

Re-Opening Committee Meeting Minutes

June 19, 2020

Goals for this meeting:

1. Finalize Working Agreements for this group
2. Establish Primary Considerations List

Attendees:	Role	In Attendance
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
Lew Dickert	Principal/Little Cedars	x
Megan Hutchison	Teacher/SEA Vice-President	x
Angela Cohen	Parent	x
Lisa Russon	Parent	x
Megan Sursely	Parent	x
Mitzi Feltz	Parent	x
Jennifer Box	Parent	x
Kolleen Daly	Parent	x

Camillus Williams	Parent	x
Stephanie Newton	Parent	x

Old Business:

Welcome/Comments about Meetings from June 5 Meeting/Goals for this Meeting
The district wanted more parent representation for the committee. There were about 65 people that applied for the available spots. The new 7 parent members were introduced to the committee.
Mr. Welch asked if there were any comments on the previous meeting minutes from the last meeting. There were none.
Today's focus was to 1) Finalize the working agreements for the group and 1) Establish the primary considerations list, and also see the documents from the state and review the checklist that was compiled from the guidelines to see how we can meet the expectations of the state.

Working Agreements
Review Tentative Working Agreements (Touchstones) The group discussed Norms or Touchstones for our work. The touchstones include: <ol style="list-style-type: none"> 1) Stay Engaged. Be present for yourself and others. Presume welcome and extend welcome. Bring your whole self to the work. 2) Remember the children. They need us to be positive, creative, and energetic on their behalf. 3) Speak for yourself – Use “I” statements. 4) Make space for silence and reflection. Slow down and pay attention to your “inner” voice. 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. 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. 7) No (unsolicited) fixing. Seek instead, through deep listening and open questions, to help each find his or her own clarity. 8) This is long-term work. Expect and accept non-closure. Know that we won’t finish today. 9) Observe Confidentiality
Ms. Cohen asked for a quick recap of the touchstones since the new additional members were not at the last meeting.
Dr. Kultgen stated that confidentiality means that it is appropriate to talk about what was brought up by the team and what we are doing moving forward and the process we are using, but not about what people are talking about individually.

Review of Charge
Charge for the committee includes looking at scheduling, academics, social emotional well-being of our kids and staff, and safety.
This group is going to attack 2 of the 4 items listed above which include scheduling and safety. This will not be an easy task. We have subcommittees that will be providing input too. This group will discuss issues at a high overview level.
We will take our time discussing things, but we need to keep moving the process along. The recommendation will not be completed until mid-July. The Board meeting is July 22 so we will need to be complete by then.

The state or department of health can throw that timeline off. We also don't have control over the COVID epidemic itself and we don't know the phase we will be in.
If a member of the committee is on vacation that is ok. We will just make sure you get the documents, and items will be posted on the district website.
Have patience it is difficult to meet over Zoom. Mr. Welch then asked if there were any questions or comments?

New Business:

Document Review
Current State Guidance- Mr. Fox-Bailey explained that the document is a government document from OSPI it has many different purposes for different agencies. We need to take that into consideration that it includes an overview of guidance that will affect both small and very large school districts, so it is written to be very broad.
The first 9 pages are just introductions.
The pages 10-15 in the guidance document explains who the reopening state committee included. Pages 16-26 reviews the safety guidelines.
The state made an update the same day they released this one. Be aware that there will be more documents coming out.
In the document there are some things listed that are mandated and musts and other things that are more fluid and recommendations. One of the main issues that comes up is that, "Do we have to wear masks next year". The answer in the guidelines is that yes, that is a must.
On page 27, legal guidelines are discussed that school district are required to adopt reopening plans by their School Board within 2 weeks of the school fall start date.
On page 27-30 are the priority that we need to focus on. The understanding is the students will meet face to face next year and it is up to districts to define that while following safety guidelines. We are not going to compromise the safety of our students.
On page 30, schedule considerations are the different ways we might hold school. The documents reviews schedules, whether they be split or rotating, phased in or online learning. The priority is to have as much face to face time as possible with educators in school while following the DOH guidelines.
Dr. Kultgen warned the group not to be caught up in the black and white wording of the document. We will need to think outside the box. Don't get locked into the absolutes but have an open mind.
If we spend all of our time discussing wearing masks or maintaining 6ft in-between students, we won't make progress. The goal is to provide safety for students and staff and have the most face to face as we can for our kids.
The district is not going to conduct school next year the same was as we had to do this year. Our preparations for online learning next year will need to be to provide a more robust system. Our face to face interactions will not be the same as normal either. There will be boundaries and we need to figure out where we will fit.
Any comments: Mr. Williams asked, "Whether our group is to look at all of the documents from the state as a guide or as requirements or mandates?" Dr. Kultgen said, "Guidance is a weird word, is it a state word, is it mandatory or is this what we think you have to do." What comes from the DOH is mandatory, things like wearing masks and social distancing. But DOH is going to come up with clarified guidance that will make it more workable in schools as they received guidance from school.

<p>Ms. Feltz asked, “The governor said we are opening in a phased in approach, do the phases impact what we are doing for schools.” Schools do not fall in the phases in the same ways as it does for others. Maybe the phases will have an effect on what we will do but we are not locked in the same way. Schools were closed down until June 19th. We truly have different organizations that are giving us guidance: governor, OSPI, DOH. They are all talking to one another.</p>
<p>The group was directed to take a look at the Checklist provided and discuss it for 15 minutes and then come back together as a group and discuss.</p>
<p>Mr. Welch stated that as people can see by looking at the document there is tension between what the ideal is and how to make our schools safe.</p>
<p>Mr. Stevenson said that we need to look at what is definitive and what is not. There are some fuzzy areas, for example, on page 18 it discusses physical distancing as much as possible which leaves us to wonder, does that mean every desk need to be 6ft. apart or as much as you can? If you look on page 20 it talks about buses, “Keep riders as far apart as possible on the bus”. Some of our work in the group will need to make sense of the guidance and figure out how we implement it. The mask statement is different, it says students and staff must wear a mask except for the exceptions given.</p>
<p>Mr. Rohwer said the two things focused on in his group was the physical distance issue and the children wearing masks, and how do we address the social emotional issues of students and staff while creating a sterile environment. How does this affect our culture and relationships?</p>
<p>Ms. Hutcheson said her group also talked about masks rule and what the exceptions are. Also, the need to change the perception around students missing school. Both students and staff feel the pressure to be in the classroom when they are feeling sick. There needs to be a shift in the perception of attendance. And then. How are we finding out what our community wants? How can we get more specific survey data on if families are going to be in school or if they want online options?</p>
<p>Ms. Foley had a firefighter in the group, and he saw similar guidance a while ago and commented how the guidance has changed over the months.</p>
<p>Mr. Fox-Bailey reported need for communication. We need redundant and lots of communication coming out and being sent over and over again. Also, training with redundancy and consistency so that people don’t come up with what they are doing on their own.</p>
<p>Ms. Cohen talked about the communication piece and how does the school district prepare for 2 sets of learning environments depending on what the requirements are? Their group talked about temperature checks. The need to have more discussion on going back to school.</p>
<p>Mr. Lenseigne said the more we dig into the documents the more tensions are here and we have to learn more. We are valuing the parent perception on the committee. How do we screen people on entry and get accurate information?</p>
<p>Ms. Brockman stated that her group talked about the health screenings and that there is limited time. How does it take away from the valuable learning time? We need to ensure that there is a process that takes care health screenings efficiently. There is also a social emotional piece around a health screening that includes no exclusion, shaming or rejection if a student is ill. The group talked about the definition of face to face. How do we do the face to face virtually and make sure the learning is focused and that there are the learning outcomes we desire? The importance of primary students if recess, music and PE are gone for the day, and if they can’t leave the classroom how long can their school day be?</p>
<p>Ms. Mickelson said there is a need to clarify the who, what, how to avoid confusion. How do you define onsite screening? At school or getting on the bus? Supports for the additional tasks required. Staff already have full plates. Support for younger students wearing masks while learning, and how do we support students if they miss school? The implications and ramifications with our staff. Will this further impact the sub shortage?</p>
<p>Mr. Laufmann’s group discussed many items that paralleled the other groups. They talked about masks and if face shields would be an acceptable option. They talked about physical distancing and screening. If we</p>

screen at school at least some portion of students ride the bus. Do we screen as kids get on the bus, or do we have parent's screen kids at home before they leave for school? Do we serve meals in the classroom or not? What does that mean for custodians already swamped if they have to clean carpets daily?

Mr. Welch said we are living through the tension of not having enough time to talk and having some targets of what we want to accomplish. The intent of the conversation is to get the information out there and also capture the ideas. We are not coming to closure today on any of these conversations.

Establish Primary Considerations List

We began these at the first meeting. What are the criteria to evaluate different options in order to bring a proposal to the Board?

List of primary considerations generated in the June 5 Meeting:

- Consensus on equity access to learning
- Safety of students and staff, both physically, mentally and social/emotional.
- Need to have a reliable system in place.
- Needs to be sustainable and flexible and community driven.
- Transparency.
- All students' needs are different.
- Need to benefit from the new skills we have learned through the pandemic.
- Build relationships.
- Have quality communication (more important than quantity).
- Ability to provide academic growth.
- Provide teachers resources.
- Through feedback and re-evaluation, the flexibility to change.
- Need to align with state guidelines.
- Inclusive equity.
- Financial stability.
- Creativity to do the most we can with the limitations we have with the state and budget.
- Provide high level learning. We don't want to fail our students.
- Need to partner with parents.
- Students need to have consistency.
- Families need to have balance.
- We can't have barriers in what we are providing.
- Relationships with students and parents.

Mr. Welch took the basic list and did a grouping into 4 categories. Look at categories and see if things should be moved around. Break out into groups to discuss. Look through the list of considerations and see if we missed anything or if we need to add more. Then second, look at the grouping and see if the areas and themes are appropriate to this listing. We welcome thoughts or edits or moving from one group to another. There may be some that fit into multiple categories.

High Quality Learning Opportunities for All Students

- Consensus on equity access to learning
- Recognition of the differences in student needs
- Have quality communication
- Ability to provide academic growth
- Inclusive equity
- Provide high level learning
- We can't have barriers in what we are providing

<ul style="list-style-type: none"> • Provide teachers resources • Need to benefit from the new skills we have learned from our experience of the last four months • Build relationships • Students need to have consistency
<p>Safety</p> <ul style="list-style-type: none"> • Safety of students and staff: physical, mental, and social-emotional • Need to align with State guidelines
<p>Sustainability</p> <ul style="list-style-type: none"> • Need to have a reliable system in place • Needs to be sustainable and flexible and community driven • Thorough feedback and re-evaluation; the flexibility to change • Financial stability • Creativity to do the most we can with the limitations we have with State and District budget
<p>Community</p> <ul style="list-style-type: none"> • Transparency • Need to partner with parents • Families need to have balance • Relationships with students and parents
<p>Mr. Rohwer said his group focused on that the communication component should be listed as a higher level than what it currently is. Our district and parents need to know how this process is evolving. What items do we need to be communicating to parents right now? We need to make it know that we have a re-opening committee that are working on what school will look like in the fall.</p>
<p>Ms. Shirey stated the we need to ensure a smooth transition, realizing that we need to be prepared with a goal to be face to face, but also in case we need to go online again if something changes. We learned a lot about our kids, in that they were not prepared for this transition especially our ELL, special ed, and homeless kids. We need flexibility if we do need to go back and forth between classrooms and online learning. We also talked about letting families know all of the options that are available to them. Partnering the with community including parents and businesses. Everything points back to safety. A staff category should be added with a section for training, resources and subs.</p>
<p>Ms. Brockman said the two areas they talked about were under community and communication. Need to make sure the community has a voice and a continual feedback loop. In the area of high-quality learning we need to emphasize that it is teacher led, and that if students receive online learning it would be similar to what students are receiving in class. And have an opportunity for students to jump back and forth between online and in class if necessary. The hope is that we could look at some other districts that have done it well so that we can learn from them and offer equity in the district for all students.</p>
<p>Ms. Cross mentioned that her group was confused on what the task was. All items on the list are important and intertwined to work together. One item that was not included in the themes was that the needs of all students are different. The goal is to have access to learning for all of our students, online or face to face. We need to retain and attract new students. Add subcategories under these categories, these are very broad. It could be broken down to have the subcommittees work on some items like teacher, classified, etc.</p>
<p>Mr. Laufmann said that their group talked about communication with parents and others. Inclusion of equity for parents like offer technology training for families. Offer high quality learning for students that are on 504 plans, IEPs, ELL, and homeless students. How to give all students high quality learning no matter the circumstance they are in.</p>
<p>Mr. Fox-Bailey's group discussed communication and training. Under sustainability is a system that is responsive and listens to community and parents.</p>
<p>The intent of this idea and the 4 categories is to say at some point we need to establish as a group that there is going to be some criteria that we use to identify the options. Before the next meeting the group</p>

needs to prioritize these 4 groups. Look at what is our highest value and put them in order. There are going to be some tensions.

Superintendent Kultgen said there are 4 more meetings. Know that when we come back, we are going to dive into the specific areas and have some big conversations. We need to make sure the proposal aligns with safety, sustainable, and our value goals.

Mr. Fox-Bailey stated that this will be a lot of work and we will get communication out as we receive it.

Mr. Stevenson said that he is hearing a lot of great thoughts about the work that needs to be done. This group does not need to figure out how things are going to happen, there will be others that work the details out. We need the thoughts to help us make the decisions.

Closing and Next Steps

Mr. Welch asked the group if there were any further questions.

Information will be sent out mid-next week for the next meeting

Next meeting will be Friday, June 26, 9-11am.

Thanked the committee and stated that the groups voice is critical in the process. Please send in the closing reflections.