

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

Date: 8/4/2020

Committee Name: Secondary Educational Model

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

Meeting Notes:

Today Heather will walk through where we are at, provide an update and then gather feedback for things we should take into consideration.

Heather will share the latest draft of the sample school schedule (real time distance learning) – in anticipation of starting the year remotely. (see model at the end of this document).

The District has been working with health professionals around the data we are utilizing to make decisions if and when a safe return is possible. Looking at infection rates and data around that. We anticipated more guidance today from the health district but it didn't happen.

Focus on distance learning – remote learning –

Heather shared the district website page that has been created with information – mirrors messaging that went out on Friday. Plan for closed – draft models - real time distance learning

Information from last year – want families connected to resources available and common messages

Every Thursday night, webinars for families – we started the 1st one 3 weeks ago we had 300 participants and then 600 participants for the 2nd one and last week over 1000 and so there was a waiting list. So we are rethinking platforms to host more people – The Microsoft TEAMS update can host 20,000 people.

We have posted our latest webinar to that page and Youtube channel as well.

- Question - Are the webinars available in other languages for other families or live sessions available?
 - Not yet, but on the landing page there is the FAQ document and we curated the most frequently asked and included them and those are getting translated. Translating the video would take more time than it would be helpful for families.

The link on the website shows Closed Information first – since that is the option we are leaning towards. Heather showed the draft/example schedule we are working on. (See chart at end of these notes)

In general, the minutes and days schedule at both levels mirrors so that families are starting the day and ending the day and have the same lunch at the same times. There have been lots of conversation around these models– this has been through many iterations. You will see lots of conversation of this group reflected in it. Closest draft – not sure there will be a ton of changes but could be some. The terminology for WAC time is gone on the website sample and changed to teacher readiness time because parents do not understand the terminology if we say WAC time. Heather has already received an interview request to discuss what teacher readiness time involves.

- 3 periods a day – A/B rotation with hour of delivery per period. –

- Breaks and transitions – trying to show community what is most digestible. Doesn't mean Laura is going to be on camera from 8:50-9:50 – it involves catch and release , class large group launch, maybe a demonstration, ask questions, teacher asks students to partner up and come back at a specific time to share out and ask questions.
- One hour for lunch – mirrors elementary
- Independent work time for students
- Built in an hour per day for PD, staff collab, meetings
- Personalized learning period where small group instruction occurs. Might invite 1-2 kids from a class period and work through challenges – could look different based on content. Focused on kids furthest away from educational justice- ensure kids have access to help move them along.
- 2:30-3:00 – student/parent access time.
- WAC time at end of day

That is where we are currently – hope is to leverage this group to help make sure teachers and families have the most support possible knowing we are still actively negotiating details. What do parents/teachers need to hear to speak with one voice?

Now all the other questions are coming up because we released the decision to start real distance learning in the fall.

Questions?

- Is this for a specific period of time and when health director says we are good will we go back to in person?
 - We made this decision based on health recommendations. We are educators and not health experts so we will yield to them on the right time. Conversation is around infection rates and that those need to be a certain amount or declined before considering a change in environment.
- Other question is are teachers going to be in building doing this or at home?
 - We are working through all the details. Our interest is teachers being in the environment they are the most productive and safe in. For some it might be from home, some both some in building the whole time.
- So, if looking at the small group instruction it looks like there is time to bring kids back in the afternoon – so if music – bring back flute section – what kind of guidance are we giving students, families and teachers if AP math calls kids back at that same time?
 - We talked through different recommendations around priority days- so for example, if math wants you that's where you'd go and maybe a day for visual arts day – it's a recommendation we are talking about.
- District wide zero hour and 7th hour - any discussion around what is going on with those?
 - It made sense in a different version of our schedule but to be honest, it is a detail we need to work through more closely, for families who want to know that as well.
- Plan is 1:1 devices out to kids. Do we know what the landscape is for internet access community wide?
 - We are working with community partners – back mapping timeline for device distribution before launch of school, so connected and ready to go and own proper onboarding. In terms of internet – not saying it's the solution but looking at hubs and different community centers to bring small groups of kids together.
- Conversation about small groups or certain kids coming? Is there still a need to clarify?
 - Still working on that around students who are furthest away from educational justice, IEP, 504 and then there are those whose family circumstances play into a virtual environment not working so well – if teacher is open to meeting in small groups, we'd need to work through safety protocols as can't have 500 show up. Hoping to have more clarification in the coming weeks.

Heather's wondering – what do teachers want to know? Summer Institute – courses built for blended learning and digital tools and SEL through content lens. What are the things we need to consider so that we aren't leaving something behind as we build the plan of support?

- LC art teachers – they want to know if teachers will provide transitions from block to block and brain breaks - they want to know what that means – want clarity around that.

- We used general language because it was K-12 applicable. A kindergarten teacher knows what that is, but we may add clarity for the secondary context. It could be let's step away for 5 minutes since we've been at this for 30 minutes and come back. Specificity would help so it's consistent.
- Teachers are asking – are they going to be able to bring kids to work?
 - Childcare in general is a very big topic. We are working through partnerships for care, and our own Express and then there are also the nuances around the most appropriate place for people to work. It opens a can of worms - do custodians bring kids to work, do paras bring kids to work so we need to be thoughtful in our intent of support of staff and family needs.
- Will technology be provided for staff for demos instead of using our own personal technology?
 - Heather is not as connected to the technology subcommittee. Scott Kerwien is leading that work. He is not sure about stand alone video camera devices – work around would be webcam to capture – know teachers have been creative for using their phone within a meeting as a document camera as a secondary device. Scott would have to talk with Greg Trepus at ITSC to see if there are USB web cams - highly doubts video cameras sitting around. Not sure if that answered the question.
 - It did, he was just trying to see if using own personal devices or something else.
 - Some of the elementary sites might have web cams. Some teachers have asked for second monitors for use at home and that's a finite resource as well.

Hardware resources – we focused dollars and efforts around devices – accessories and headphones, etc. are not. Focus on purchasing devices for every kid, every teacher – and that's a struggle with other global things at play. There will be limited resources.

- Questions about Advisory time at beginning of the day – SEL – what that curriculum is and ensure that the time is efficient and useful.
 - We are working through back to school plan and time set aside on the PLID – Advisory looks different at each site. LC history of advisory is different than Ferris history of advisory. Scott has been working on scope and sequence for secondary schools that supports other topics. Sac has been a historic example of how that time can be useful for kids but not a burden. Mondays launch – Tuesday, how's it going in math, all work turned in? Shared questions and not unique in targeting a kid and then go to strategies to support kids on that context.
- Skill Center – Do we know?
 - No, the option schools have their own set of challenges for the model based on their pedagogy and we are working with SEA to ensure we are in alignment with what staff will be doing.
 - What specifically are you asking relative to Skill Center?
 - Idea of continuing with students who want to do Skills Center and have the afternoon available.
 - 123 on one day and 456 is PM and should blend nicely. They've already had concerns from families from the other districts, not sure which ones. They are concerned about enrollment and want to be accessible. And they are talking about small groups on site to allow for onsite. It will work nicely for SPS but not sure how it will play out for other districts.

Use of PERT hours for summer institute. Able to use 2020-21 PERT hours. Working on a form for the courses for attendance – Details of it got wrapped up this week.

- Attendance at SI – attendance is going to be taken during real time – how? TEAMS and part of Microsoft upgrades this summer was an attendance feature. Trying to meet the educational market because it was a go-to platform. Attendance was a feature they were working on but not sure where they are in this moment. 90% working on by end of August.
- Once I've attendance from Teams what do I do? Are we using Powerteacher? –
 - can export classroom meeting in Teams as attendance roster as a PDF or maybe Excel file.

What's the PD everyone wants?

- I want a model hour of providing virtual instruction. Breakout rooms and how that's set up and how to manage kids and a full group lesson and how to bring everybody back and ways I can still monitor and support their learning when not directly speaking, e.g. Joe and John, talk with me in this breakout room while the rest do X. What does a model hour look like?
- Lots of questions coming from CTE instructors whose students require high data required software and drivers to do 3D design, photo editing, video production? How ensure kids have device that has that software on it or some type of link to cloud-based program, not sure if they have student level computer they cannot run the software suites on those. Lots of issues of kids in spring accessing the web based stuff and how to help kids navigate that if they don't have 2 machines.
 - Rob Reavis is working with Greg and Eric at ITSC, but no solid answer yet.
 - Would like assistance, what is the model in terms of activity based CTE work in a virtual environment. Particularly challenging. Scott and Heather sitting in meetings on devices.
 - It would help Heather to know the scale of challenges if she knows the schools, courses and hierarchy priority. Rob will get the info to Heather.
- A class on how to get to know kids in a virtual environment would be good. Saw classes related on how to use Teams – she is past that and maybe needs to know some of the 2nd or 3rd level things that TEAMS can do and putting those into practice. Pedagogy things too.

Now close to the time and have a model the exemplar is key to a menu of strategies. Can likely build that offering. Character strong has a lot of building community in a digital environment. Looking at offering PD with insert name.....

- Ken – concerns from his teachers – a lot of software concerns that Rob mentioned, don't have computers necessary for those classes – labs they use all day long and computers do not run any software for those classes.
 - WE are looking for opportunities for kids to be supported face to face and working through those details. And staffing model but could consider that as a priority of who needs access.
- Questions around SVL and what we are doing?
 - We talked about changing the name – if you opt into this it's a full year option vs. this model is you with your home school. Remotes when remote and then when we go back to face to face instruction, you follow the teacher back to the classroom.
 - Spokane Virtual Academy is the name– location based is the online all year option.
- From a systems lens – thinks that delineation is important for families and teachers too, know there are going to be some families who talk about last spring not great but some pacing and flexibility for some families was good and we are talking about school days - but if a kid is not logging on consistently do we say but we have this other program and here's what it means but it's more self-paced but having SPS at home option be a different model, that might help.
 - Important to articulate the differences – traditional SVL is self-paced. At your own time. It's ALE and is different, has different requirements and legalities.

SPS at home now referred to as Spokane Virtual Academy - one year option – teacher led instruction that is not self paced. Traditional School is aligned to the model based on your location – so if in person, student would be in person or in remote, then student would be in remote.

- As long as there are options for folks – flexibility for families is important.
- Also important that we are clear so families are clear – so that when we come back face to face we are staffed appropriately.
- Having different models and differences within them allows us to be nimble.

Elementary only 2 models –

Spokane Virtual Academy- there will be more structure to that than traditional SVL ALE, in Academy there is live instruction vs. SVL there is not.

- If a family thought pacing was an issue – what would be the best option for a parent who can only help a kid in the evening?
 - Not sure we can talk through that because we haven't talked through recording options yet.
 - Recording is going to be a hard one for teachers in negotiations. If attendance is a priority for students also, that question is the conversation she was having today - is there something we can do to give families that flexibility if they need it.
 - Can't answer that question one way or the other - Stay tuned.

Other Questions?

Content coordinators are working through each of the class levels and options and what can we let go of and focus essential learning on to move kids forward –

Feedback on engagement – important because if they aren't engaged and attending then it's a challenge.

- Timeline – decisions that impact the CBA are still in discussions – is there any idea when that will get released, e.g. in building, out of building, bring a kid, not bring a kid, small groups?
 - Laura T. Bargaining is a process – it's hard to put a timeline on it. Just don't know how long it can go. It's been a collaborative process – this is about trying to get a plan that works for staff families, students, August 12 is the deadline for plans to OPSI – expect we are able to have more details by that time but not a promise.
 - Heather – Echo that - conversations super cooperative and working towards same goal and SEA has been fantastic partners in letting us put up example schedules to help ease anxiety for people and provides a tool for hosting webinars. Let us take the most urgent thing. Still have details to work through such as showing up. Next emergent need is how school starts.

Hybrid model – what is that – The details maybe not as much and those will come through the month of August – distance learning – how school will start and the hybrid.

- Laura T - Want details up as soon as possible – not any one side holding it up.
- Returning back to question about families whose primary language may not be English – good to have a listening session – and have interpreters for top speaking languages and opportunity to ask questions and they are most disenfranchised so not wanting them to be left behind.
 - We've talked through that as well – getting them instructions so that each community feels informed and connected – will talk that through with Heather Richardson, to see what we can do to help the families.

Follow Up/Next Steps: Heather's take aways:

- Work on PD for exemplar lessons – break up hour, what does a period look like, strategies for break out back together and look for those in each content and level
- Specific stuff on building community
- Activity based courses

Key Questions:

- 0 and 7th hour periods
- Technology demands of CTE courses and VPA courses that have different requirements
- Breaks – defining what that looks like in the real time distance environment so people are operating off of the same understanding

We will pause next week for summer institute – either teaching at SI or looking at attending SI or taking a finale exhale.

Come back in 2 weeks with more clarity and use this group as a sounding board. Appreciate the time and honesty all are willing to have – won't be perfect but interest in the best experience for kids and teachers – 2 week check in might be able to report back on PD opportunities in response to this conversation.

Next Meeting Date: 8/18/2020

Sample Secondary Student Day Schedule*

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:50 a.m.	Real Time Advisory (Social-Emotional Learning)				
8:50-9:50 a.m.	Real Time 1st Period	Real Time 4th Period	Real Time 1st Period	Real Time 4th Period	8:50-9:20 1st Pd 9:20-9:50 2nd Pd
9:50-10:50 a.m.	Real Time 2nd Period	Real Time 5th Period	Real Time 2nd Period	Real Time 5th Period	9:50-10:20 3rd Pd 10:20-11:00 4th Pd
10:50-11:50 a.m.	Real Time 3rd Period	Real Time 6th Period	Real Time 3rd Period	Real Time 6th Period	11:00-11:30 5th Pd 11:30-12:00 6th Pd
11:50 a.m.-12:50 p.m.	Lunch	Lunch	Lunch	Lunch	Lunch
12:50-1:50 p.m.	Independent Work Time: Periods 4-6	Independent Work Time: Periods 1-3	Independent Work Time: Periods 4-6	Independent Work Time: Periods 1-3	Independent Work Time: Periods 1-3
1:50-2:30 p.m.	Real Time Personalized Learning Period/Support & Enrichment				
2:30-3 p.m.	Student & Parent Access Time				

- *Teachers will provide breaks and transitions from block to block, as well as brain breaks during class periods.