

## SMALL GROUP MEETING #2

July 23, 2020

2:30 PM

**Chaired by:** Autumn Lara, Jen Brotherton, Anthony Brock, Billy Harris

Autumn Lara began the meeting feeling compelled to speak about the social media that is happening. She said she knows our group wants to make the best decision for children and will put forth the love of learning and education our children deserve. Autumn said it is hard to see Facebook posts – it is traumatic and she wants this committee to be open to hearing others ideas wherever we are at in September.

She also wanted members to know that she hurts for them to see/read these ugly posts and hopes they can continue to keep a positive energy. We all have our own challenges and recognizes that we are all doing our best.

That being said, she began by reviewing the meeting norms and common goals again. Reminding them to not use the chat but to speak so others can hear your voice and share their views in a kind and open-minded way.

Autumn shared that she has received multiple emails about how our group was selected and others wanting to be a part of it. She again explained that she wanted a diverse group who represented all educational options within our district and retain the integrity of a small group.

Billy Harris then thanked all who contributed to the parking lot board and wanted to start by going through the questions and comments. He stated we may have answers to some questions asked and the others are on hold. Billy also said that we need to stay focused on what we need to do for the start of the school year - not for the whole year – things are still changing. He reiterated that we, too, need to keep in mind these are new times so we need to step back and see how we can do things better and/or in a different way – there is a sense of urgency but we need to be careful and thoughtful.

Autumn added that we need to let go of some of the “perceptions” of distance learning and think about what is the shift and distance learning. We can’t replace the brick and mortar setting.

Jen Brotherton said she will share the link to the webinar by Hattie that she and Billy attended earlier which spoke to past structure does not mean kids do not learn as much if they are not going to school for six (6) hours a day. We need to think about this when we start building the schedules – this will help alleviate the anxiety.

The question was then asked about how much time teachers and students will spend “in class”. Billy responded that we do not know that yet, this committee is not working on that component but we will be discussing what the first two (2) weeks of school will look like.

The discussion then went right into questions from the parking lot board identifying items needed to get school started.

### **Summation of Parking Lot Board.**

Will there be any paper supplements available?

How much time will parents be expected to spend helping their child, per day.

How creative can “we” be about job sharing?

Should be a strong component for this group to address.

Teachers sharing and collaborating adds to student learning

Specialist and their role

Work of essential standards.....:

Bridges does contain the essential standards for screen 1 and 2 – they are working on the other units.

Billy asked if the pacing guides will be available and was informed that Bridges’ staff are working with teachers so we can choose what the best information is for the whole child.

Autumn shared that pacing and essential standards questions and needs will be addressed. She said Lauri Klancke, our Executive Director of Teaching and Learning reached out to principals asking for volunteers to help with this work: they need one K-2 teacher and two 3-5 teachers so we have a good pool. They will look at the Wonders curriculum and identify what is essential standards and work that can be done within a distance learning model as well as in the brick and mortar setting.

### **The questions continued:**

Will there be a teacher assigned to daycares – both private and onsite?

Don’t have a good answer yet, but in the forefront.

Clarification around ZOOM expectations:

As we focus on these recommendations for OEA - thinking around what is best but do not have a lot of control over that.

Autumn reiterated that it is a tricky dance, we now have taken into account parent, teacher, feedback. Teachers and parents want consistency and there will be more. She used summer school as an example: parents never knew how to zoom

We can recommend but we do not have a say, we have to take it to the district and then negotiate. We are trying to respect the union and teachers. It is a little tricky but with the upmost respect.

Billy also noted that there are not specific statements about zoom.

Is there a possibility about co-teachers in Schoology?

According to our technology executive director – yes, you can do so manually.

Questions about ordering materials.

K-12 Teaching and Learning has that information.

K-2 grades have the practice books but no decision was made about 3-5 grades.

Planning: Districtwide common assessment districtwide

Daily schedule: whole group and small group

Chris Rykdal mentioned required instructional hours. Critical 180 days of instruction.

As long as we are providing instructional hours during these times we are meeting those requirements.

Autumn shared that OSPI has revised this information to address distance learning - level of engagement and counting time allowed for contact.

Summarizing study hall model.

Article: Example Y-care have computer usage

Autumn responded that OSPI outlined percentage of students and how we tier the categories OSPI requires. The question was then asked if this included “justifiable reason or IEP generated and Autumn responded yes – have not seen any work/daycare support needed.

**Copyright Issues:**

There is a concern about copyright laws and how staff are to know what is and is not allowed. Example: OSD purchased Bridges materials and we are not selling it - teachers are using it appropriately so we are not violating anything. This includes their materials accessible online.

But then you have Y-Tube which is different and has different categories that can be an issue.

The fear is taking platforms and/or materials out of the classroom into another platform – need to confirm what the specific laws are.

It was shared that If you are housing it in Schoology, then we are okay.

Billy noted that Y-Tube allows people to make money in some circumstances.

Sue Williams stated that copyright laws apply to read a-louds as well.

For today – come up with a recommended schedule.

Daily / Weekly: shout out to Anita and Claire for the examples they provided.

**Recommended Daily and Weekly Schedules**

An additional sample schedule was shared with the group.

This sample schedule reflected ways teachers can assist in connecting with students by using Paras and specialists with each day focused on a specific subject area. It included evening options as well for families.



<b>Time</b>	<b>Monday math focus</b>	<b>Tuesday Reading focus</b>	<b>Wednesday Science &amp; social studies focus</b>	<b>Thursday Reading focus</b>	<b>Friday Math focus</b>
<b>9-9:50am</b>	Core instruction whole class	Core instruction whole class	Core instruction whole class	Core instruction whole class	Core instruction whole class
<b>10-12pm</b>	Small groups & independent work	Small groups & independent work	Small groups & independent work	Small groups & independent work	Small groups & independent work
<b>12-1pm</b>	Lunch & Drop in Social Skills	Lunch & Drop in Social Skills	Lunch & Drop in Social Skills	Lunch & Drop in Social Skills	Lunch & Drop in Social Skills
<b>1-3pm</b>	Specialists, interventions & independent work	Specialists, interventions, independent work & Office Hours	Specialists, interventions, independent work & Office Hours	Specialists, interventions, independent work & Office Hours	Specialists, interventions, independent work & Office Hours
<b>7-8pm</b>	Working Family Office Hours	---	---	---	---

- **Small Groups** Groups would have equal time slots, as identified by the teachers. When not in small group, students would be expected to still work.
- **Social Skills** drop in could be moderated by a group of paras or specialists and possibly broken into rooms. Maybe scheduled art projects, a living room exercise routine, a book being read, a simple game (pictionary, charades, etc) maybe discussions on approved subjects.
- **Office hours** need to be mindful of working families who may not be able to meet during the normal work day. This is a bargaining discussion, but would like to stress how beneficial it would be for families to have contact with the teacher at least once a week.
  - Hours could be a drop-in style in a span of 30 mins-1 hour. PreK student's teachers can one switch - one free between 11-1, and the other available 10-11 and again from 1-2.
- The time blocks swapping will also help to address bandwidth issues for families or daycares with multiple kids. For example:
  - Grades K-1 do the illustrated schedule.
  - Grades 2-3 could do 9-11am small groups/independent work, 11-1150am core instruction whole class, 1-3pm specialists/IE/office hours.
  - Grades 4-5 could do 9-11 specialists/IE/office hours, 11-12 & 1-2 small groups/independent work, then 2-2:50 core instruction whole class.

Billy asked about the content focus days: planning day

If we can as a committee extend conversation on what does "daily" focus and/or content focus should be.

Discussion ensued and contained:

There needs to be daily practice in math and reading.

Yes, to content area, but throughout the rest of the day leverage content over all subject areas.

This lends itself to whole language based style (like science and social studies on Wednesdays).

Like this layout – wonder is there is time for Second Steps? Would there be videos?

We need to have daily meetings focused on relationship building. Where is there space for that?

9:00 to 9:50 is a good time. Adjustable depending on age; 30 minutes.

Zoom is not the best for instruction; could be a lot shorter, instruction after.

It could be 10:00 ZOOM, reading/math - kindergarten needs to be very structured. Calendar first, then ...  
Love the calendar. Like the 9:00 to 9:50 timeframe.

Autumn shared this lens goes well with in-person and opportunity to put in lessons to review.  
We all are brand new to the systems on "how to" on any/all platforms. Shows the ability to go back and forth between in person and independent.

We still need to review – this may not match with the numbers corner and read-aloud and then if we pick a particular reading skill that may need additional review.

Autumn said families want some predictability and expectation around when that will happen.  
Classroom more so but distance model includes families support and help.

Billy outlined what the secondary level is showing: periods divided (periods 1,2,3 then 3,4,5)  
Asked groups of FOUR (4) to talk about: planning time; core instruction, specialists, lunch and 7-hour work day.

In the spring there was communication surrounding 90 minutes a day to crunch 6 hours into Basic 9 to 3, a lot of time in front of a screen. Want to know what we are asking parents to do?

Teachers are on the screen more; make sure students are on the screen for six (6) hours.  
It is not 90 minutes anymore because this is Distance Learning 2.0.

Billy reminded the group that our charge is – less parent involvement, more thoughtful and independent student work.

Brain development and how students work the best. Social/emotional situation and stamina for students to endure; context in terms of how we are engaging students and value their mental health.

Jen said we need to get away from this class does this, this class does that concept. Students to work on project-based approach. PM time for student independent work.

Breakout Rooms secured: four groups  
Groups went to their breakout rooms.

### **Debrief of Breakout Sessions:**

#### **Autumn: Group One**

Need educators to have flexibility – not cohesive to teach one subject every day.  
Like focus on specific areas one day but not only that specific subject.

#### **Emily: Group Two**

Where planning time is scheduled - ample room for planning and additional time for PD.  
Rethink how PD planning takes place – grade level PD opportunities and collaborative.  
Effective PD affects student.

Not ideal to only report to parents by teachers – email but also do case by case with students.

#### **Billy: Group Three**

Learning should not only be synchronized – but able to access it at any time. Use videos but still do live teaching. Being in front of a screen – grade level time small group (1 hour small group; 3 hours max to be in a screen time lesson) - all district staff have 12:00 to 1:00 time.

Jen loved talking about the schedule (noon getting with specialist and counselor time) we have a lot of adults to think about. Also the need to be creative in ZOOM / Google – she gave an example from summer school. As we learn to use ZOOM as an instructional tool.

Summer school similar or different had no MOUs or attendance issue. In September, how long will teachers be expected to work with their students in ZOOM on screen?

The way the proposed schedule lays out there are two to three times of logging in (meeting or whole class or independent work/specialist).

Claire: **Group Four**

Thinking around Monday / Friday math – no.

Thoughts on order: Research states how much time a student should “touch” a subject area.

Needs to be more frequent for math.

One core focus but other assignments for other subjects each day as well. Swamping them a bit will eliminate missing time in subject learning. Practice whole week, chunks new learning.

M/T Math: Day 1 learn, day two revisit that same concept for deeper understanding. Chunked classes. Made to do projects easier.

Whole week of science, math, focus may be confusing. Distance learning then to hybrid might be useful. Acceptable by school or grade bands.

Autumn stated that we need to get away from everyone doing their own thing. Lack of consistency across schools/buildings make it really challenging for families. This is why we are doing pacing around essential standards – which affects equity.

Districtwide teacher planning time. Whole class instruction is not restricted to ZOOM, it could be paper assignments as well. For kindergarten we could swap (ELA more robust than math) at the beginning of school year, so can see number corner done every day. This idea was echoed for grades 2 and 3 as well. Monday for math not a good idea.

Autumn reminded everyone that we are talking K-5, but recognize it will be different for kindergarteners.

Umbrella/foundation two days math / ELA two days. Integrate multiple subjects every day. Good time to use para support in that timeframe / lunch time for behavior techs / para working in actual buildings.? Have access to “stuff” if needed.

Jen shared that some teachers are interested in working from their classroom too, as long as it is safe. She asked if all paras had access to a computer? No they do not. The contract says they can request one but the chromebooks don't work for them - so they use their own computer. This issue does need to be addressed.

Synchronized versus non-teacher - who decides not to use videos and do their own – what tool is in place to ensure required items are included?

Autumn said it is the teacher's responsibility to ensure students are getting the instruction/knowledge they are to receive. Conversations will start to outline ways to gauge what is being taught.

Due to the time constraints, Billy asked that we take a quick poll. Jen put together two questions for the poll:

Question One: Do you approve of this schedule as a recommendation to the superintendent and school board? Yes No (multiple choice)

Question Two: Do you approve of the math/ELA two days in a row schedule? Yes No (multiple choice)

**Poll count: 100% on both questions.**

Heard move math and EA  
Chunks of time might be flexible

Thought about making a similar version for most students  
Removing the 7 to 8 office hours - making it a .5 hour before / after school.  
Office hours on sample schedule was removed.  
Can we add an additional item that involves working families and office hours?

Autumn said the timeframes are removed so we can work with grade-level teams but content (in form of instruction; independent work) cautious about kindergarten versus 5<sup>th</sup> graders - capacity for younger students. Families want a sense of what they are to do.

Jen suggested using the verbiage time based on child development.

It was stated that we need to have a definitive start time until structure is established.  
Time has to be flexible and is dependent on the student groups, grade level.

It is also dependent on if families have to be interactive with their child and if they have multiple children in the home. The staggered model, gives an example of flexibility but three groups meet the same time of day. Flexibility is needed as long as there is a good understanding of blocks of time. Again, need consistency and amount of time ZOOMing, per week.

What about the different start times and ends times (lunch times too) can those times be integrated into school specific (AM/PM blocks)? Are these start/times flexible?

Jen shared that would be nice but if we go back to buildings it would not be possible.  
Anthony said we do not want to focus too much on times right now.

Students who have difficulty with organization the AM meetings are needed so we need to rethink our start times – done by grade bands by school. Jen stated this could be an opportunity for our 5<sup>th</sup> grade and Kindergartners work as peer helpers.

Families like having their kids on the same schedule – found to be time consuming to log on several times a day. How do these timeframes fit in with students in daycare (public and private)?  
Jen said we need to go back to 9:00 to 9:30 - K-1; 9:00-9:50.

It was asked if these are just recommendation for blocks of times – not dictating what teachers actually do. Autumn said that these are not mandates but recommendations.

Due to the time (4:27 PM), Autumn asked the group if they thought we should meet again – still had other items that needed to be covered. It was recommended that we have another meeting.

We will meet on **Tuesday, July 28, 2020 at 2:30 PM.**

The group was asked to think about screen shots on the schedule.

**Considerations for first two weeks**

**Social/Emotional Learning**  
**Professional Development Considerations**

Autumn closed by thanking everyone for making her day. She appreciated and enjoyed the positive and productive discussion and said we will get there.

Meeting adjourned at 4:34 PM.