Date: 7/7/2020

Committee Name: Secondary Ed Model Sub Committee

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

Meeting Notes:

Reflecting on our last conversation, Heather sees three viable options we discussed. A block option, a 6- period day option and Scott's option. All three options can move forward, however, Heather's honest opinion is that Scott's model will not gain much traction because it is not equitable in terms of how elementary is serving their kids. Recognizes they are different but it's about workload and wants to be transparent. Also in reflection and after some side conversations, there may have been some misunderstandings or misconceptions about what the A/B model could look like. Teachers were saying it's 2 sets of instruction, one in a virtual setting and one in a classroom setting – that's 2 sets of plans and supporting kids in multiple ways. Heather was picturing it as instruction in the building and then enrichment, practice and extension in the virtual realm which has a different planning model than complete instruction in school and complete instruction virtually. Biggest concern is how tired teachers are going to be and wants to be thoughtful about the expectations.

The meeting was opened up for conversation in terms of the 3 big ideas for the models: Block, 6 period day or Scott option
- Why are the 2 not equitable? What is enough different?
  - If I was a 4th grade teacher, I would say I'm hoping to get at least 30 minutes during the day to eat my lunch and use the restroom. Many elementary teachers would see that and ask how it's fair, many already feel that way – in better circumstances they would argue their load is different and this last year with prep on Fridays – their day was shifted and Friday afternoon is not always the best thinking time when you have to wait all week for prep. Would like to keep it as consistent as possible for families, for students and for staff.
- Understand the interest for consistency but doesn't think we are asking for consistent things from teachers in these 2 models. Worries about the days not in class and saying they are just for enrichment, practice, extension. That is not equitable in her mind because there will be kids who cannot access the enrichment and if she's not personally able to provide support she feels like she's not doing her job. If community is really saying it's more important getting the 3rd day every other week than teacher support during the off days then ok.
  - Hear you – went through a grieving process at elementary – if you were designing education none of these models surface but what can we do the best with for the most amount of people – need a decision so we can do our best building a great plan of support for teachers - how to help teacher focus on being with kids but leaving some of the big picture stuff to someone else.
- Will there be a consistency across all schools on what the virtual activities are? From parent experience, doesn't think every teacher is equipped to virtually execute so what role will the curriculum design play for those teachers who aren't as set or experienced in the virtual realm so the learners across the system are getting the same/similar experience?
  - That will be a phase 2 task – pulling together groups to look at content and grade level and look for gaps – Example – science – In the classroom how do you do an experiment because kids can't share supplies and science has the most dated curriculum so what supports can we give science teachers to help them in the classroom as well as in a digital environment – actively looking for tools to supplement the

experience. Doing big buckets at a time – so if it's a one-off class, that's a specialty and not part of triage plan. Triage plan is the set of courses every student takes.

- o Could get on board with virtual days if going to be consistent.
- See enrichment activities differently – less concerned with planning and more with supporting kids with the materials. Who will answer the questions on materials that the teacher didn't create? It will be the teacher and teacher will still need to be proficient with the materials and get behind the materials – in realm of science they don't' teach the curriculum in the same order others do in the district. Hasn't really been a set order and support so they are creating the materials themselves and what works best for them. The materials that do exist are beyond accessible for most of students – presented in a college course type content. Red flags – district wide enrichment activities – love to have those as an option but would like someone taking her materials and working them into a useable digital platform for kids.
  - o The plan is both – the curriculum teams would be looking at 7th grade science and building it out in a virtual environment – there would be a shell that could be pulled down and personalized.
    - ▪ Wasn't seeing the enrichment things being created.
    - ▪ Working hard to find science materials for the students we serve and to align to the standards
- All options have pros/cons and we discussed a consistent metric as they carry forward. We should identify the key items that all plans should be rated against to understand the implications. We would need to decide what those things are (8 or 5 things) and they could be:
  - o Pivot forward/backwards
  - o Relationships/Face to Face
  - o Feedback – in person and digital (only plan that really did well for digital feedback was Scott's plan because it built in time for it)
  - o Volume of curriculum – virtually/in class/New Learning
  - o Safety – less contacts/more contacts /transitions – could have safety committee rate the models
- We are still talking about the same 3 things, Block, 6 period day or Scott model – regardless of how we compare, those are the 3 we are still comparing. – Option 1 had most votes for block scheduling version, Option 3 and 5 had similar number of votes and 6 period days. Option 2, 4 and 6 were eliminated and then Scott's model. Option 3 kids are spread out over 6 periods so no prep until Friday - master schedule implications and 4 days without a break.
  - o Didn't we debunk that? - Yes, 6 period day had normal prep in both Option 3 and Option 5 – So normal days with the Friday.
  - o We can swap but wouldn't recommend moving forward with two 6 period day options if you want to give the steering committee a choice.
  - o What about one 6 period day option with some general principles? – yes
  - o The difference is, do I get an hour in a day to respond and get some planning in, or do I not?
- It's not elementary vs. secondary but understands why community, district and association wants as much cohesiveness as possible. But there are 2 different levels of expectations. The difference at elementary is that their class size is reduced and they are picking up content but they don't have the online/virtual piece. Their day is relatively normal compared to what secondary is being asked to do. What kind of quality do we want their remote learning to be of the virtual piece? If it appears to be busy work for students or pointless enrichment they aren't going to do it and it will be a waste of time anyway so how much value do we want to put into enrichment - we need time for feedback and recognize it isn't equitable to what is happening at elementary.
  - o Don't agree that elementary will be normal but am here as a secondary team rep
  - o Everyone will have a hard job next year – doesn't matter what part of town, grade level so we need to stay focused on what is best for the largest amount of people. No choice is good but people will question our decision regardless so we need the best decision to move forward.
- Elementary - will they go every day of the week?
  - o Yes – both options are 5 days a week for every kid
  - o An A/B model would give secondary students a day where younger siblings are at school and they could focus online a little differently than when the younger student was home and not focused on taking care of younger siblings in the household.
  - o In terms of A/B option exploring – curious from family/parent perspective is it better to go 2 days in a row or every other day?

- Has perspective as an employer too – prefer the every other day option because if there is too long of a period in between school days – many kids will disengage and huge risk for many students, many students could navigate ok but from engagement standpoint there is a level of onus that the student will need to take knowing that they will be back in class the following day vs. 4 days from now. Easier to schedule as an employer – depending on how staffing works and can offset it.
- Do we like the Scott model because it has Advisory or is it the Fridays?
  - Advisory will happen regardless of the model – and don't see that changing because of the high importance of SEL and relationships. It's a shortened day, almost ½ the instructional time face to face of a traditional week and it's the Fridays and the virtual meetings at the end of the day - multi layered variables.
- Shawn talked with Mead and they are moving forward and leaning towards what would be our option 5. Will be talking with CV tomorrow. Mead is looking at A/B with Friday being the altering day for A and B.
- The point about pivoting forward and backward is important and valid at high school but most national conversation is prioritizing school as an essential place for lots of reasons to include economic and would talk about shutting down other aspects before education – just looking at the ramifications of last spring.
  - Ability to pivot is largely dependent on what happens centrally with curriculum – we are only used to our recent experience which was go virtual overnight – so reflecting back on that we need to give teachers time to do the online stuff, but if we aren't going to do that stuff online - it's just a mind-shift change. Scott's model – felt like it put teachers in a position to be active participants in distance learning and not just for practice exercises but in new learning and helping students move forward – but hearing Heather talk, if that's not the expectation placed on teachers for the virtual days, ok. Nonetheless, to Ashley's point, if teachers are not available for kids to practice and get stuck, the gap is going to widen.
  - Wondering if there are other support structures to help with that challenge? From a middle school lens, math intervention – it looks different as we head into next year and we predict gaps will be bigger/extensive and across a wider degree –depending on how engaged the students were -we saw engagement regardless of income or family structure.
  - Look at adaptive tools and practice exercises for students – not built out for every content area but none of it is free.
    - We are trying to be super creative on allocation of resources – we put a hold on a lot of things. John Parks example – COVID journal – writing experience across 7-12 grade band looking at challenges of the moment – that could be something students work on and explore in their off days and share out. Some options are out there that are free, engaging, relevant and doable – recognize it's different in every content.
  - Any option that has kids seeing teachers one day per week scores very low on the relationship side.
- Seems like we have consensus of group to push one block forward, the 6 period forward, use Mark's metrics to help decide between the 2 and have options that can be voted up or down regardless of which plan is picked.
  - A lot of energy in our conversation last time but still felt like we were circling back to the same topics – emphasis on relationships, face to face instruction, how to support in digital environment. We could come back with the comparison next time before we confirm and move recommendations forward to the committee.
- Do we know what Mead's plan is for digital support for kids in the model that is like our Option 5?
  - Don't know any details but doesn't think it's anything different than what they did at the end of this last school year. Thinks Chrome Books.
  - Son goes to Mead and they had chrome book and teachers delivered something every single week and it made her as a parent realize what we were not doing.
  - They had an extra week of spring break without kids and they trained their teachers.
  - What students got during this last closure is not what students will be getting on their off days when they return in the fall. Important that the public understands that because there are only so many hours in the day.
  - What is the expectation in the off day when you look at the teacher's schedule – a prep is about all when there is only so many hours in the day –
  - Will do research with Mead around that

- An example of work done this spring - Personal phone conversations – hour long because a parent is sharing how stressed out the student is – being able to talk an ELL student down because they think they are going to fail because their parent can't help them. Cannot do that kind of outreach and contact that was being done during the closure without set aside time.
- How are we addressing students who choose all online learning and they choose band? Is that instruction falling on me for those students when I have in building and out of building students mixed?
    - That was one thing not addressed at elementary. We are bringing someone from that sub committee to report out. We can bring them to this group as well to provide the update. They also wanted to see the adjustments to curriculum – we will do that in 2 weeks. We did a dip stick survey with families around distance learning - only about 200 secondary families said they were interested. Once we have better plans and numbers from families we will know more. Infection rates and the model options to choose from will help families make better informed decisions.
- If we don't have a way to capture a student in distance learning at our site – how will the district shift that FTE?
    - Many layers to that – that's a different conversation – can see how it overlaps but we haven't gotten to the part of the workforce that isn't comfortable coming back. It impacts staffs differently – it might be the one time where communities who are really impacted and have high poverty might be less impacted - generally it's the reverse.
    - In terms of making sure parents know it will look different this fall compared to last spring – Our secondary teachers checked in with students once a week for 30 minutes last spring and now we are talking about students being on site at least 2 times a week all day long for 55 or 60 minutes per course and seems like there is more contact time in the fall than in the spring. Probably defining what it looks like for the teacher working remotely in the off days and not sure what teachers were doing in the off days outside of the one day per week?
        - Ashley just told the group the extent to which she was interacting with her students – designated office hours for small groups of kids, independent phone calls to families to see what they needed. That's the lens she's looking through so if that 's not the expectation then ok, it will look different and she'll be more organized but sounds like she'll have less time and flexibility in the fall than in the spring.
        - At least twice per week students will be in class so will that change the students' needs in the other times during the week? So the expectation to connect with a student working remotely isn't the same because they will see their teacher the next day. Mark thinks students will get stuck – and won't move on until they hear from the teacher.
        - Opportunity in the fall – just like setting classroom expectations, you will be setting how students navigate when a teacher isn't there. Also opportunity to have all resources in the building – virtual was different - now you'll have your team available to identify struggling students and get supports quickly and in a much more intentional way.
        - As a parent, wishes Ashley was her student's teacher. What was just described was not her experience. As long as it's well communicated and the expectation is consistent across the district – this spring was inconsistent communication and support parents received across the system was a wide variety. As long as expectations are set most families will be on board. Maybe teachers who can't come back due to risks can manage a virtual page as a student resource where students can pose questions and get assistance. Not necessary that it always falls on the teacher of record and wouldn't expect it and would advocate for this as long as it is communicated well and consistent.

- Need to be clear in what we are communicating and that it's digestible - whatever we do we come out once and strong and reinforce the message. Last spring the message changed and we'd never done it before – nothing to fall back on, it wasn't a snow day it was a once in a generation pandemic and this fall is an opportunity to right some wrongs for teachers, students and families.

Heather will detail the options out into the comparison metrics for the meeting next week. We will bring the distance learning as well for an update in two weeks.

The group transitioned to looking at some of the other key questions.

- How should student-centered modalities such as competency-based learning and project-based learning be explored?
  - As we do our grade level content some of this will be addressed.
  - Social studies – met with dept leads for MS and HS in June and they were on board with wanting to get a common experience for kids – maybe a quarterly/monthly project – student centered and instruction in class going toward the standard and kids could work on it during the off days – not just busy work.
  - Music – Carole has already had them working on this in Teams – instruction for face to face time and then at home students doing work/project - engaging in the content and then submit something to show their learning – whether that be performance on their own that is recorded or a written reflection but various presentation points along the way to show the learning. Not busy work.
  - A lot of opportunity to move many contents forward into project base realm. Conversations have occurred but we get caught up and can't pivot so this is providing that opportunity. We will continue to share out as the groups start the work. Teams are doing the work in the coming weeks and we can bring examples to share as we move forward. If you want to join a sub committee of the sub committee, reach out to Heather.
- How will each content area adjust, evaluate cross-curricular standards alignment, and provide curriculum for distance learning?
  - There will be a lot of pairing back and getting to what is essential and that looks different depending on the content and level. E.g. standards for English looked the same in grades 6-12 just different verbs. Biology and Chemistry is a different set of standards
  - If you're not presenting new content on off days it impacts our ability to move through content with only 2 ½ days of face to face.
- What will be the assessment plan and how will we integrate an adaptive measure(s)?
  - In the works – pulled a K-12 team together to look at different tools – have been using in house IO but it isn't giving us the info we need to address needs and gaps. Vast majority of submissions were elementary solutions so now we are looking at grades 6-12. The RFP closes tomorrow for vendors. It wasn't worth making something fit and would rather choose 2 different things that meets our needs. Won't know the SBAC decision until the state makes a decision which is based on a federal decision.
- How will we build relationships and a sense of community with students?
  - Every school has already built out an advisory plan but it will be impacted by the model we choose. Character Strong, SEL will be curriculum available to all. Logins for pilot schools is still good. If your school is implementing next year, the logins will be sent out this week. Virtual training will be available on demand and open to all staff – topic specific – 1.5 hours of videos and questions and will be onboarding in early August. Specific SEL training by content – Summer Institute will be SEL through the English classroom and PLID will have Character Strong virtual training – either in the building or from home.
- How will feedback, grading, and reporting occur?
  - Open to the group – don't know why current model wouldn't work.
  - Do we expect guidance from the state again? It could throw a curve ball. In the spring we had a plan and then had to throw half of it out because the state changed its mind. Does someone know anything?
    - Conversations keep prioritizing education as an essential experience but don't know how they fall back to where they were in the spring.
  - Feedback is a different conversation – this is more about grading/reporting. If we are thinking about the off day where kids aren't at school – might be helpful to have a consistent mechanism for parents to

know how students are engaging on the days they aren't in school. Parents got surprised if a student failed a test and part of it was they weren't participating on the days outside of school.
- o Big difference in looking at pure academic score and all the other traits that contribute to that - something that shows engagement and work ethic would help.
- o Haven't played in the updated Powerschool environment so will look into it – perhaps a student profile can be added as a section/column. Not sure what the work would be on our tech end or Powerschools end but worth exploring.
- o Used it exclusively for 2nd semester and made it easier to fill in every assignment students submitted. Like it better since updated – more intuitive.
- o We have mechanisms to report attendance but a parallel mechanism to report if a student is doing outside of the school work, would be good as a standardized best practice. Report on A-kids in school and then report on B-kids when they aren't in school and how often would we report out?
- o From parent perspective as often as possible - also depends on the student/learner – at least every couple of days – not sure time commitment for teachers
- o Wondering if there is a mechanism for a weekly progress report where a parent can choose the frequency for the information so it's parent's choice and we've offered them the information.
- o Powerteacher Pro allows you to set an assignment as collected only – to monitor their engagement I set up a category called collected only and then as the student did what was asked placed a check mark in the category as a way to track engagement. Did that show up on the parent side?
- o If parents really want to dig in you can find it. – Probably need parent education on how to leverage the tool.
- o Is there an update to what the parent sees in Powerschool or just what the teacher sees? – Not sure but we could bring someone back or information back. Would be nice if this lived in Powerschool but not sure if it's an option.
- o To Mark's question – if the new Powerschool has more flexibility we want to be sure it shows up on the parent's end.
- o Could you just list an assignment section as an engagement score?
    - ▪ We did that at Glover as an assignment each week but it was a 4 point scale and hopefully it was helpful to parents to have a place to go to see how things were going.
    - ▪ School Board has a policy that we cannot grade participation. Did teacher's put it in as a category and you put it in as no weight?
    - ▪ Yes – we had a lot of parents calling to ask about their student's participation. We asked people to put it in but not for grade. Could be where the collected option comes into play – as long as parents can see it. Think it will be a fundamental part of how parents are feeling supported – knowing how their student participation is on the off days.
    - ▪ Yes – it is so key - what does it look like when the student is in building, when not in building, how as a parent do I support and what are the things I need to know in a quick way to get the info. Powerschool – it's a lot of clicks to get the details and to really understand. If they had a quick snapshot and education about what it means – communication is going to be at the top of the priority list and we get one chance at it.
    - ▪ We will do some exploring to see if there is a tool in house or if we need to do some kind of modification.
- How are we going to educate parents on the distance learning models?
    - o We are working through what that model could look like. We are on hold as we work to finalize our plan. Being cautious we don't share plans too soon in case of changes. We want to be clear about how it's going to look and then figure out the mode – will be multi-modal – need to explore what makes the most sense so on hold for now.
- What digital tools will teachers use for assignments & activities (LMS)?
    - o Teams for everything – live meetings, LMS and for email/communication

- This is great because we didn't think elementary would go that way but they said yes. K-12 solution for meetings.
- Comment/Question – When it was said that we aren't teaching in two forms, teaching in person and then at home is just enrichment, but if I'm now tracking what they are doing at home and attaching a metric to it, it's now something that is tracked and given feedback for good teaching.
    - Maybe misspoke, didn't say just enrichment but enrichment was an option, so enrichment, practice, or extension. So face to face instruction in the room and then kids go home and do something – for some it might be digital tool, some might be practice, some might be working on a project but the question is are you trying and engaging in the experience? Not are you getting 90% right.
    - Thinks it's a layer of management – when you talk about enrichment created by a central team office there's nothing on the teacher but if you start attaching scores to it, it puts onus on the teacher to manage it. Want to be there for students for at home learning and in person. As we talk about at home, we need to recognize it does require time to manage – check who is engaging and report who is engaging.
    - Hard to speak with a universal voice because it's different in each context.
    - Equitability with elementary – it doesn't have to be the same to make it equal. We will be doing things that are different and that's ok. If it means our Fridays are spent without students and we are doing the online work it's still equitable it just might not be exactly the same as you see at elementary. Added layer if we are monitoring and recording scores – that requires time commitment and we need to be given time to do that.
        - Envisioned a tool that would tell you whether or not a student logged into a course so you would automatically know with a report on Teams about who logged in. Can't say how much they engaged in it but thinks there are quick mechanisms that tells you when a student logged in.
        - Think we need to be intentional - consider ½ the time is in the asynchronous learning away and judge and balance that with how much time we want teachers investing in that. For students it's ½ the time and for teachers they are already investing full time in class. How much do we want them to meet those two worlds?
        - Don't want to spend in class time trouble shooting whatever happened online.
        - We will have to problem solve and trouble shoot depending on the model – will it be 4 days/2 days, that might be an additional layer of conversation once we know the model – the supports needed may change.
        - That's where bargaining comes into play –whatever it is online kids are asked to do, if we don't have a mechanism to communicate what's happening with families, parents will quickly fall out of favor of that because they are not aware and they are going to work. If the only mechanism to catch it is a student failing the next test in two weeks, that's too long.
        - Agree with what you are saying but recognizing throughout the conversation today we are talking about enrichment or practice or something that lives online and saying it doesn't require teacher management but thinks that it does require management. It isn't the planning it's the management – if a student is stuck online, I need to help. It's not did the student just log in, it's did they log in and complete something in regard to Mark's rubric for participation.
        - Agree to circle back once we have more clarity. Without knowing which direction we are going it's hard to get too far into a conversation without any certainty.
        - Sounds like that needs to factor into what direction we do go.
        - Agree that it needs to be one of the categories when we do the comparison.
- How will we deliver professional development on social emotional learning? How will we deliver professional development on blended learning strategies and secondary identified digital tools?

- o We talked about PD for this previously and today as well. Blended learning and digital tools will be addressed at Summer Institute. Regardless of what you teach you should have an SEL option and blended learning. Options will also be available at PLID and ongoing throughout the year.
- How will CTE/Science/elective courses be safely provided?
  - o Rob will probably say it depends on the model – we can't build a safety plan for these courses until we have a delivery plan.
  - o All the safety protocols are built into what we do in labs and shops. The challenge will be the less face to face time we have with hands on tools. There will be a lot of curriculum we can't deliver. You cannot teach a student to weld on the internet, students can't assemble and code robots on the internet. We can do a lot of computer science and cover the vast majority of content but the actual skill development piece will not happen if we're not face to face in the labs which means we are not delivering on more than ½ of what we say we are delivering on curriculum and content. We'll make the model work – if we have to separate kids in classroom stations and clean and ensure PPE is used but we need kids in classes and labs. With either block or A/B schedule - it's only 2 hours per week with kids. Benefit with block is that you can be in the lab longer but then kids will have to do content work online. Vast majority of curriculum you can't do the project at home. We'll figure out how to do it and will have to cut back on some of the projects because of the time factor. Not sure if 2 hours is better than 1 hour but face to face is crucial. Most staff prefer to see students more frequently than not.
  - o Science/arts, all of these will have to be thought through. Once we have a model, we'll start to think through the support plan and will partner with the safety committee about what is viable. Can't answer this in any comprehensive/cohesive way without the model and planning.

Next Steps/Follow Up: Meet next week with the model comparison. Hope to get info on what is available in terms of Powerschool and adapting – heard the concerns about the management piece but at least know what can be provided in terms of the parent piece. 2 weeks out – look at examples of curriculum experience. Bring in the distance learning sub committee rep so we know what that looks like and discuss what's next.

Next Meetings: July 14, 2020 and July 21, 2020