

Re-Opening Committee Meeting Minutes

June 5, 2020

Goals for this meeting:

1. Identify the Purpose, Goals and Timeline of the Committee
2. Meet the Committee
3. Establish our Highest Aspirations and Norms for our shared work together
4. Begin to Establish our Primary Considerations List
5. Understand the current guidance from the State

<b>Attendees:</b>	<b>Role</b>	<b>In Attendance</b>
Spencer Welch	Facilitator	x
Kent Kultgen	Superintendent	x
Shawn Stevenson	Executive Director of Academic Services	x
Kim Radek	Administrative Assistant	x
Kristin Foley	Communication Director	x
Eran Gourarie	Executive Director of Technology	x
Becky Brockman	Interim Exec. Director of Special Services	x
Tom Laufmann	Executive Director of Business Services	x
Miriam Mickelson	Executive Director of Teaching and Learning	x
Ralph Rohwer	Executive Director of Operations	x
Darryl Pernat	Executive Director of Human Services	x
Jeff Larson	Principal, Glacier Peak High School	x
June Shirey	Director, AIM High School	x
Monica Bauer	Principal, Valley View Middle School	x
Heidi Rothgeb	Principal, Central Elementary	x
Kert Lenseigne	Principal, Cascade View Elementary	x
Mike Anderson	Principal, Cathcart Elementary	x
Veronica Schmidt	Transportation Supervisor	x
Jami Cross	Admin Assistant/PSE President	x
Justin Fox-Bailey	SEA President	x
Concepcion Hellmund	Para Ed/Spanish Translator	x
Sara Woolverton	Executive Director of Special Services (Fall)	x
Marty Grasa	Director of Food Services	x
Kristy Thompson	Parent	x
Rebekah Cruze	Parent	x
Erin Houg	Parent	x
Kris Pieper	Nurse	x
Megan Hutchison	Teacher/SEA Vice-President	x

New Business:

<b>Introductions move to first</b>
Members introduced themselves stating their names, what their position was on the team (principal, admin, parent, union representative, transportation, food services, etc). Members names are listed above.
Superintendent Kultgen then introduced our facilitator Spencer Welch to help guide us as we make decisions. We want a well thought out plan for the district. He comes to us from the ESD.
Spencer Welch said that Snohomish School District has been well regarded in the state as a district that gets stakeholder input to help made decisions as a community. It is a privilege to work with the district. Spencer has been and educator, principal, worked in human resources, then went to work for the University of Washington, and has done instructional leadership. For the last 7 years he has been helping many different school districts with facilitation and leadership.

<b>Welcome/Framing of Work/Overview of Process</b>
The purpose of this group is to work on what education is going to look like next year taking into consideration the safety of our students, both physically and social emotionally.
That state has been giving the public hints of what next year will look like, but they are due to come out with further guidelines on Monday, June 8 <sup>th</sup> . It has been stated that educational offering will need to minimize the amount of students in school at the same time and offer some type of online learning.
We don't have the luxury of time, but we also can't make decisions in a hurry. All decisions must be well thought out. The goal is to make a recommendation ready for the Board by the first week of July. The committee has a lot of work to do, and we are planning on meeting once a week.
The plan is to have subcommittees including teachers, classified staff, students.
All of our documents and meeting minutes will be posted on the district website, and there will be an avenue for the public to have input.
Mr. Fox-Bailey mentioned that the framing that is laid out by the state. Schools are going to open in the fall and we need to figure out how to bring back students and staff safely and retain relationships with each other.
The unknown is hard. Community members want to know what is going on and we need to have answers for families, so they can plan and have normalcy.

<b>Highest Aspirations for Our Work Together</b>
Sometimes through hard times, they create an opportunity to bring the community together. This may be one of the biggest crises of our lifetime and this gives us an opportunity to build community.
We need to think of our values and how we work together as a community.
The facilitator had the group split out and look at our Highest Aspirations with questions that included: 1) As you think about our shared work together over the next several weeks, what are your highest aspirations about what we can accomplish? 2) What can you do in order to make these outcomes most likely? 3) What will you need from the facilitator and the group in order to make these outcomes most likely? 4) What might get in the way of our accomplishing these goals? 5) What would be some warning signs of these things that might get in the way?
The groups came back with comments such as: <ul style="list-style-type: none"><li>• This happened to districts really fast. We are not sure what the plan will look like, but we need a plan that is flexible enough to change as things change. Adjustments will need to be made.</li></ul>

- We need to take a look at what we have already learned through the pandemic.
- Distance learning is not working well for some students, but other students are doing ok.
- We will have to match our community where they are at.
- Need to re-unite in a way to provide stability for our community.
- Need to be proactive not reactive.
- Have a positive attitude and support each other. We are in this together.
- Communication is difficult when you can't meet in person. We need to be genuine and authentic when we reach out to our community.
- We are not in control of what is state mandated.
- Need to focus on the whole child, connecting the whole community within our schools, students, staff and families, along with the new students coming in to our district.
- Develop a robust learning system for students while making it equitable for at risk students.
- The plan needs to be doable for students, families and staff.
- Be open minded and don't discount out of the box ideas.
- Listen to people and then process what they are saying in order to make decisions to alleviate anxiety.
- Understand the why behind the decision.
- Need to consider the health of everyone, both social and emotional.
- Need transparency and communication and remain focused and committed throughout.
- Be careful of your own bias.
- Make sure we are serving all of our students.
- Maximize the use of the tools that we have been using that work well.
- Listen to people's concerns, some people are nervous about going back and other parents want their children back in school full-time.
- Make sure staff and families have the tools they need so they can succeed.
- Students need to be safe in the classroom.
- We need to listen and come to the group with no preconceived notions.
- There are still a lot of unknowns, but we have to work on some details so that we can plan.
- As we listen to the aspirations sometimes they feel like they can conflict with each other.
- We embrace the idea that we are not going to have all of the details relative in August right now, and the plan will continue to change during the school year.
- All the aspirations help us make considerations and many viewpoints and aspirations overlap.

The themes are:

- 1) We need to have flexibility in the plan.
- 2) We need to have transparency and communication.
- 3) Need to think about what is best for the community.
- 4) Need to recognize that there are some limitations from external factors.

### **Meeting Logistics**

The group next discussed Norms or Touchstones for our work. The touchstones include:

- 1) Stay Engaged. Be present for yourself and others. Presume welcome and extend welcome. Bring your whole self to the work.

<p>2) Remember the children. They need us to be positive, creative, and energetic on their behalf.</p> <p>3) Speak for yourself – Use “I” statements.</p> <p>4) Make space for silence and reflection. Slow down and pay attention to your “inner” voice.</p> <p>5) Create a learning space enriched by differences. Speak your truth. Listen with an open mind to others’ truths. Look for positive intent. Check out assumptions.</p> <p>6) When the going gets rough, turn to wonder and curiosity. Be open to learning and seeing with “soft eyes”. Turn from reaction and judgment to compassionate inquiry.</p> <p>7) No (unsolicited) fixing. Seek instead, through deep listening and open questions, to help each find his or her own clarity.</p> <p>8) This is long-term work. Expect and accept non-closure. Know that we won’t finish today.</p> <p>9) Observe confidentiality.</p> <p>10) Others?</p>
<p>Some of the norms are:</p> <p>1) What can you do in order to make these outcomes more likely?</p> <p>2) What will you need from the facilitator and the group in order to make these outcomes most likely?</p> <p>3) What might get in the way of our accomplishing these goals?</p>
<p>The group is already incorporating the basic norms we have to have in place in order to make this group work.</p>
<p>We want to do a thorough process that will reflect the community.</p>

<p><b>Primary Considerations</b></p>
<p><b>What are the primary considerations, or bedrock principles, or highest shared values, by which we will evaluate re-opening options to recommend to the School Board? In order to make an eventual recommendation to the Board that best represents our shared values as a community, we need to establish first the criteria by which we will test each option.</b></p>
<p>We need to identify the primary considerations we are going to use to evaluate how we rank the recommendations we are bringing. What are the highest values we want to make sure we use for the options we are going to propose?</p>
<p>The committee split into smaller groups to discuss the primary considerations which were the following:</p> <ul style="list-style-type: none"> <li>• Consensus on equity access to learning</li> <li>• Safety of students and staff, both physically, mentally and social/emotional.</li> <li>• Need to have a reliable system in place.</li> <li>• Needs to be sustainable and flexible and community driven.</li> <li>• Transparency.</li> <li>• All students needs are different.</li> <li>• Need to benefit from the new skills we have learned through the pandemic.</li> <li>• Build relationships.</li> <li>• Have quality communication (more important than quantity).</li> <li>• Ability to provide academic growth.</li> <li>• Provide teachers resources.</li> <li>• Through feedback and re-evaluation, the flexibility to change.</li> <li>• Need to align with state guidelines.</li> <li>• Inclusive equity.</li> <li>• Financial stability.</li> <li>• Creativity to do the most we can with the limitations we have with the state and budget.</li> <li>• Provide high level learning. We don’t want to fail our students.</li> </ul>

<ul style="list-style-type: none"> <li>• Need to partner with parents.</li> <li>• Students need to have consistency.</li> <li>• Families need to have balance.</li> <li>• We can't have barriers in what we are providing.</li> <li>• Relationships with students and parents.</li> </ul>
The challenge is to bring the list with all of the committees' priorities to be considered. Some items may be in conflict with another priority and there may be some tension.
The facilitator was encouraged that the group had a pretty good consensus of what the priorities are.

<b>Sub-Committee Structures</b>
This Re-Opening committee group is high level, but with every decision we make there are a lot of other decisions and ripple effects. Through transparency we need to have more voices on subcommittees.
Within the subcommittees there are different purposes. There will be a teacher subcommittee, student subcommittee, and classified staff subcommittee. There may also be subcommittees by topics too. The subcommittees will meet outside of this group and bring information back to the group to aid in developing a recommendation to the Board. The subcommittees have not been created yet, but process has been started.
Parents and community will have a different avenue for feedback through our website.

<b>Current Information</b>
The state is due to send out more detailed guidance on Monday, June 8 <sup>th</sup> . The information that has been sent out by the state has the following information: <ul style="list-style-type: none"> <li>• Schools need to limit the number of students at school at the same time</li> <li>• There will be some type of distance learning involved.</li> </ul> Some possible scenarios the state has sent are: <ul style="list-style-type: none"> <li>• Having half of the students come on alternating days and distance learning on the other days.</li> <li>• Having half the students come 4 days a week and then another set of students come the following week.</li> <li>• Bring some students back and have others do distance learning.</li> </ul>
Distance learning has to be involved in every plan we come up with and we have to limit the number of students in our schools.

<b>Questions from the Committee</b>
Question was asked, "I know we are getting information on Monday, is it going to be a press conference or a document? Superintendent Kultgen stated, "Probably a document because notification from the state said make sure you read it carefully when you get it."
Question was asked, "Do we know what is off the table for a plan?" Doing what we are currently doing now if off the table, and bringing all kids back at once face to face is off the table.

<b>Closing and Next Steps</b>
When the state gives us guidance the group will delve further into; facilities, safety, transportation, learning platform, grading, etc.
The materials and notes will be sent out to the group. They will also be posted to the District website.

The agenda for the next meeting will go out mid-next week.
The group will come up with a consensus on the norm, and primary considerations.
Snohomish County just entered phase 2 today.
Next meeting will be held next Friday, June 12 <sup>th</sup> at 9am.