

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

Date: 7/7/2020

Committee Name: Elementary Education Model Sub Committee

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 Pfieler, Patty Baer, Suzanne Bantilan, Corina Fletcher, Samuel Rasmussen, Melissa Raymond, Melissa Percy, Meredith McNally, Brian Trimble

Meeting Notes:

Heather Bybee began the meeting by reconfirming with the group where we left the conversation from the last meeting. Heather stated that she felt that the group's energy was leaning towards Model Options A and E and asked for confirmation from the group. The 2 models have been summarized/lined out by Karin and Stephanie in a nice document (See pic below) The conversation was opened for discussion and questions.

### 20-21 Elementary Model Considerations

#### Guiding Principles for 20-21 Elementary Model

- K-6, every student, every day (if one building cannot fit all, move 6<sup>th</sup> grades to secondary A/B model and 5<sup>th</sup> grade only if needed)
- Use as few elementary specialists as classroom teachers as possible
- Maintain as much specialist instruction time as possible
- Ensure classroom teachers have all prep minutes by shortening the student day as needed

Model	Class Size	Staffing	Specialists	Prep Time	Student Day	Notes
<b>Model A (Model 1)</b>	Max 21 K-6 Keeps current staffing projections and adds classrooms/combos where needed	60-80 additional classroom teachers needed (from music, art, and science specialists)	2x30 F&H	60 during day (still needs 195 prep minutes to reach 255) *if student day is reduced by 40 min x 5, total prep would be 260	Late start or early release by 40 min x 5 days reaches 260 prep min/week 9:10am-3:00pm or 8:30am-2:20pm	-uses music and art/science rooms as classrooms -classroom teachers asked to integrate music, art, and science into instruction -lacks prep time during student day -unusual start/end time
<b>Model E (Model 5)</b>	Max 21 K-6 Adjusts current staffing projections to fill up every classroom to 21 which could create a major increase in combo classrooms	13-15 additional classroom teachers needed (from art and science specialists)	2x30 F&H 2x30 Music	120 during day (still need 135 prep minutes to reach 255) *if student day is reduced by 30 min x 5, total prep would be 270	Late start or early release by 30 min x 5 reaches 270 prep min/week 9:00-3:00 pm or 8:30-2:30 pm	-uses art/science rooms as classrooms -classroom teachers are asked to integrate art and science into instruction -fills up classrooms who are projected to be below 21 -potential to create multiple combos at every school (worst case scenario up to 165 from current projected 45)

- Model E – Concern – if every class is maxed out at 21 what happens if students enter the school later and there is no room for them to enroll/attend?
  - It's a problem we work through now and a capacity issue case by case and it will have to be addressed as it happens. Case by case scenario.
  - Example -Currently, the max is 26 and 29 and any student over we go into overload and we typically find a spot for a student within 3 or 4 nearby schools and end up bussing. Thinking we would do something similar to that but the max line would be 21 students for any classroom for social distancing. Unless

there were options to open a room or a larger room could hold more and a smaller room could hold less students then the students would be balanced out that way.

- Some buildings would have full classrooms and some would not. It's the great unknown.
- Weren't we supposed to have an A/B Model?
  - Take away was that we prioritized face to face learning and the A/B model would be if we had to go back to distance learning.
  - Thought that Tricia said we needed to have one just in case?— Tricia clarified that the concern originated from whether or not a capacity is put on us (e.g. capacity in the school is normally 500, but now you have a capacity reduction to 250 so we would need an A/B Model if capacity limits were placed on the district. Never going to be a solution that works perfectly and things are constantly changing and we could have restrictions put on us and then we have to navigate it. We need to get to a place where we have a model and then start planning for the other logistical items like restrooms, lunch, etc.
- Weren't we doing a survey with families?
  - Yes, a survey is getting ready to be sent out to staff and families.
- Doesn't think we will be able to get 21 kids in a classroom. Operations and maintenance came to her room and put in 21 desks and the desks were not 72 inches apart. Concerned about the number 21 has been published in the media, news, Facebook, etc. and the perception that if some rooms only have 16 what that will mean to families. Also worry that principals will be forcing that matter because it's the number that it out there.
  - Reiterated it's 6 ft distance from student head to student head.
  - 21 is the max and most dominant number but it's going to vary space to space and in some rooms it will be less than 21. If anyone feels that the distance is not viable, they need to reach out to operations to problem solve. 21 is the generic overview and we are sure that each building administrator is going to walk the realities before the final numbers are determined for their classrooms. The driver will be classroom social distancing that helps staff a school. They are not going to just say, yep 21 fit even if they clearly do not.
  - Staffing/student numbers will be appropriately adjusted for the size and circumstances of the buildings.
  - Maybe the wording on the model should say at capacity w/6ft distancing instead of at 21 or just 21.
- Still concerned about specialists being asked to teach a regular classroom. She doesn't feel prepared to jump in and teach anybody. Very scary, and overwhelming and not even sure she would stay and teach. Thinks other music teachers are feeling that way too.
  - Realize that this is the largest challenge with Model A and we will be working through those issues with the steering committee, school board and the SEA.
  - Appropriate preparations and supports will be a part of either model. Admin team and T & L, intervention teachers will be supporting teachers that end up in that boat. "We have your back!"
  - We hear and understand; that is why Model E came about.
  - There's no perfect model that will be so great for kids but we need to choose a model so we can build the best support over the next 7 weeks so that families and students and teachers can feel comfortable coming back.
  - Need to keep in mind, not a forever thing – this is temporary and hopefully only one year
  - As a principal group they will come together and manage and support people as much as possible. We do need to move forward because we need time to negotiate and figure out the other questions.
  - Hoping that maybe teachers who aren't comfortable could possibly have the freedom to departmentalize and co-teach?
  - Maybe put a newer teacher and veteran teacher together in a room that opens?
  - Wonder about how specialists will work?
    - Teachers can switch because they can follow a protocol and come in and out as long as students are staying in one place. As long as a teacher is following a protocol, thinks that would be acceptable.

Thumbs up to sending Model A and Model E to the steering committee. We will loop back after hearing from the steering committee, school board and association.

The group moved on to review the other key questions the committee is charged to address.

- How will we adjust the scope and sequence for curriculum?
  - We know students will return with a wide range of gaps. The next plan is to build grade level teams to look at focused standards. That work began last year and the year before with grade level snapshots and rewriting of the report card. We need to look at it again to determine what is most important to get kids back up and going, connected to their teacher, and move learning forward. Anyone who is interested in joining please let Heather know. The plan is for the invites to participate in that work to be sent this afternoon. Hope to have 1<sup>st</sup> quarter or first 8-10 weeks sketched out with options for teachers to utilize in their classrooms. In terms of specialists, it will depend on the model. SEL will be part of everything that we do, building out a sequence for the year but an intentional sequence for the first few weeks looking through Purposeful People as one vehicle but also how do you build connections with little ones (thinking about 5 year old who likes to hug) and how do you do that in this virtually and physically socially distanced world? That will be part of the plan.
- What digital curriculums will be used?
  - We determined Dreambox would be moving forward as a digital tool to support Math and will be used as an assessment tool. The scope and sequence will include implementing an initial number of lessons to obtain accurate measure of where students are.
  - Lexia is moving forward as the Literacy option.
  - Next, we will be looking at Science. Science specialists are on the table in both ed models. We are looking at how do you do science in an environment where you can't share equipment and what is doable depending on the model chosen. No firm answer but it is a K-12 conversation that is happening. Such a hands-on piece so we are working through that and could be a later conversation with Science.
  - Dreambox and Lexia moving forward – we heard from staff in the field that those are the best two resources for helping kids in and out of the classroom. If we have to go full distance, it's a resource staff wanted.
    - Will there be Lexia training? – Digital tools trainings will be available at summer institute on the PLID and throughout the year. There is also a self-paced module in Blackboard currently. It will also be part of the continuing learning plans so not just how to get it up and going but also how it can be used to impact student growth as the year progresses.
- What will be the assessment plan and how will we integrate an adaptive measure?
  - Lexia and Dreambox have an assessment component and that will be part of the training.
  - We don't know with KOLLA and Literably (state expectation) – last year at end of year it was lifted but we don't know the plan for next year. Our hope is that when kids return we can at least get baseline data but we don't know yet what happens if we move into remote learning – so still some unknowns.
  - Clarification with Lexia and Dreambox - Neither one have a placement assessment. The first 10 lessons help get the baseline and give you data similar to a baseline assessment but there's not a placement assessment. It will give us the assessment data we need. Both tools do not feel like an assessment but both give you baseline data, probably more so than an assessment - that was part of the selling point.
- What structures such as cohorts, looping, and combo classes be considered?
  - We already talked about this – they are implied by the building decisions based on the model chosen.
- What digital tools will teachers use for assignments & activities (LMS)?
  - The group decided it would be Teams – yes? Double checking – yes.
- What digital tools and protocols will teachers use for communication?
  - The group decided it would be email and Teams
  - Does this mean we are asking teachers to not use other tools, Remind, Dojo? A colleague was asking for clarification.
    - Our commitment to the community was we would coalesce around one mode – that doesn't mean an individual teacher couldn't make a decision on their own but as a system we are using Teams. Example - If a family were to ask Heather what the District is using, she would say Teams. If they have Ms. McNally, Ms. McNally might say - I use Teams for this but you might look for a Remind in that.

- Good point, Definitely something that we need to clarify – if each grade level team lands on a decision with their principal that works for the situation, whatever that may be, so a decision that is made collaboratively with the principal so that everyone isn't going their own way with the communication. We know that one size doesn't always fit all, but we need a common platform to launch to other things from.
    - We believe so many of the community's concerns will be addressed with the decisions we are making for this because it was very difficult for families last spring when they had students at every level or multiple levels, Elem, MS, HS and it was choose your own adventure; no two things were the same so it was difficult to have a conversation.
- What digital tools will teachers use for live meetings?
  - Teams
- How will feedback, grading, and reporting occur?
  - Intention is to maintain the twice a year reporting at elementary – we will go back as we adjust scope and sequence with a fresh set of eyes on the report card to ensure it matches what teachers will be asked to instruct. Anticipate it will be paired back a little more but holding the same footprint – depth might not be as intense. It will depend on the ed model.
- How will we deliver professional development on social emotional learning?
  - There will be SEL learning opportunities by grade level and content at summer institute
  - There will be Purposeful People training for PLID – for all elementary schools and will be virtual – community based – could partner schools together and do breakouts by school – working through that with Character Strong.
  - There will be self-paced virtual modules open to all staff to take – the modules will be dynamic and responsive – Character Strong has 37 hours built out and will add some race and equity pieces.
  - Can we get the teacher logins for over the summer so teachers can start doing those modules?
    - Virtual modules are not live yet but Heather has the logins she can send out to schools for people to start playing in the Purposeful People environment – you can choose the sections to highlight so buildings might do that but you can also go play in all the lessons and videos. Heather will get those out to buildings this week. If your building was a pilot school the same login still works. The virtual modules will be available as soon as we verify our funding source.
- How will we deliver professional development on blended learning strategies and elementary identified digital tools?
  - There will be virtual options – Blackboard courses are built, there will be summer institute courses and PLID options as well as ongoing throughout the year. Our charge was SEL, digital tools/blended learning supports and equity. There should always be something for you and if not, reach out so we can add something.
  - Mobile MTSS App – is that an option we start pushing out to buildings? Families were being contacted by multiple well-meaning staff and families were feeling overwhelmed by all the contacts/support so the APP allows principals to navigate that better. Tricia K. is working on PD around that but maybe that is another tool for SEL and digital tools so we should work on PD for that. Tricia K. is willing to offer a course on it at Summer Institute.
- How will we support students that do not want to attend school?
  - We will be sending a family survey to get a temperature check. Already sent one in the early phases but once models are available for families to choose from we think they will be able to make a more informed decision and give us a clearer direction.
  - Offering a full distance learning model option – about 550 elementary students have indicated interest – not sure if that will go up or down and we think that could change based on the infection rate and what model we offer.
  - We will invite someone from the distance learning team to present the model to this group.
- How should student centered modalities such as competency-based learning and project-based learning be explored?
  - This is a complicated question. It looks different if the student is age 5 or age 11 - in a way that can't be physically interactive. Curious on groups thoughts?

- Our plan with integration is project-based learning and thinks that will come out through the scope and sequence revision. As we work to integrate ELA, SS, Science, SEL, through project-based units, that will come out.
- For the student-centered modalities question - Feel like elementary is more naturally student centered –this question makes more sense at secondary even though understand the intention
- Do you see that being addressed in the scope and sequence grade level work? Yes and the student centered piece comes through strong with the SEL work and the equity resolution work will bring it out as well.
- Maybe those are sub-categories/sub groups – so when would be the right time to come back to this group to show examples? E.g. here’s an example for 5<sup>th</sup> grade or 2<sup>nd</sup> grade, etc.
  - Is this going to throw out the 2 on the competency side? Thinks the electronic tools we have will be able to meet students at their own level with certain skills, the project based work provides for that as well so we have structures going into this year to support that.
  - Let’s take a week off to give time to get the work done and we can come back in 2 weeks for a report out from distance learning and curriculum team. We can meet next week but not sure we’d have something to share in a one week.
  - Will we have the results of the survey back?
    - Not sure – not certain when the survey is being sent

The group wanted to take a poll between Model A and Model E to determine the groups first and second choice between the two models.

Before the vote Craig Numata clarified the purpose of Model E was to the maximize the usage of classes and minimize the number of specialists that would be needed. Option A is saying no more than 21 in any one classroom at any grade level. We lose efficiency when we have 17 and 18 - open seats. In order to get every grade level down to 21, (those are 6<sup>th</sup>, 5<sup>th</sup> and 4<sup>th</sup> grades currently who are above) that’s where we’d need to add about 80 classrooms. To get that number down as low as we can, it would require filling as many classrooms as close to 21 as possible. Worse case scenario is about 165 combos – best case is about 135 so that’s still 3 or 4 combination classrooms per school. You might get lucky and have a grade level that is 60 kids and that’s 3 classrooms of 20. But if the level above and below don’t have perfect numbers you start pulling from both to create combos, 10 kids up and 10 kids down and what could’ve been straight grade level class ends up being combinations. Thinks there will end up being approximately 4 combos per school. In terms of mobility - we would try to build in space - maybe 1-2 seats per grade level) but we can’t go much more than that because you end up at option A again with more specialists teaching classes. We can get as close to 21 as we can and certainly where 21 doesn’t fit, that number has to be lower but that will change our overall efficiency and we will need more than the 13-15 additional teachers that Craig projected out.

- It’s all based on projections and there are so many unknowns – how many families will choose remote learning regardless of our model. Our goal is not using as many specialists as possible and get as many kids back every day and then deal with the details once we know who is coming back and who is staying home. Appreciate worse case scenarios and possibilities but until we know how many are actually coming back, we don’t know.
- At same time we can’t ask families to pick unless they know what it’s going to look like so sending a survey out too soon doesn’t allow families to make an educated decision.
- Offering lower class sizes that will allow for more personalized, student centered learning so even a combo- what that’s meant in the past, might not be what it was previously because we have more tools available for interventions and supports.
- A combo of 21 total kids is very different than one of 30- 6<sup>th</sup> graders.
- Is there a deadline for parents to make a decision? What if day before school starts 20 families say we want to come to school or we are keeping our student home.
  - It’s part of the Steering Committee work – they will have to talk through that – how do you build plans around this – different countries have had similar experiences, kept kids home and then

saw the model and wanted to come to school and the reverse, as infection rates increased, kept students home.

- We also have to keep in mind we are a free, public education system.
- Contract allows us to shift around through the first 10 days of school – we've been pretty on the mark in the past but will need to be flexible the first week of school to see what families are doing
- Every year, have dealt with projections but then the first week of school 10 kids show up and it totally remixes classes – that happens every year.
- Specialists Question – If we are trying to limit the exposure – it seems like it's a choose your own adventure again. School A doesn't need to use their science specialist because the numbers work but then a bigger school might need their specialist?
  - That's something we'd have to work out because it is a system answer. We will work through that with SEA in our modeling.
  - The specialists might want to stay at their building – figured it would need negotiation.
  - Craig added - No commitments in the survey but with 550 kids interested in a distance option we will need teachers from somewhere – there may be schools that have higher numbers of students interested in distance options and could relocate those teachers to be distance but it won't be a 1:1 classroom to distance learning/perfect match. We'll need distance teachers and the additional 12-15 classroom teachers to get to 21. Thinking in the range of 20-30 where we will need to draw teachers from their current assignments.
  - Some science specialists are willing to go virtual if they get their own class if it's more teaching than curriculum work vs doing connect 5 – wants to be with kids. Only 3 specialists said they would stay on a cart and keep me in science because it's the 3<sup>rd</sup> transition in 3 years but others said this may work out, the classroom teacher might not see me as a prep anymore.

The poll was taken (both models will move forward but the group wanted to see the preferences for Model A or Model E).

Results:

Model A – 19% (4 votes)

Model E – 87% (17 votes)

Follow Up/Next Steps:

Meet in 2 weeks. We start some of the bargaining on Monday. Some updates will be provided to the Board tomorrow and might have some additional info. We will have the distance learning rep come and example of curriculum work we will do in 2 weeks.

Additional Questions/Comments:

- Who works through how lunch, bathrooms and hallways will work?
  - Not this committees task, something we will look at building by building and work through with the association and safety committee will come up with some guidance and then principals will work through what it looks like for their buildings and staff.
- Classes look different with desks, tables room set up, etc. It will be different this year so it will take some staff time to process what that room will look like so the sooner we can let them know the better. Some will have to store their items – e.g. couches in rooms won't be viable.
- Lunches in classroom?
  - That's part of the conversation – duty free lunch and what that will look like. Clean up, and all the logistics will need to be figured out.
- Subtle differences in buildings – even all rainbow schools aren't exactly the same - biggest difference is furniture so hopefully the district has an idea of what is available and once a model is decided there will have to be a massive move. We may need to store some of our own things but we know we'll need desks and chairs depending on configurations and numbers - working through those school by school.

- There are pictures of some of the rooms – some that had tables were moved around and added desks in the back to get the last couple of kids in. Might be a hybrid. Not all inclusive but will post the samples in the Team site for this group. Some rooms have been creative in fitting 2 shelf bookshelves.
- Is it required all kids sit at a table or desk? Some classes have nothing but flexible seating.
  - Something safety committee is looking at. Intention is to keep kids within their own space and stuff as much as possible in the classroom. Can bring that back when we meet again- might have it modeled out by then. They started modeling out in more difficult locations – portables, smaller rooms, etc. Can't get 21 everywhere but they were able to in most. Kids do need to be facing in the same direction.
- How do paras fit into the classroom? 21 kids and then 2-3 additional adults?
  - Will ask Sped (they have a subcommittee) there is contract language around space in the classroom for paras - they have to have a space to be able to check email for example but it doesn't have to be their own desk – it could be shared. Can it be shared in this environment? Think so with appropriate cleaning. Students who already have 1:1 paras moving from K-1<sup>st</sup> grade - K putting 2 students with paras in her class next year – Some of the 1:1 paras are through student services too and not funded through SPED so maybe we need to bring someone from the Student Services sub committee as well for next meeting update.
- Wondering – potential for scenario for a specialist fight – they become full time subs in buildings because of problems with illness and needing subs and fail to fill - just something to think about. Will the models that go out to families look similar to what we saw today or something they can visualize?
  - We would make it more graphic and highlight the highlights of each option.
  - Buildings won't get to do choose your own adventure – it will be determined by SEA and District – wouldn't want my building to not have the PE specialist and yours have one – common specialist
  - Was thinking of unfilled sub jobs – specialists are pulled first in my building and if looking at a scenario of no subs
    - Th sub challenge will be a systems answer too – so many variables to being sick and what comes with that – it's a next layer that we will get into – sub challenge will be significant.
- If a teacher is a .7 FTE and goes back into the classroom do they share a .3? Only 4-5 science specialists who were 1.0. What does it mean for part time staff?
  - Thinks it will be negotiated.

Follow Up:

- Post the photo mock-ups of elementary classrooms in the elementary ed model subgroup Teams site.
- Bring back a report on the virtual school model, and reports from the SPED and Student Services Sub committees on what paras will look like in the classroom
- Bring back an update on curriculum examples at grade levels

Next Meeting Date: July 21, 2020