

Re-Opening Committee Meeting Minutes
July 2, 2020
Goals for this meeting:

1. Introduce Options for Consideration and Gather Initial Feedback

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	
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	
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	
Stephanie Newton	Parent	x

Old Business:

Welcome/Comments about Meetings from June 26 Meeting/Goals for this Meeting/Review focus of our Shared Work Together
Mr. Welch asked if everyone had reviewed the meeting minutes from the last meeting and if there were any questions or changes that needed to be made.
At today's meeting we have one main agenda item and that is to look at the scheduling options and gain feedback. That feedback will define the further details that need to be developed. This is a critical phase.
Reminded members that this committee is to look at the high-level options and that other subcommittee groups will work on the details. The appropriate role is to bring up questions that others will need to find answers for.
Superintendent Kultgen said that he is looking forward to getting into today's discussion. This group has to have the recommendation made so that others can continue to work on the details moving forward.

Review Primary Considerations Ideas
<ul style="list-style-type: none">• High Quality Learning Opportunities for All Students• Safety• Sustainability• Community
Mr. Welch asked if the members felt comfortable with those primary considerations. There were no further comments from the group.

New Business

Share out from Cert Subcommittee Working Group
Mr. Welch asked Mr. Fox-Bailey to give the committee an update on the certificated cohort group. There are 62 members on the committee. There are staff members from elementary, middle and high school schools. The cohort includes members from other various teaching groups that include CTE, Art, lab sciences and core content. And then there are representatives from counselors and psychologists. Our first meeting consisted of going through the OSPI documents. The biggest takeaway from the last 2 times that we met were that the educators were just as dissatisfied with the last 3 months of learning as everyone else was. They feel they can and want to do a much more rigorous and engaging learning style than what occurred. The last 3 months teachers were teaching in crisis mode. The staff feels like they have learned so much more about the online tools they have to work with going forward. Teachers are working really hard this summer to have a learning management system that is consistent (Canvas).
The values that the certificated cohort have expressed are very similar to those of this committee; High quality learning, sustainability and reaching every kid in the system, safety (including social and emotional assistance), and to establish relationships up front with students.
The teacher certificate group's purpose is to provide feedback for the re-opening committee not to make the re-opening plan decision. Once the decision is made, they will work to see how teachers will be able to work with those decisions and work without different details.
They did look at the scheduling options that OSPI put out and talked about advantages and disadvantages. Their job was not to come up with a decision, but once a decision is made, they will have to talk about how that schedule will work for teachers.

Discussion of Potential Options

The group then dived into the main focus of today. Mr. Stevenson shared the different schedules that the Academic Team is proposing for the Re-Opening Committee to discuss during breakout groups.

Factors that went into making the scheduling options were:

1. We must follow the safety guidelines provides from the state regarding social distancing. This impacts the number of students in classrooms at six-foot distancing
2. Due to class size limits – a rotating schedule will be necessary for some students
3. Goal is to have as many students at school full time for face to face instruction as possible
4. Goal is to have some students have increased opportunities for face to face instruction within the rotating schedule
5. Schedule considerations for rotating schedule must take into account family needs
6. Opportunities for teacher collaboration, planning and professional development
7. Online and/or homeschool options are being expanded in addition to rotating schedule options

Mr. Stevenson noted that within all of the scheduling option there will be face to face learning and remote learning. In addition families that wish will have an option for online learning and homeschool.

Schedule Options to Consider

1. **A B A B A/B**
 - a. Students will attend either Mon-Wed or Tue-Thurs and every other Friday
 - b. This option limits length of time between face to face instruction days
2. **A A B B A/B**
 - a. Students will attend either Mon-Tue or Wed-Thurs and every other Friday
 - b. This option creates back to back days of either face to face or remote learning.
 - c. This option has more days in between face to face instruction
 - d. Missing face to face due to sickness or other reasons creates potential impacts of numerous days between contact
3. **Week on Week off**
 - a. Students will attend Mon – Fri one week and then remote Mon – Fri the next week
 - b. This option creates longer chunks of face to face or remote learning
 - c. This option creates longer periods between face to face and impacts when face to face days are missed for any reason extends gaps between contacts
4. **AM – PM option**
 - a. Students attend Mon – Fri either during the AM or PM session
 - b. This option increases transitions for students and staff every day
 - c. This option creates busing concerns, meal delivery concerns

These are some things the district is considering, but decisions have not been made. One of the goals is maximizing the number of students who attend face to face these include:

1. K-3 students attend Mon – Fri full day
 - a. This requires reducing class sizes (adding classes)
 - b. This requires utilizing certificated teachers not assigned to classroom and reassigning to a K-3 classroom (Specialist, Learning support specialist...)
 - c. This likely would impact PE, Music and Library for all students K-6
 - d. If specialist are moved to classroom assignments, teacher planning time must be addressed
2. Identified student groups attend face to face more frequently –
 - a. Ex. Mon – Fri - Students with special needs (IEP) – On non-scheduled days, students attend face to face with certificated case manager
 - b. Ex. ELL – attend every Friday – On non-scheduled Fridays students attend all day

Questions for clarity:

A parent asked if the options have taken into consideration the non-student days for working families?

A parent asked on the scheduled options will the students still have specialists? Mr. Stevenson said that if the district goes with the K-3 all day everyday option it is likely that specialist will need to be teaching classes and students may not get specialists.

A parent asked do we have a timeline right now if this will be the full school year or is there a potential that the school year will go back to a more normal schedule? Dr. Kultgen said that the district schedule will need to be flexible so that if we can go back to a normal schedule, we will to be able to serve as many kids face to face as possible. She then asked if there has been any push back from the district to OSPI on the 6ft distancing rule? Mr. Welch said that the Academy of Pediatricians are first class organization and we need to consider their recommendations, but it is not the school district's role to decide which rules to follow. Districts have to follow the Department of Health's decisions. Dr. Kultgen said that he has a zoom call with the Superintendent' local group and ESD's every week and they have a weekly meeting with OSPI. The Superintendents have put together a letter asking for flexibility on the 6ft. rule. If the 6ft. distance level is scientifically proven to keep kids safe then we want to follow that, but we feel there may be some questions on that variable. If between now and August, the distance changes we want our plan to be flexible to be able to serve more students face to face.

Mr. Fox-Bailey pointed out that the committees are working with the current rules that we have in place now to plan, but if some of the rules change then we will be flexible to adapt to them.

Another parent asked about online options being expanded. Are you talking about online options expanded for all of the scheduling options listed or will the district have a total online option for parents if they choose that for their kids if they are not comfortable with sending their kids to school yet? Mr. Stevenson explained that there will be an option for homeschooling students (Parent Partnership) and online program for student if parents don't want to send their kids to school yet.

A parent asked, if we are looking at the schedule options listed, we also need to consider which option might be easiest to adjust if the state comes out with further recommendations or changes? The district wants to maximize the number of students on campus in a safe way. We need to be flexible for kids to come back into the system. We need to be ready for everyone to be able to come back at any time or we have to be ready to go remote at any time.

One other question, with the face to face model schedules that we are looking at will they also include a robust online model? Any of the options that we have will need the remote learning expanded from what occurred this last spring. The teacher group recognized that learning needs to be robust.

The committee was then put into breakout groups to discuss the scheduling options both advantages and disadvantages and will come back to report the feedback to the group.

Debrief

Group 1- The breakout group thought that with option 1 an advantage would be that students could continue to get specialist instruction. The thought option 1 worked best for students to transition back and forth between face to face learning and online learning. Disadvantages for all of the scheduling options were for families needing to find childcare on their off days. They thought that the every other day should be Monday instead of Friday since many holidays fall on Mondays. The group thought that the schedules should be split by family groups so that children in multiple grade levels would go to school on the same day. The advantages for schedule option 2 is that students would have back to back learning days. There are more days in between face to face contact so there is less risk of exposure, but on the negative side there are more days between face to face learning and that would be a disadvantage for high quality learning. The option 3 advantage is that when students are at school there is a lot of time for high quality learning. It would be easier for the master schedule because there are less changes with the week on/week off option. Another benefit is that there is less risk for students being exposed to other students because they would have long periods off in between being at school. A huge disadvantage is so much time in between face to face contact with students, and how do we keep those students that are at home for the week engaged in

learning? Option 3 may be an easier transition back to full time learning once allowed. Option 4 had positive comments for consistency and keeping kids engaged every day. The drawback was time in between the groups for teachers and there are bussing issues. If the district does do half days is there still time for specialist? Are there issues with the district getting the required number of hours needed for the year? Are the teachers teaching the same thing to students on A as on B? On off weeks do the students continue to learn on their own? There were logistics issues for the teacher's group.

Group 2- They also discussed which options would work best for quickly reverting back to full time learning once we are able. They felt like option 1 worked best for continuity of instruction. For option 2 they didn't see any positives compared to option 1. Having the kids not seeing their teacher for 3-5 days was a disadvantage. The only benefit with option 3 was to be able to clean in-between student groups. The main downside was a separation in instruction. The benefit for option 4 was that it would provide consistency for the social emotional well-being of kids. The disadvantages of option 4 was the time in-between student groups for teaching and bussing issues. There may also be an inequity issue if a student was in the PM group since they felt students learn best in the morning. There is no time to clean the classrooms before the PM group comes in. It would help to know how many families were considering Parent Partnership or homeschooling options. Maybe we could fit more kids into the building if we knew that data.

Group 3- All of the options have issues with parent needing childcare. One of the disadvantages with option 1 is that students may show up on the wrong day. A disadvantage with option 2 is teacher planning time. It is harder to teach 2 days' worth of material and easier to teach material every other day. Option 3 there were not advantages. Option 4 the advantages were already mentioned by the other groups. One of the disadvantages were getting the kids each week back into a routine. It would feel like coming back from Spring Break every other week. The disadvantage to option 4 was that you would need a chunk of time in-between to clean the classrooms.

Group 4- Their group looked at options 3 and 4 and thought that the disadvantages outweighed the positives so their group focused on options 1 and 2. The one major disadvantage to option 4 is that they could not see how the secondary students could get the graduation requirements in that they need. Option 1 is the better option. More opportunities for teachers to take ownership of their learning, and mental health issues would provide more consistency and a regular schedule.

Group 5- Most things have been stated. Their group liked option 1 the alternating schedule the best, but asked if this schedule is for K-12? Their group also liked the alternating day to be Monday instead of Friday due to holidays. Their group was concerned about how teacher planning is going to occur.

Group 6- The option 4 is logistically impossible due to our large area in our district. The principal in the group was concerned about planning time for teachers. Specialist have not had some of the training that other teachers have teaching core subjects. Who will be supporting the students on the days when they are not in the classroom? This group preferred option 2 AA/BB/A/B because option 1 was disjointed. Option 2 felt more cohesive for younger students.

A debrief occurred, Dr. Kultgen stated that he heard that the options that the group liked best were options 1 or 2. That the week off in between face to face contact for option 3 was too long, and that the option 4 is too hard for logistic reasons. He like some of the information that the group shared like option 3 would be hard to have routines for kids and would feel like "coming back from spring break". He heard that the groups preferred to have Mondays be the alternating day instead of Fridays for option 1. With the AA/BB schedule he heard that there is a consistency with going 2 days in a row, but the disadvantage is that there could be as many as 5 days between students being in front of a teacher. Dr. Kultgen agrees that all of the schedules are disjointed but which schedule is the least disjointed? Lastly, he heard there needs to be clarification on what happens with student learning when they are not at school on their off day?

Mr. Stevenson added that there are advantages and disadvantages with any of the options. When talking about student's social emotional health there are positives in the frequency of face to face contact. We will have to take all of the advantages and disadvantages and weigh them out as we make a decision.

Dr. Kultgen added that we also have to think about transition. Which option is easiest if we all get to come back to school or if we have to transition to online learning due to a school closure? What will the transition look like?
Mr. Fox-Bailey said it looks like options 1 and 2 are the most popular. One thing he didn't hear is that any of the option consist of having half the number of students I and how does that effect transition and the ability to provide direct instruction.
Add in comments from the group:
One group mentioned that they saw value in maintaining the specialist at each school (PE, library and music). How are those going to be maintained?
A parent added said they talked about that there are a lot of families on social media talking about homeschooling and she is really happy that the district is talking about expanding the Parent Partnership Program. Once the district knows how many parents want to utilize the online or homeschool option it may alleviate some of the sizing issues in the classes. Maybe we could have more kids 5 days a week?
A parent noted that on the off days the instruction may not be able to be duplicated the same, but maybe an online teacher could continue the education on the off days? This is something the district can take a look at.
A principal stated that if we are assuming K-3 students are in the building every day there may be some significant constraints in the building.
A para educator asked how do variance effect class sizes? The district will look into that topic.

Closing and Next Steps
Mr. Welch said that the Academic Team will look at the feedback from the committee and bring back recommendations at the next meeting.
A staff member asked about how any of the schedules that are recommended will affect senior students, and will seniors have enough credits to graduate? There is flexibility from the state so we will delve deeper into finding this out.
A poll was taken on the options that the committee liked best and 83% liked option 1 the best. Now we have to work out some of the details. Mr. Stevenson will come back next week after the Academic Team meets.
Next meeting will be Friday, July 10, 9-11am. Fill out the closing reflection and send it in to Spencer and Ms. Radek. Please put any questions on the feedback from.
Dr. Kultgen thanked the group and said he heard loud and clear that we need to be flexible with the plan in case things change in the coming weeks and how those relate with our primary considerations.