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Committee Name: Elementary Educational Model

Member 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 Pfeifer, Patty Baer, Suzanne Bantilan, Corina Fletcher, Samuel Rasmussen, Melissa Raymond, Melissa Pearcy, Meredith McNally, Brian Trimble

Meeting Notes:

Guests joining us today – Becky Ramsey and Suzanne Smith. Becky will provide an update on the SPED subcommittee work and Suzanne an update on the full distance learning subcommittee work.

The prior ask of the group was what is happening with SPED and what was being worked through for full distance. Additionally, we will share some highlights around planning to support instruction for next year and ask about considerations you might want us to keep in mind as we look at the possibility that the whole district might need to start remotely. That is separate than the full distance option for families who are waiting for the vaccine.

Full Distance Learning Subcommittee Update: Suzanne Smith principal at Bryant is not the co-chair but participated on the Full Distance Learning Subcommittee – Their task was to figure out what to do with families who didn't want to come back if school is in full session. Members engaged in doing the home learning and choosing not to send their children back in the fall even if we are open. Kristin Whiteaker led the work with her elementary team and came up with SPS at Home. For a little bit of background, the district surveyed to determine approximately how many families were not interested in returning even if we are back in school. At the time of the survey there were about 500. The numbers have grown since the survey was about 2 or so weeks ago. They were looking for school options/alternatives until there is a vaccination. Permanent placement. There was also concern expressed around losing their spot in their neighborhood school if they withdraw and choose SPS at Home. If they choose this, they are still a part of the school that they belong to. So if they would normally attend Roosevelt, they would remain a part of Roosevelt.

Kristin Whiteaker fleshed out a specific schedule for teachers who have specific health issues or can't return to the classroom – Suzanne doesn't have a copy of the schedule but it has to go to SEA to ensure it fits the parameters with them. Teacher would have a caseload of 1st and 2nd graders, maybe families from different schools but similar grade levels. There would be a specific schedule when parents would know what is happening at any point in the day and help parents follow it so like homeschooling, but everything will be given to them. Teacher led and small groups. They could do small group instruction to fit the needs around a child, specifically where they are at in the curriculum. Small groups could be ELA and math, combination of online and offline instruction. There would not be a full scope of remote, they would have a place to come pick up materials for the week or month dependent upon teacher planning and blended piece with online curriculum too. Electives and project activities, those could be more cross grade level like with STEM if similar families want to work together on those projects they could. We borrowed an Arizona district model and did a combination of online and in person instruction. Materials would be picked up from the district. Scope and sequence would follow what would be in their classroom so if they do return, they could likely return fairly easily with a smooth transition. Some differences, but remotely right on target with the district.

SPS at Home – offering is for K-6

Any questions? –

Some commonalities – like to think of this as an option school for the year for when we are all kids every day. It's a brand for full distance learning for those who don't want the brick and mortar school environment.

- 1. If they are in an SPS at Home class are they also assigned a Roosevelt family and assigned to a teacher there?
- 2. What are the parameters going to be for going back and forth?
 - Historically we have dealt with saying there is no room, it happens every year at Wilson for example. We'll have to work with families on how we can accommodate and taking a different line about making a commitment when you fold in and when you don't. SPS at Home is different than if/when we are a whole system distance learning at home. We'll have to work through those details with our HR partners from a staffing lens and ensure those details are articulated for staff and families.

No other questions.

SPED Subcommittee Work Update: So many are worried about all kids, but we worry also about those kids who are most fragile and we understand that model. Becky Ramsey SPED Director – The short answer is it is complicated. Waiting on complete guidance from OSPI around SPED – OSPI sent out draft guidance early July and the district received word today it won't be done until August 4th. Overarching ideas that came out of the guidance is students farthest from educational justice need to be prioritized for educational services. If we are in a situation where it is safe to come back to school w/o getting into details, the overarching theme is to ensure students with IEPs can attend school every day one way or another. Many DI/BI classrooms are small and they already meet the social distancing requirements. PPE is huge for staff safety – some behaviors that will not allow for social distancing to happen, but we still need to serve the students. Looked at additional PPE for staff so every SPED teacher will get a face mask/shield and gowns and gloves.

If we do end up full distance learning it will mirror whatever comes from gen ed. Students in SPED should get the same number of minutes in person or more, if in person or virtual. High level details being worked out right now.

Becky opened up questions to the group – about in person learning options that we are working through. Currently we are tasked to have a face to face option that meets full requirements and a virtual model if we are closed.

Whether we are open or closed, it's a governor decision, if and when it happens and we are sending an email out to staff today. We learned a lot this spring about pros/cons of full distance learning.

Question –

- Students with paras in the classroom – how will that be set up, will there be a space for paras in the classroom? She's teaching 1st grade next year and the K teacher said 2 students in her class will likely be with paras.
 - It will look similar to what it has. Don't want to single out students for having to have a para, wouldn't make a separate work space unless they already needed one; we know there will be times you won't always be able to be 6 feet apart. If a kid falls down and hurts themselves we are going to pick them up and help them; student and staff will have face mask, shield, wash hands, good hygiene, students who need a para for physical prompting of the staff member will wear gloves and still be doing that.
 - What about the paras personal work space, if they have a break from the students?
 - Yes we will have to find a space for them.
- Students who blow out – runner and blow out, what to do with other students?
 - Fall back on past practice, we need to deal with those situations anyway, whether we are in normal school setting or not - throw gloves on - still need to keep them safe. Guidance from OSPI has been that we are going to use PBIS and positive reinforcement and working to prevent those kinds of behaviors, we are going to do what we always do. We don't have all the answers to that specifically today, verbal de-escalation strategies and antecedent strategies; we will need to be more on top of our game than ever.

Our partnership with families will be critical in how we launch the expectations for the year, so families will be open and share that kind of information, that if a kid is a runner, we are not finding that out on day 3, we can be clear both ways about expectations for maintaining a safe environment for all. Building in space in their own environment for de-escalation may need to be considered.

Elem teachers are great for creating spaces for students to cool down. Break space for a student might be at their own desk since we are going to be desks 6 feet apart and how do they take a break at their own desk.

- Question about pull outs – are the resource teachers coming into the classroom to work with students in resource?
 - OSPI has been clear we cannot change up a student’s IEP – least restrictive environment because of COVID – it will be the individual - what is best for the student. OSPI is heavily pushing an initiative of Becky’s that we need to increase inclusionary practices within our system. Could be perfect time to do that while smaller class sizes. Still push in and pull out and still consult kinds of services.

There were no other questions from the group around SPED.

Last meeting we promised to bring back some of the work around scope and sequencing to weed out the noise so classroom teachers can focus on the essential experiences for kids and making sure they have the right resources.

Coordinator update on curriculum: Karin Thompson and Tricia Gessele will talk about what they are doing through the literacy and math lens at a high level. We won’t be in the weeds today but a more detailed plan is coming as we continue to work with the Association. Once we know the instructional model we can show examples of how the lessons play out in those environments.

Tricia – 3rd grade example – middle of the road umbrella in terms of the place we are anchoring the work to show – The work is in progress – looked at scope and sequence and said if we want to make sure we are going deeper – paired Bridges scope and sequence down to 110 days or 103 days so about 3 days of new content a week with 2 days to teach a bridges lesson and do intervention or extension and give space to teachers they so don’t feel like they have to get something done every day. Redone scope and sequence and some of the things taken off of that plate, will partner with Dreambox - have it district wide and it’s nice for filling some of those gaps – we’ll give recommendations to teachers to say it isn’t necessarily covered in what you’re teaching day to day so make sure to assign it in Dreambox – make sure it’s covered and students get that full picture.– Tricia attended OSPI office hours with math leads last week and they had 4 boxes that were critical things they were pushing– one was formative assessment – Dreambox will give us that really clearly so we will continue to weave into it so kids get a certain amount of lessons done by 10/15 so we have a good base of where kids are and what they really need. Attended a meeting with OSPI math leads and messaging was don’t get caught up on past grade level content; start with your grade level and build up. We are working on building a teacher set of guidelines and student interaction set of guidelines – if we started in full distance learning module –there would be bare bones teachers could build off of in a student interaction piece – could be called an agenda for learning so kids can see where they need to start and know which parts they need to do with the teacher and which parts they need to do. They align and are parallel with each other.

Karin – ELA – Literacy work – James and Tricia working with their team - ELA/SS and Purposeful People SEL lessons and tech skills and structure is project based unit - grade level teams, some doing 2- four week project based units and some 8 week project based units – so varies by grade level. Goal is to have first 8 weeks mapped out.

SEL - The first 4 weeks is integrated with courage and 2nd four weeks is integrated with respect – each project-based unit has a driving essential question which is the overarching question for entire unit. Overview page of standards skills and soft skills and then week by week plan where the driving essential question remains and a supporting question that helps you incrementally get at answering the overarching question.

In each project there are individual student products and team products – there is collaboration and communication – example 3rd grade 8 week – cultural diversity and community with the driving question being how does our culture shape our community? And then it’s broken down into several supporting questions - What is cultural? What is community? In each week there are readings, writings, social studies and Purposeful People pieces that are connected as the lesson plans. So we see the ELA, Social Studies, and SEL live together in terms of an instructional block of time – that’s how they are approaching it at this time.

With Lexia – it covers the foundational skills really well, that’s less of a focus in the project-based units because Lexia will fill that need. The expectation of working through the project-based unit with the teacher and with classmates and on my own and also doing my time in Lexia. Lexia and Dreambox similar in that nature of providing amazing formative assessment for us to progress monitor kids specific needs.

Heather – In small conversations she’s been having, we are not happy about the circumstances but happy for doing the work and having the dialogue about moving towards what we’ve been talking about - being really responsive to kids. In Heather’s classroom it was theme based and questions that drive kids to the learning and attach the why you need to know these foundational things – excited about the direction it can have in the long run and not in just the short response.

Questions

Incredible group of people who are putting in a lot of time and effort creating phenomenal stuff – love kids to be engaged in what is going on – as a district , how do we encourage that their experience will be different than last spring? I know we didn’t have the time to put the effort into it last spring that it will be but wonder as a district how we let them know it will be different? Panicked that all of this beautiful stuff is available and sad if 49 % is all she gets of student engagement, she will want to cry.

Heather - Haven’t heard anyone connected with kids in any way think we nailed it last spring. It was a moment we never could have predicted and so much opportunity about what we want for staff and kids next year but as soon as we work through things with the Association, we will be all in. Don’t want to speak on behalf of the association. It has been so cooperative and positive in the dialogue around what we want for our community. Suzanne agrees – gets the concern about engagement and thinks the district is thinking about different ways of selling it an renaming it if we have to do distance learning.

Question - Will we find a baseline to know how to better support our kids on Dreambox and Lexia? Will we have an assessment?

- We want to rebrand, don’t want kids sitting down to take a test –we looked as those assessments as options and decided we needed to go a different route because we know we need info to be responsive to students where they are at but we also don’t want to be so in the box to have a test that is one moment in time. Heather wants Tricia and Karin to speak to this.
- Karin – they are both an assessment and personalized learning path in one, but it doesn’t feel like an assessment. As you get more familiar with those tools – there is a short screener, placement test with 5 questions in Lexia it’s more about them spending time at the beginning of the year, a couple weeks whether that is 20 minutes daily or 60 minutes in a week. Lexia will declare how many minutes they need to spend each week to meet grade level standards by end of year. It will progress monitor their skills. Teachers can see specifically where kids might be stuck or slowing down in their progress, lots of supports, Lexia and Dreambox has been her own child’s saving grace to get through this. Her own daughter has done it every day during the closure and her daughter is still doing it 20 minutes every day. Wonderful on the teacher parent side to see her progress and sticking points along the way. She was enjoying it and engaged, not assessment to her but gave Karin everything she needed to know.
- Tricia - Both programs have been around long enough and seasoned enough that they have been pulling this data and doing comparison studies that when they say kids are on track, they are on track. Impressed how they track how long it takes kids to move the bead whether they move 5 beads or one bead at a time and then adjust what they ask kids to do next based on how kids are responding not only in the clicks but the length of clicks. Those will feel less heavy because they are able to get formative assessment data without it feeling like an assessment.

Heather - Hopefully, it feels good to the group. We thought it was a way to get the digital resource in the hands that supported students and teachers regardless of the environment and being good stewards of limited funds by saying we don’t need this and go buy something else if this is already going to give us the info we need and not having it feel like a burden of having a test.

Tricia - Grade 3 and up will also layer on some of the SBAC blocks – for teacher choice or however it layers in well. In the past teachers and students find it helpful, when we think about formative assessment as well because those are more test like but also available as well and can take as many times as you want.

Heather asked Stephanie to talk about the work through a specialist lens. The Elementary framework team for health and fitness met a couple of times and lots of work in between, capturing the overall theme of health and wellness and integrating movement into that either in person, blended or completely remote. Found that it's a natural opportunity to focus on health and that will be one of their guiding principles and wellness and as far as getting through all the different skills and safety guidelines with equipment, that is not the most important, safety is, but not using all the things they've done before and what is truly relevant and important and those will be their guiding pieces. Working through logistics as far as managing groups outside – optimal space if not gym and what tools can we use if we go into the classroom as a fitness teacher that they've always wanted to use like a smartboards and how can we integrate that. Now every time they discuss a topic – soccer, health, they run it through those lenses - what does it look like outside, inside, planning, etc. They started from there and are a strong group of 5. Melissa has been here at every subcommittee meeting and is on their planning team and that's their focus – looking at this as an opportunity and not a real bummer. It's scary with all of the safety guidelines so trying to work through that as they go.

Question - Curious from members outside of the coordinator team around if there are any considerations that we should have present around full distance learning? We know teachers need resources, support and PD – it looks different in every context and but just making sure that we don't have any blinders on especially through a parent's lens.

Question/Comment: a lot of training that will be needed – both from elem and secondary there's been interest, only have a few people with knowledge to disseminate and space is an issue so hopeful district is putting together large group trainings (via Zoom) and offering at a lot of different times and everyone is going to want the same training on the same days for 3600 teachers those few days before school starts. I think it's great we don't all have to squeeze into one place with Zoom but buildings who want to use some of that regular building time so enough offerings to get everyone on board.

- We want to start super intentionally and give people permission to narrow their focus, we know digital tools, we know remote or in person instruction and how do we launch the year with students and families - those are key partnered with SEL into all of that and start the year out with SEL – working through different support plans and hoping to work through models with SEA and build a responsive robust to launch the year and ongoing. So new that I might not be able to wrap my head around this environment. No one has taught in a socially, physically distanced environment and so we know there will be ongoing PD needed and building in opportunities for teachers and administrators because no one has led through this environment.
- Yes, 3-4 week starter kits, common starting points, at different grade levels teachers will find their way and different access points but a jump start kit as we get alignment done.
- The intention is to have teachers feel the most supported and strong going into the year.

Getting this information into teachers' hands as soon as possible and how that is going to look so they have time to work through it and are ready to go.

- Agreed - Our own goal – August 12 is the hard line with models determined and school board approved and all have interest in knowing that info sooner so we can build plans of support that are responsive to the models we are implementing. In terms of SI forward, we are all in, in terms of building a support plan. We've asked coordinators to have those pieces ready to launch and get into details and multiple opportunities. SI will look different - all virtual – courses won't be 3 day courses – some of the things that we had before like training on curriculum or specific training for certification, we won't have that, it is really about the work of next school year. You might be taking 3rd grade launch – talking about digital tools, the themes and outcomes and how do you do small group instruction – they will be at SI and replicated at PLID and working to build ongoing opportunities as people are ready for them. We've talked about recording things but those are not always as dynamic in terms of being able to engage in the questions or the shared learning opportunities but it is a fall back people could have.

- The thought from her perspective sat in front of computer all spring – and now working on this in front of a computer the last few weeks and doing that knowing a good possibility we are on line when school starts so having a Summer Institute on line, obviously we can't do in person, but SI will be a hard sell to get people there because they are going to be in front of a computer all the time at home. Maybe we can think through some different options to get the information out. Making sure all directions are clear to get to Sharepoint – see this as one of our biggest hurdles.

If there is full distance learning would there be any ability to bring students into the building in the beginning of the year to get them up to speed for training and give families what they need?

- Know there is shared interest in ensuring families are feeling equipped and have what they need with whatever the mode is– example if we are in full distance do they have a computer and Bridges workbook. Will there be opportunity to do that? - Don't have absolute answer but know it's an interest and echoed in many groups and subcommittees so shared interest from lot of perspectives. We have to see what it looks like so part of that is figuring out the models so we can map the calendar.

Next Steps/Follow Up: Another 2 weeks before we circle back and meet again – optimistic we might have more clear info to share – talk through what are the models and supports building in and curriculum teams could show what it looks like with whatever mode we go with to start the year.

Suzanne – SI report card piece- TeacherEase -can there be a piece on how to communicate the info with parents? She never learned it as an elementary teacher how to communicate it and she can use it and teachers can see how to use the parent portal.

- Parent portal is another topic. Heather understands the interest. In the first month Heather as a parent checked grades 150 times in the first month when the portal of Powerschool came online. Future meeting – we should talk through how to support families in understanding where students are in a way that feels safe to teachers.

Comment - Looking at kids in classrooms and having their own separate materials – maybe it's being discussed in another committee, needing them to have their own tool kit and where that money comes from - teachers can't take that out of their pocket and in the committee work she's working with, don't believe kids should be in front of computer more than what we want them to be and time frames we need to look at that and want them to have paper/pencil and work on things that way too. Will it be a central packet – individual teachers making them? Just the logistical pieces would be helpful.

- Personal supplies, we have to work through the safety committee. In full distance learning students need more opportunity hands on unplugged and we know if they are in person, they may spend more time plugged in. We know the whole paradigm changes regardless of the mode so need to be sure people have examples and explicit understanding of what that looks like.

Supplies -sales are starting at stores for school supplies so would be nice to have an answer sooner vs. later about supplies and whether or not we need 21 different sets because what we can buy through the building, we go to Walmart because it's cheaper. That might be something Dr. A or Cindy Coleman could help with in purchasing to give guidance on that topic. We need to know as a system if we are providing those for students and what we can buy.

- Good point about how we resource our classrooms especially since we went away from family supplied to centrally supplied materials. We will look into it.

Follow Up/Next Steps: In 2 weeks we will loop back – if we have some absolute known prior, we will come back sooner and let you know as don't want to wait if info needs to be discussed/shared. If models are decided and shared and we want to talk more about the PD plan for example. Appreciate this group being an ongoing sounding board. Thank you for the lenses and perspectives you are bringing. We will meet in 2 weeks or sooner if something comes up worth sharing or asking.

Next Meeting: August 4, 2020 or July 28 if something to share sooner.