

Re-Opening Committee Meeting Minutes
July 10, 2020
Goals for this meeting:

1. Consider further-developed options for consideration and gather 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 | |
| June Shirey | Director, AIM High School | |
| 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 | |
| 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:

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| Welcome/Comments about Meetings from June 26 Meeting/Goals for this Meeting/Review focus of our Shared Work Together |
| A change was made to the meeting minutes 04, under Group 1 option 3 that, it would be easier for the master schedule because there are less changes with the week on/week off option instead of difficult . |
| At today's meeting we have one main agenda item and that is to gain further developed options for consideration and gather feedback around the schedule and safety aspects. |

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| Review Primary Considerations Ideas |
| <ul style="list-style-type: none">• High Quality Learning Opportunities for All Students• Safety• Sustainability• Community |
| Mr. Welch said that we are going to be transparent to the community and in our interaction today we are going to consider the impact that our decision will have on the whole community. |

New Business

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| Share out form Cert Subcommittee Working Group and Parent Information Group |
| Mr. Fox-Bailey shared with the group what the certificated sub-group has been working on. They met on Tuesday and went over the scheduling options of AB and AA BB. The group did not get into the details of which will be the alternating day whether it be Monday, Wednesday or Friday. |
| Edmonds School District came out with an AA and a BB plan. They are the only school in our region that have come out with a schedule. The rest of the schools in our immediate area have not released their plans yet. |
| The consensus of the group as far as a schedule goes, is that they feel that the most consistent schedule for kids was the ABAB schedule instead of the AA BB schedule. There were some advantages to the AA BB schedule, but they really preferred the regularity and consistency of the ABAB schedule better. |
| The also spent quite a bit of time on the safety aspect, and in fact, have another meeting scheduled for next Thursday to discuss further. |
| Teachers are echoing the same types of things that the people on this committee are grappling with. |
| One thing the teacher subcommittee group is concerned with are the availability of subs and keeping kids and teachers safe. |
| A principal had a question if there were any discussions specifically on the primary student's schedule? Mr. Fox-Bailey stated that they had not spent a lot of time discussing elementary specifically. The group discussed that there will be some students being on site from day one (although those students have not been defined yet) and some students will be online from day one. Between those there will be the alternating schedules and we discussed which one would work best for flexing back and forth. Until we see a value of how many students might be back full time whether they be primary or those furthest away from educational justice (special ed, ELL, etc.) the subcommittee didn't go into specifics. |
| The subcommittee also talked about communication and that they would like to get information out to parents about what the mask rule is, what the distance rule is, and rules for dropping kids off and picking them up and when to keep student's home. They want parents to start talking to their children now about how school will look in the fall. Communication needs to come out in all languages and all formats as soon as possible. |

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| Mr. Stevenson shared with the Re-Opening Committee the information gathered from the parent information group. They meet on Monday. We shared with them some of the schedule options. That group aligns with the same thoughts that this group discussed about the disadvantages and advantages of the various scheduling options. |
| They also felt like the ABAB option best aligned with our guiding principles. They did continue to ask specifics around face coverings (example: do students have to wear them at recess). Do they ever get masks breaks? |
| The Parent Information Group also asked questions around the social emotional part. How would supports be available to families no matter what kind of schedule we are on, at school or online? |
| Another question that was asked is how long are we planning these alternate schedules for? Mr. Stevenson stated that the district does not know at this time, we can't see the future, but that is why we have the guiding principles. This plan needs to be sustainable. We will have to be on these schedules as long as we have to. The district would like to have all students back in class face to face, but until that day comes, we have to have a sustainable plan. |
| The Parent group did acknowledge the tension between wanting to have as many kids back in school full time and what impacts this has to make this happen, whether we need to use specialist or not to teach classes. The district does have a desire to have as many kids as possible back in class, but because of social distancing guidelines we can't do that yet. There may be limitations on what some of the specialist can do. With the guidelines in place students can't share balls or get within 6ft. PE would not be the same type of PE we are used to having. The Academic Team needs to take a look at what some of these courses will look like and evaluate the different guidelines around them. |
| Overall, the Parent Information Group was very positive and appreciates the work that this committee has been working on. |
| Mr. Stevenson stated that the Re-Opening Committee has done a lot. They have helped tremendously by understanding the idea of wanting enhanced learning whether it be face-to-face or online, priorities around scheduling, making decisions around which students are attending full time, and what safety looks like. |
| Mr. Welch said that there is a general togetherness where most of the community is and that will lead to the most effective outcome. |

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| Discussion of Potential Options |
| Mr. Stevenson said that the group was going to narrow in on the options that we have discussed the ABAB and the AA BB options. We are not going to discuss the week on/week off or AM/PM schedules. We want to spend time discussing the ABAB option since that is the schedule that has risen to the top choice of all of the different groups that have met. |
| We want to dig into the scheduling considerations for the Academic Team regarding the schedule and putting it into practice. For example, we want this group to give input to make sure the number of days a student is on site is equitable. |
| Another example from this group is that learning is an important factor and a priority, whether it be face to face or learning from home. A charge to the Academic Team is how do we make sure that happens? What does that look like? |
| Another thing that the Re-Opening Committee has made clear is that there needs to be options for families. That has helped the district strengthen both our homeschooling piece and our online option. |
| The goal for today is to better clarify the ABAB option and what the Academic Team needs to clarify further. |
| Questions for clarity: |
| A parent asked if there was a narrow list of questions or is it broad. Mr. Stevenson stated that the challenges in general are: 1) What further information is needed? |

2) Like the examples given above, what are the key priorities that are still out there that the Academic Team needs to consider for implementation?

A parent asked, "Has it been discussed on what school looks like with an AB schedule? Would there be a different teacher for in-class learning and a different teacher for online learning? Or would students be learning on their own on their off day? Or would the same teacher be teaching both in-class and online? Mr. Stevenson said there has been discussions but no finalizations yet. One of the things that is different with a hybrid schedule is that the number of students in class on their in-class day is small and this gives teachers the opportunity to connect with students face to face, and set up what students can do on their out of school day. Instead of having 28-30 kids there will be 14-16 students to work with. There has also been a question from teachers on how can they do two types of teaching at once? This is a valid question and concern that we need to work through. This should be one of the charges from the Re-opening Committee to the Academic Team, "How do student get instruction whether they be in school face-to-face or home." The parent wants to ensure that students aren't learning just 50% of the time. Teacher from the Re-Opening Committee said, the thought of having 14-16 kids is mind boggling in terms of all the learning and support that you can offer to kids. Teachers are already thinking of how to support kids at home. It won't be a 50% learning model. Since class sizes are so small, she feels like students will learn more than ever before. Unlike this spring when it was all online, teachers will be able to send work home daily with specific instructions and tasks for them to do, and then see them the following day to follow up with what they have worked on. Teachers feel like they can accomplish a great deal under this model, and it will be very positive for students.

Another parent asked, "How are you going to manage working families on the off days, and where are the kids going to go while their parents are working? Little students can't stay home alone and manage work, and even middle and high school kids are home alone, and no one is managing their work." Mr. Stevenson said that this is one of the challenges the social distancing piece does present to us. It is also why the district has a priority around having students K-3 on site full-time, starting with the youngest students. There are different levels of support, when a teacher gets to see a student the next day, there is an accountability that students will have. The issue of working families is a hardship with any of the proposed schedules. Mr. Fox-Bailey said that in those working families, 60% are also educators in that predicament. The question is never far from the mind of the educators having these discussions. Another parent asked a clarifying question, "It sounds like the district is not planning to have a learning model where kids will zoom into the classroom on a daily basis, but are planning to work on homework on their off days?" Mr. Stevenson discussed that those details have not been finalized yet, but the idea of students zooming in for 6 hours a day is not at the top of the list for the Academic Team. We are looking into what options can be provided for instruction at home like teaching videos for students to watch on their home day. A principal stated that there is an *I do, we do, and you do* model. The concept is; the I do, is the teacher teaching the content, then the we do is where students do it together in the class, and then the you do is where the teacher gives you some productive content to learn on your own. The challenge is how do we capture this model in a deep way. Independent work is key to learning.

A parent asked a follow up question, "Will elementary kids be able to be at the Boys and Girls Club? For our older students will there be any space allocated at the building for a type of study hall space? Second question is, "We have talked about expanding our Parent Partnership Program. There are periods of times where students are in class. Is there a group that is looking at how will that look like and can we communicate it out so that families know what it will look like?" Mr. Stevenson stated that in regards to the first question the consideration for this group is to give the Academic Team guidance on, is to look at if there is feasible option to have some type of sign ups where students are socially distanced and will have space to work in the building? The Re-Opening committee has also given the charge to provide face-to-face instruction for students furthest from educational justice. The Academic Team will have to consider both items and take them into consideration. The second question is around homeschooling and online. We are not only looking at both options but exactly what they will look like. Currently in the Parent Partnership

Program students come one, two or even three days a week. We are looking into an option where students might not have to come any days but do all work at home. If families aren't comfortable with coming to class, they may still be able have a connection to their school. We are also trying to clarify, the ability to do parent orientation so that parents are trained to help students out, are we able to provide social emotional assistance and frequent check-ins? As we get further down the road and are able to survey how many people want that kind of option that will affect how Parent Partnership is delivered. Another question that came up from a parent this week as she was talking to others is, "How do we manage the flex's if a parent starts homeschooling and then they decide later they would rather send their child back to the classroom?" She would like to know if there is a timeline of when people sign up for a certain type of learning will they have to continue that type of learning through a specific date? Mr. Stevenson said that it is a great consideration. It does depend on the grade level, in high school there are credits that are involved. It does take into considerations and factors in on how we go back and forth between in-class learning and homeschool or online options and flexibility.

A parent's concern was with staffing. If there are high-risk teachers what are their options? Do they have an option to switch to Parent Partnership or online learning to teach? Do we have enough staff to teach in class face-to-face? Mr. Stevenson stated that right after the recommendation is made, we need to find out from teachers what they would they prefer to teach. We are going to have staff for a variety of reasons have different options that they prefer. All of these will impact how many students we can get on site full-time. It is something that is definitely on the district's radar.

The group tried to break into breakout groups but there were technical difficulties that all groups did not go into the groups correctly and were called back into the main session.

A parent had a question, "Is it off the table that secondary would do semesters in a quarter, a type of block scheduling or is it something the Academic Team is considering?" Mr. Stevenson said that has not been thrown out yet, it is something that is being considered and if it is not chosen there will be reasons as to why it was not chosen.

A parent asked the question, "With the alternating AB schedule when would teachers have time to do the packets for remote learning? Is there a consideration for having a 4-day class schedule so that teachers have time to do a planning day? And would the students that are in class everyday (if it is the K-3) still be coming to class all 5 days?" Mr. Welch clarified that for now we are just going to be taking questions for the Academic Team to meet and consider the questions, the questions will not be answered at this meeting.

Another parent asked, "For families that have kids at multiple grade levels and at different schools will the district to try and get them all on the same schedule?"

Next parent stated that at her current school there are split classes, if we have a 3 / 4 split class and we have K-3 student in class face to face, what happens to the 4th graders?

Another parent brought up the concern on childcare issues. "What happens to students on the off days?"

Mr. Grasa offered that food services will be able to help get communication out to families. They would just need a 24-hour turnaround time. Also, if the district wants to start distributing masks to students now so that they could get accustomed to wearing them we have a summer feeding program where we serve about 375 meals a day and we could get PPE out to families.

A parent said some parents with students in the K-3 range, have told her that they do not want computers sent home, they would prefer paper packets. It takes too much time on the parent's part to help them access technology. Young students are familiar with worksheets. A physician in the group also noted that we know the effects of technology on children and we need to make an effort to not have them on the computer all day.

A para educator asked questions, "Could we have a universal login on their computers whether they be at school or at home?" Second question is, "Will students be using the same computer at home and at school traveling back and forth, or will they have a computer they can leave at home and have a different computer at school?" And, "What about students that have specialist like speech therapy, physical therapy, and ELL students? How is it going to work with them being online?"

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| A parent said that she had a parent that she was talking to that told her that her student really struggled in the spring and that they would need a tutor to catch up. Can the district consider that more kids might be struggling in the fall and how do we support them best? |
| Another parent called upon said he didn't have much more to contribute, he did like the option of providing tutors for students that are struggling. |
| The transportation supervisor noted that we do have busses running in the entire district and drivers are willing to help this summer to get safety supplies out to students. |
| A parent noted that this last spring the pick-up and drop off times for technology were very limited. Could the district consider a type of open house or opportunities where parents could have some face time with educators? |
| Para educator asked that if we could not use google translator when communicating with non-English speaking families. It creates more confusion. |
| A principal added that most everything she has heard has been addressed. She does wonder how we are going to keep kids 6ft. apart at a K-2 school? How are teachers going to teach small reading groups? Curious on how we are going to make those recommendations and how we are going to enforce them? We need to get communication out to parents so that parents understand the guidelines the district is working under. |
| A parent asked two questions, "If there are students that can't wear masks how is that going to be documented and handled?" The second question, "We talked about transportation and that it is recommended that parents drive students, or students walk or ride a bike, how is it going to be decided who can ride the bus and who will have to transport their student?" |
| A parent noted that they have a hi-cap student. Her student would spend 10-12 hours of doing schoolwork a day during the spring. She would like to see a consideration made to not have students have too much work to do on their off in-class day. |
| A parent said that she has heard from a lot of people that when grouping students into A/B's if the district can use street address instead of last name. Neighborhoods could develop co-ops for childcare and tackling homework packets. |
| A parent said that lunches being delivered was a great help to families. "With students being on an AB schedule would lunches be delivered to their homes on the days they are at home?" |
| A teacher asked, "Is there going to be COVID testing for available for teachers and students? If you suspect someone with COVID they need to go home, but in order to make it a seamless process we are going to need to know right away if they have COVID. Kids are going to have colds and the regular flu; it will bog down the system if we don't have a way to find out if they have COVID. The parents thought it might be difficult for schools to offer testing at this point and unrealistic. There are more test sites but there have been 6-9-day lead times. It will continue to be a problem getting test results fast enough. Students will need to stay home for 14 days if they are symptomatic, that is why it is important we have a flexible online program students can work on if they are home. There are some home test kits becoming available or testing at pharmacies. Even with a negative test most clinics are recommending that students stay home for 14 days even if their tests come back negative. |
| A parent said that she hopes the Academic Team really takes into consideration the flexibility we need to have in case schools were to shut down again and enough time is being invested for a robust online learning system. The transition may happen overnight that we need to close schools again. |
| Our technology director stated that when we closed schools this last spring the computers that were handed out were configured for school use. We have collected the technology this summer to covert the technology for use outside of the classroom. We currently have approximately 7,000 student laptops. |
| A parent stated that the earlier we get communication out about student's wearing masks and social distancing the better. The more we can make wearing a mask normal now and staying apart the better. We need to get the message out that it is state mandated. This issue is going to be huge to get students to wear masks, how are we going to handle students that can't wear masks? The district needs to get a big campaign push so that students are ready in the fall that in order to keep kids safe they have to wear masks. |

The information should say masks should be lightweight and breathable. The point is to catch droplets. We also need to note face shields are an acceptable alternative so we should use the term **face coverings** not masks.

A parent asked, "If there was going to be a parent survey going and is there a projected timeline for a survey to go out." Mr. Stevenson stated that there is a plan for a parent survey. The timeline has not been set yet, first we have to narrow down the schedule options. The district has received a lot of good information from the group which will allow the district to do a good survey. The district is bringing the recommendation from the Re-Opening Committee to the Board on July 22, at that time we can do an initial survey, then there will be follow up and more communication to make sure information is as accurate as possible.

Debrief

Mr. Stevenson thanked the group for their thoughtful questions and responses. A few of the pieces that came out today are:

For going back to school in the fall, how will the experience of going face to face and online learning compare with last spring and how will it be different? What lessons have we learned?

Some examples are: "Is technology going drive what is required for students to do at home." In the new model teachers may have a worksheet sent home for students to work on. The district wants to make sure that kids on their home day have meaningful and productive items to work on. We need to make sure teachers have time to plan so that work is meaningful.

We continue to hear that it is important that families stay together as a family unit. We know there are families that have different last names. We acknowledge that we need to have a way for families to request considerations that meet their needs.

The district needs to consider logistical things like technology details. If we go to a one to one device how is that processed? Do kids take computers back and forth from home to school? Does everyone have the same type of technology? How do we transition back if students have to stay home and their technology is at school?

There are some questions of providing services in either model for social educational justice. Can some of those students be in school more frequently, and if the student chooses online how can we provide services?

We also discussed safety and screening. How do we communicate the importance of wearing masks, and if a student is sick how long will they have to stay home? There were concerns of availability of staffing in the different models. Can we increase how many kids we have at school and how will staff availability impact that question?

In addition, how do we communicate between now and September so we get as much information to our community, parents and stakeholders so that people can plan their school experience. Along with. "How do we go back and forth between models if necessary?"

Mr. Stevenson then asked if there were any more questions or things he didn't summarize.

A parent stated that we talked about specialists taking on more teaching roles. "Will students have PE and Music?" Mr. Stevenson said that we have discussed potential reassignments for specialist, but a decision has not been made. For our youngest kids it is best for them to be in front of an educator. One of our challenges is that we have to consider if some of the specialist can even do what they normally do in today's environment. We need to figure out how many staff it really takes to serve as many students face to face as possible. Our educators are really skilled even if they haven't taught a certain subject for a bit. The other question was asked was about masks and preparing students to wear them and getting them to families ahead of time. Mr. Stevenson said, "Our team, through Ralph Rohwer have done a great job ordering masks, we have discussed the potential to get some out so that families can practice. We need to make sure

the message gets out that face coverings are acceptable like face shields.” There is a balance with having enough supplies that we need throughout the year and getting students used to wearing masks.

The other item that was brought up by a parent, “Is can teachers teach 5 days a week or do they need a day to plan and do packets?”

Mr. Fox-Bailey noted that we may get guidance from the state that continues to change things. We might go down a path, and we may have to modify some things, so we always have to go back to our guiding principles.

Safety Expectations

The state has given us guidance on what is required, for example our mask discussion today has been great. The group has given us a lot of input on our considerations. It is shaping the considerations on how we are going to make it a reality.

We have talked about the state’s guidance of 6ft for distancing is solid and desks are 6ft apart, but there are considerations. There may be times when a teacher is walking through a classroom or helping a student with a mask. There may be periods of time when the distance is not 6ft. apart, but for the significant periods of time they will be 6ft. apart. In the secondary, there may be times when students are passing each other in the hall but this is considered a short period of time. We will create traffic flows and try to have as much distance as possible, but it is not a significant amount of time they are in contact with one another.

We had had conversations about face coverings. We still have questions like do students wear masks at recess? Do we provide mask breaks? Logistics, what if a student doesn’t come with a mask or refuses to wear one?

There are questions around screening students. How do you screen? Will parents submit an attestation? Will we screen at the door? What if a student does have a symptom? How do you process that?

We also need to partner with the community and schools about the culture of hygiene. How do we educate student and make it a priority? Teach students how to pay attention to their own symptoms.

How do you consider the grouping of students and limiting exposure the best you can? Will recess be limited by classrooms and groupings of students? Could teachers move instead of students? What impact does this have?

These will all be things that the subcommittee will work on.

A parent asked, “If the state were to change the guidelines based on evolving evidence like changing the distance requirement, what would it take so that we could fit all students back in school?” Mr. Stevenson said we have not run all the numbers yet to see what that specific number would be. It has taken a considerable amount of time to figure out how many students we could fit in the classes at the 6ft. distancing level, but that is a good question and next step. We need to make sure our plan has flexibility if our guidance changes.

Closing and Next Steps

Mr. Welch asked the group on how everyone was feeling and the group’s progress? A parent stated that she thinks we are on the right track looking at kids that are on IEPs, student furthest from educational justice, and providing for families that want to have a robust online model. If we go fully remote, make sure it is easy for the teachers to tap into and provide paper packets if that works better for their students. The sooner families know the better.

Another parent also thinks we are on the right track. After the meetings she get a lot of thoughts and questions from the community and teachers. She has told them that this group is at a high level and that other groups will be working on the details.

Another parent appreciates the reports given by the other subcommittee groups, so we have some talking points when talking to the community. She is glad that all of the groups seem to be on the same page and want the same outcome.

A parent stated that she is grateful that the district is allowing the parents to be part of the process, and thanks ahead of time for everything that the district will have to do after the recommendation on July 22nd.

Mr. Stevenson acknowledges that many parents are feeling the angst of not knowing all of the details. Some districts are coming out with plans, but those plans are still just overviews at the 10,000 ft level. Our committee has done a really good job of providing feedback so that the district can work on the details.

Mr. Welch said that the feedback that the committee has brought forward today will help move the process forward. It will become clearer to where we are going, and we will have more answers to some of your question.

Next meeting will be Friday, July 17, 9-11am. Fill out the closing reflection and send it in to Spencer and Ms. Radek. Please put any questions on the feedback form.