing but comparing it to when you're just sitting in a room with a mask on or talking. It has a risk estimator where we could go room by room through the district if we wanted and compare how many kids you're going to put in there, how much time, what the HVAC system is doing and figure out what your risk of infection is in that space. When you look at the charts, one of the things that is a factor is time so as we are looking at block schedules, it's the first week of a 5 month study so very preliminary, it's confirmed the 6x6 foot cube around the student is where the virus goes based on the particulates but also that after you cross 30 minutes the risk of the atmosphere being saturated goes up steeply so the longer you're in a space the more risk there is. Don't know if we do a passing period if it allows long enough for the room to clear out anyway.

Thinks we will all have a version of a sweater/coat/jacket in our spaces because there will be lots of open windows and thinks about the schools where there is a lot of heat and places that don't have a lot of options for air circulation (casement windows at Shaw, Sac, Glover).

Curiosity – In the newer schools being built, there is a certain level of HVAC system that does something in the air (she knows about this because she works in a bldg. that has it) do the schools offer that, if the certain level with the whole COVID stuff, would the HVAC system be a determining factor with space and distance because there is something in the HVAC systems that help clear it out faster?

- Don't know, we build everything to code and with those considerations because we need to consider allergens for students in high volumes, it's just some of our schools (maybe community school falls into this category) middle schools have seen the least amount of improvement and most elementary and high schools have been updated in our lifetime.

Model	Face-to-Face/Frequency of Contact	Ability to Pivot Forward/Backward	Relationships	Feedback	Digital Support/Creation Needed	Notes
1	Blocked Scheduling Students attend each class 1 day/week A-A-B-B-Digital Support/Collab (on Wed or Fri) OR A-B-A-B-Digital Support/Collab (on Wed or Fri)	6 distinct classes at once, challenging should we need to go completely virtual for any period of time	See students in person one day per week Blocked schedules maximize opportunity for SEL focus in Content Classes		Students are at home three days per week Possibility of students at home “zooming in” for their instruction on their off days	Performance-Based classes will be a challenge to have only half your class at once Extra prep for teachers (time to collab, PD) Hands-On classes have longer chunks of time All 6 classes completed in one semester
5	Regular Time Schedule 6 classes per day for students (grouped into an A or B day) Students attend 2 or 3 days per week A-B-A-B-Rotating A/B (on Fridays)	Transition to virtual would be challenging for students- could be a smoother transition if every teacher ran their class through Teams- both in-person and for the “home days” If we went virtual only, the instruction piece could be shifted using tools we used this spring	See students two days per week Teachers get to know and build relationships with all of their students.	School days would be for instruction, activities, and feedback. Planning time built into the schedule every day allows for daily time to respond to students working virtually at home.	“Home” days would be like getting extension/homework. Seeing kids every other day would allow for kids to download key documents needed at home. Could help alleviate WiFi concerns if students had a computer to carry back and forth.	Prep each day at regular time Middle School scheduling could be split into 7 th (A) and 8 th (B) Less content may be covered in this span of time

				Planning is lessened because a teacher plans once for both Mon/Tue, leaving additional time for managing		
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Recognizing there was a lot of discussion about really what is happening on a digital day - we are open but have modeled it as practice, enrichment, extension but we can talk it through. It would be good to surface that with their representatives. There are a lot of elementary members so make sure the secondary ideas are being surfaced to the association.

Questions/Discussion

Question – Possibility of kids zooming in during class periods – last spring restrictions online were tight because of kids sharing devices and being aware of families’ needs. As we go forward, are we feeling the restriction will still be there?

- Thinks it’s a detail we would need to work out but the restriction on devices would not be a barrier because the conversation/direction we are heading is for students to check out devices and not to families (student check out 1:1) so if I have 3 kids in MS and HS there would be 3 devices. Would need to talk through teacher comfort level on that to see if that’s an option. There’s an opportunity for relearning. We’ve also talked about highly impacted students, resource, ELD, homeless the further from educational justice, we might offer them the ability to attend more frequently. If we go A/B, I might have my 2 or 3 kids in resource come every day. Or build models where they might come to get tutoring support with para help, so still in person and being contacted while allowing you to still focus on the other students in your classroom.
- The digital day is probably the big lingering thing, both models have ups and downs. Still concerned about the block schedule and only seeing kids once a week is a big deal when trying to build relationships. Likes the idea of 3 classes per quarter but then you’re stuck and have to wait to pivot until semester. Really concerned about teachers only seeing students one day a week.
- Thinks the 6th period day and the feeling of catch and release – thinks it would make it more doable to run a flipped classroom where you can give students on the at home day some of the pieces that could be like note taking, that concept would work better due to more frequent check ins during the week vs. only in class one day a week and a lot of learning at home. Realize the time is the same but thinking of it as catch and release is a good way to frame it.
- Spent career at MS – kept thinking about how there is a different accountability if the students knew they were going to have to face her the next day and she would say you knew what I wanted you to do, show me where got you stuck and they knew they were going to have to see her. If only saw them on Monday the amount of pressure of talking them through everything she would want them to do before she saw them again on Monday would kill the classroom culture and that was the most important thing to her to for powerful instruction and so to think through how to create that family feeling of “we are in this together” without looking through the laundry list of what to talk through with each kid since only seeing them once this week.
- Students can be notorious procrastinators and not the most organized so we are asking them to be organized an entire week if we go with a block schedule. With the performance-based classes like music to cooking to weight room and gym, there could be equipment issues – if they are only coming one day a week, they might not have equipment available. I can’t send weights home with a student or equipment we are using in the gym. Maybe with music the instrument can go home but there could be issues with other classes and equipment and it won’t work well for all classes. The SEL piece, the block schedule builds it in but having kids every other day is social/emotional in and of itself because they are seeing their friends (or maybe half of them) a couple of times

a week in the hallways and checking in with their teachers more regularly and teachers can get a sense of what they are going through; if we see them only once a week, we don't get that sense as easily.

Question – Should we focus our attention on the 5th day? It seems we've coalesced around the values and challenges to both but the 5th day is the piece that still isn't talked about – full digital day, if a digital day what can I highlight as the experience for both staff and kid on that day – think that could elevate the understanding for people not as connected to what secondary instruction and experience looks like – what are the pros/cons to the 5th day conversation?

- Thought a lot about that over the weekend and posted a document in the Teams site. We will share it with this group today.
- It's a valuable piece of conversation to share with the board – make sure whichever direction we go we want to all be on board and excited about it so students don't feel any anxiety and angst.
- Curious from a parent perspective about the 5th day – do we do a full distance day where teachers are dedicated to virtual classes or prefer to be in person?
 - Preference for in person. If we are already doing 2 days, I think a 3rd day and a Friday will lose kids to a 3 day weekend. Also if the last group was on a Wed, Mon/Wed, that's a lot of time before they reconnect.
- If we do a 5th day off, propose it's a Wednesday because of the 3-day weekend draw.
- Was thinking it should be Wednesday but then started thinking kids on Fridays are always short changed due to PPL and early release.
- Not that it should matter but there will be families who will not stop and will always take off early for sporting and extracurricular if the alternating day is on a Friday; at least hopefully they won't miss as much school.
- Look where it says what would it look like in the bldgs. (see chart below) If it was a Wednesday, you could have the necessary principal PD as they are learning online stuff. Why not move the PPL day to the day that is the remote learning day so it's not always a Friday issue. It's another step in the bargaining but why not move the PLID and PPL to the remote learning day so not always affecting the same group of kids?
- The HS principals felt the exact same way – the day should be Wednesday to not impact the same groups of kids, for safety and cleaning reasons too, move the PPL and PLID. Also, rather than extensions of classrooms, teachers could give 30 minutes of assignment work and teachers would need planning and time to do that so that on the off days, students had work they are accountable for and teachers could give feedback to.

4 In-Person Days Schedules vs 5 In-Person Days Schedules

What are the actual differences?

Based on a 4-week month, 5 days per week

4 Day Model (1 additional day dedicated to remote learning)	Metric	5 Day Model (no additional time dedicated to remote learning)	Difference
8 (40%)	Number of Days in Class/Month	10 (50%)	-2
12 (60%)	Number of Days Remote/Month	10 (50%)	+2
12 (60%)- 8 days in person and 4 online	Maximum number of days able to interact with teacher (in person or remote)	10 (50%)- All in person	+2 days
4 (33% of remote learning time)	Days remote learning with teacher support	0	+4 days

What would remote learning days look like for teachers/buildings?

- Time for necessary PD, PPL, Student Supports (recommend moving all LID days, PPL days, etc to remote learning days to minimize impact on in-class hours)
- Possible online office hours or class meetings (Teams) (could be scheduled if necessary and could take many hours of the day)
- Possible location for Advisory curriculums
- Possible Prep Time to make up for possible lost prep time other days of the week or to allow for managing the remote-learning curriculum

Dan explained that instead of looking at one week, one additional day, he took it from a month long view, talking about seeing group A - 2 more days per month and what that looks like so that's where all the math comes from. All 4 remote learning days teachers would be online with the kids so getting more teacher contact on the 4 day remote learning than on the 5 day even though some of it is remote.

Question – If looking at the Wednesday model – What would it look like; would it be 30 minutes a class or would it be something different? Would it be really intentional around those kids in that period? Because last spring, it was 30 minutes and if I taught algebra, all algebra kids from my classes could be in that one class meeting. Just curious about thoughts?

- Thought about that and put that down as possible online office hours or class meetings. Was thinking if you had to do 30 minute class meetings and you ran a schedule so that the 3rd period Spanish teacher isn't conflicting with my 1st period because of everybody's day – these are our set hours and the hours teachers are on line, whether that is an open office hours thing or a specific meet with each class thing – could do it either way, sees that part as being flexible. Most students last spring online learning-most didn't log on until at least 10:00 in the morning and usually in the afternoon and often the teacher was getting assignments at 11:00 p.m. A teacher or administrator workday will start normal at 7:30 or 8:00 a.m. – so that is the PPL time and PD time, and then meet with kids starting mid-morning and do the ½ hour chunks when kids are more likely to participate.
- Like the idea of afternoon support labs and then morning of planning/collaboration
- That was the secondary principals thinking too
- Interesting concept – definitely understand the 5 day in person perspective but if we were considering a full day dedicated to supporting the digital – the idea on Wednesday and knowing you'll see the student on Thursday, I'll be expecting (x) from you.
- The investment of time, you can do more with students on the off days.
- Won't the PPL days pose a problem no matter what with a rotating schedule if we don't have a designated day where students are not on campus because PPL could still fall on the same cohorts Friday a couple times in a row?
- The calendar in general will be impacted regardless of the model and will impact one group in a different way than it does another so worthy of a conversation with the SEA regarding the impacts on PPL and PLID. If we could map out a semester, or for the year and say this is the model, larger conversation probably for the steering committee. I know as a parent, I would like to know what my life is going to be like. Part of the bargaining conversation.

Would like to do a quick survey question around how to utilize the 5th day – would like to have the data point to share. Regardless, we don't get to make the decision but do get to share our opinion that becomes a part of the larger conversation. Feel pretty confident about which of the models we are looking at and just comes to the 5th day piece and then we'll need to take that further. Hope is we can continue to come back and forth as a committee because each time we meet, it informs our thinking and would be nice to vet some of the questions that come up before a random response is made that isn't connected to the day to day classes. Just some thinking about some of the things to add back

to the sub committee is to help vet questions and form responses from the classroom teacher perspective who are in it every day.

From a parent perspective, what is the rationale for the 5th in person vs. the 5th day being digital?

- Believe there is so much more that goes into being in person than just the safety of it, psychological pieces, relationship pieces, burn out of it, if this is a long term thing, more concerned about digital burnout and concerned about high performers engaging if majority of time is spent digitally/virtually and could see some of the highest performers drop in engagement. High performing daughter was tired and said she was done doing work just to do work. Hard to collaborate virtually, psychological impacts of not connecting with peers and teachers (school is safe place for many).

Survey results:

5th day virtual day – 89.47% in favor

5th day in person day – 10.52% in favor

Next time we come back we will have a SPED report out and we might be brining questions back to this group that we need perspective on. Curriculum teams are being organized for supports for next year to outline frameworks for instruction for classroom and digital experiences that is for teachers, students and families. This is work that is exciting and happy for the work (sorry for the circumstances) but we'll want to share out an example to see that we are on the right track. If you are on the curriculum team thank you because often times the same people get tapped – compliment to the skills and perspectives you bring to the table.

Should we vote on whether we want the virtual day to be Wednesday or Friday?

- Think that's too in the weeds because we'll want to be connected with what is happening at elementary level and think we know that this group is leaning towards Wednesday based on our dialogue and what Ken shared about the principals' thinking.

Want to make sure we were on target to answering the questions the group is tasked to answer. CTE/Band and Science will cross over into the safety realm and Health and Fitness too on where instruction will live. We'll get into the weeds once we understand the model. We've done our duty on most of the questions, minus the ones we will come back to next week and answer.

Any other questions?

Safety layers -Facilities – haven't talked much about facilities so when I think about working with the team on fitness curriculum and content, we get the safety piece but when we talk about using different spaces maybe that isn't as much of a concern with the A/B model?

- Thinks a lot of the different groups are coming to the same conclusions we did, that without the model, it is difficult to answer some of those questions. Our hope is to get a model announcement out as soon as possible so families can start making decisions so we can have accurate data and know how many students are staying home.

Example – LC fields look different than others – there are only so many you can use by the school.

- It's hard because you want to have consistency but we know every location is different, how you let kids into LC is different than Ferris because they are different buildings so there will be guiding ideas and then some of it will get site specific based on the building. Good things to keep in mind.

Dan posted the risk estimator. It's very scientific – you would go room by room and look at the square footage vs ceiling height, vs. what HVAC does, how many students putting in the room vs how long, etc. Would work with facilities to determine what we are up against.

Is the safety subcommittee going to be talking about use of materials in the classroom and sharing?

- Yes, it has come up in multiple places – we will have to talk about hands on classes and how they get resourced, they are being looked and it is why there is so much cross over between the committees, and it is on the radar with our safety committee and the Association. No answers yet.

Has the district set aside part of the budget to deal with some of the safety precautions? Music is looking at it and potentially need masks on the instruments – Are there dollars to help with the critical needs?

- Yes, but it's a matter of prioritizing those needs – federal dollars and no surprise there won't be enough to cover all the needs. Money is set aside K-12 (Cares \$\$) to address most critical needs and work our way down. Can't say every solution will be on the table because there isn't enough \$\$.

Do we have any updated info about potential internet access help for families? Know there were companies doing temporary help during the stay at home phase.

- There is a subcommittee working on it (tech) and we are reaching out to partners and there is a high level interest legislatively-like a right that we need high speed internet for all types of things because it creates inequities – it's the educational justice – whose furthest away from educational justice when we look and prioritize impacted families- those will be some of the considerations.

Follow Up/Next Steps: Bring updates from the SPED, virtual learning sub committees and a PowerTeacher Pro update. Possibly have some curriculum examples for sharing/input.

Next Meeting Date: 7/21/2020