

Elementary Scheduling Work Group

July 9, 2020, 1:00-3:30

Minutes

Attendance: Dana Bailey, Executive Director of Special Services, Jodi Bongard Assistant Superintendent of Elementary Education, Donna Burns OT, Tera Coyle Principal, Evelyn Davies UNS, Callie Greenfield Student Interventions, Kathy Keegan Principal, Trisha Marshall South End Parent, Renata Minotte Corridor Parent, Susan Mundell Executive Director of Elementary Education, Christy Otley Principal, Courtney Teddy Science Tech. Teacher, Dayle Walters Music Teacher, Gena Vavrek Paraprofessional, Sandra Vanderzee Plateau Parent, Laura Maloney Administrative Assistant

PURPOSE/GOAL/MISSION OF THE GROUP

Provide ISD Superintendent and ISD School Board with a proposal for an elementary schedule/model for the reopening of school in the fall. One that is consistent and is driven from an education perspective in that **all students** need to experience quality instruction, regardless of grade level, and in a manner that maintains the best possible academic, social emotional, and physical health.

*It was determined by the Elementary Scheduling Work Group as part of the July 1 meeting that *Option 2 would allow all ISD students to experience quality instruction in a manner that maintains the best possible academic, social emotional, and physical health.*

***Option 2—Split/Rotating Schedule with students attending some days each week. Students would attend on consecutive days. PreK-1 students attend 4 days per week**

1. SCHEDULING ITEMS TO CONSIDER WITHIN OPTION 2:

- ~~Rotation of 2 days per week—alternating or contiguous~~ **Decision made on 7/2**
- ~~Update on information received from steering committee~~
- ~~PreK-1, or PreK-2, or PreK-3, attending 4 days per week. 4-5 attends 2 days per week~~ **Decision made on 7/7**

2. ADDITIONAL RECOMMENDATIONS FOR IMPLEMENTATION OF OPTION 2:

- **Full time remote for those who do not attend in-person**
- Staggered arrival/departure times
- Content priorities for in-person learning- example: Reading, writing, math
- Lunch in classrooms, students buying stay in lunchroom to eat?
- Specialists- how often, if at all, where will class be held?
- Special programs receive services 4 days per week?

The meeting was called to order at 1:00 pm.

The task for today was to make a recommendations to pass on to other work groups on topics that align with previous decisions made by this group for the Options 2 hybrid model.

Topic: Full time remote for those who do not attend in-person

Group Agreement/ Decision: Full time remote learning with a dedicated teacher should be offered as a choice for all elementary families for a defined period of time such as a trimester. – 100% Agreed

Discussion:

- If the online specialist's class is offered it would increase the specialist's number of classes being taught and the number of specialists we have would remain the same.
- It gives options for students to keep connected to school while receiving their on-line learning. It would not be fair if this option is not offered.
- One suggestions is to have a designated remote specialist.
- Music will look different next year and choir will not be an option. It does not mean there won't be something available it will just look different.
- Nice potential to do it well for the students with a health crisis and have a dedicated teacher keeping our students engaged.
- Offer different points of the year when students are able to opt back into school and engage.
- Concern regarding pulling a building teacher due to low enrollment to be the on-line teacher and some of the 20% that chose to keep their students home would decide to come back. How will it impact the building for the rest of the year?
- How would you bridge the two cohorts together so they will feel connected to their home school? They will be choosing another class altogether. There will be opportunities if there is excess in the building.

Topic: Stagger arrival/Departure times

Group Agreement/Decision: Arrival/departure times should be staggered. - 100% Agreed

Discussion:

- Will it be staggered by alpha or grade level? Concerned about the impact on the family.
- Steering committee's recommendation will most likely be geographically by bus routes.

- A walking school can get very creative and have leeway in their buildings and do not have to rely on buses.
- How will cohort A and cohort B be determined? Bus routes, walkers and child care logistics which is a big window.
- Clarification – Is it staggered arrival or staggered start time. It is staggered arrival time. It will be about a half hour window.
- How will cohorts keep from intermixing? By following the State guidelines.
- With the construction happening at a lot of schools, best plan is to have staggered arrivals. Concerned about creating a traffic hazard.

Topic: Content priorities for in person learning, i.e., Reading, Writing, Math.

Group Agreement/Decision: To support Social Emotional Learning (SEL), morning class meetings should occur four days a week with the students who are present, in person, in the classroom. Wednesday class meetings should be held remotely and should include the whole class, both cohort A and B together to build community. The PBSES department can support. - 100% Agreed

Group Agreement/Decision: Reading, writing, math and SEL should be the highest priority for instruction in person, in the classroom, but as much as is feasible social studies and science should be integrated into these subjects. In addition, new concepts should be introduced in person with practice offered while remote. – 100% Agreed

Discussion:

- The new social studies ties wonderfully into the reading. There are great conversations you can provide that you can't provide remotely.
- Harder for teachers to push social emotional learning when you have to meet academics. With the instructional planning it is fully integrated into the literacy piece.
- It is harder to take away the specialists from their daily schedule. Specialists will be helping our teachers with chants, songs and movement pieces that the teachers would be able to do in the classroom.
- A relationship is already established with the specialists. Should be in addition to, not one or the other.
- Specialists are seeing hundreds of students per day, through this hybrid model, we are trying to keep cohorts defined and minimize the mixing of students. We need to consider the safety aspect as well when making a decision about specialists.
- Paras see just as many students and it needs to be considered also. At summer school paras are going into two different classrooms and there are protocols in place. Taking precautions where reasonable and feasible.
- When talking about reading, writing and math it would be easy to incorporate the writing piece to be done at home.

- It would be hard to engage students if their writing was all remote. It's hard to see them work independently and would be very difficult to grade. Math, reading taught two days and practice the new concepts on Wednesday.
- Lessons should be in person in order for the teacher to see the problem areas and practice at home on the Wednesday.
- All of the academics should be prioritized but just in smaller doses. New concepts in class and independent work at home.
- Bringing cohort A and cohort B together in a class meeting would be beneficial. The social and emotional piece would already be built in.
- Priority read, writing and math and being creative with the rest.
- Morning meetings is important for the remote learners to see what is happening in the classroom.
- Reminder, if you are a teacher trying to record the meeting and engaging with the classroom it could be problematic. How would teachers balance that piece and be with the kids in class? Trickier to engage the remote learners in those morning meetings.
- Rather than relying on just the teacher the counselors and PBSE coach could help build the two groups.
- Need to build community among the class. If you do not when students return it will be very awkward and time consuming. Great suggestion bringing everyone together to get to know one another. The students will feel connected to their class.
- Having another person to help manage the meetings and monitor the on-line students while the teacher is running the meeting would be ideal.

Facilitator asked the question would it be fair to say that groups recommends that there is a class meeting four days a week with all students in the class and remotely or at a minimum on Wednesday?

Discussion:

- Yes, needs to be consistent.
- Clarification – IEA will need to be in the conversation. Correct IEA will have to be part of the conversation.
- Consistency across classes and grade levels.
- Students would benefit from seeing their online friends and builds their community.
- Wednesday would be a great day for teachers to have class meetings.
- PBSES team could offer great resources and supports.

Topic: - Lunch in classrooms, student buying stay in lunchroom to eat?

Group Agreement/Decision: Keep classes together for lunch and deliver the lunch to the classrooms, if possible. – 100% Agreed

Discussion:

- Individual wrapped lunches could be brought into the classroom. All students cannot be accommodated in the lunchroom.
- Is there enough coverage to manage the lunchroom and classrooms?
- Treat it like a rainy day recess. Paras watch the classrooms and other paras would be in the lunchroom. Kindergarteners usually have a para that is assigned to their room.
- Class should be all together. The amount of students wanting to buy lunch changes daily depending on what is being served.
- Kindergartners and first graders need a lot more support.
- Concerned about students being isolated in the lunchroom.
- The younger students would benefit from staying in their classrooms.
- If the students on free and reduced go to the lunchroom everyday there could be a potential for a stigma to be attached.
- Children need to be social during their lunchtime.
- Would it be possible for the lunches to be delivered to the classroom? This idea has been brought up at the steering committee and the possibility is unlikely but still being explored.
- Paras could get the food for their own classrooms.
- Having students six feet apart at recess and having an extended time would make up for the social time.
- PBSES will support and help with the social content. Socialization will look different the next school year.
- Keeping students together and delivering lunches to the classroom without moving would give students extra time for socialization.
- The number of student buying lunch this fall could go down due to safety concerns.
- When the weather is bad students can't wait to come in from recess. Lengthening recess would not be a good choice. There are options for kids to use classroom assigned equipment, playing four square and keeping six feet apart.
- Could BASC paras be utilized? Depending upon their schedules and can be explored further.
- Another group will decide what the daily schedule will look like in the buildings.
- Opting for lunch in the classroom would help gain instructional time and integrate more social and emotional time. It could be Sell focused.
- Would it be possible to have all students in the cafeteria for lunch? That would not be a possibility.
- If students eat in the classroom it would open up the multipurpose room for additional space.

Topic: Specialists – how often, if at all, where will class be held.

Group Agreement/Decision: Students should have the opportunity for specialist time. - 100% Agreed

Discussion:

- How do all kids receive specialist time? We won't be able to accommodate what they were receiving before.
- Discussed the number of sections that specialists would be able to meet with students. Want to make sure that students avoid crossing paths.
- It is hard to make a recommendation because there is not enough clarity.
- Would it be possible to trade some Wednesday planning time and have the specialists come into the classroom? I know that IEA will have to be in the discussion but that would be an option? Yes, that is an option or is there any specialist time done remotely?
- What classes would work best on zoom? Maybe it does not have to be all or nothing it could be a hybrid model.
- More information from the specialists on how many students participated remotely would help clarify. In person participation would be mandatory.
- Parents were very positive and loved their student's engagement. If it was required there would be more participation.
- The on-line component is something that can added so students can share with their parents what they are doing.
- Having the online component would be good if we end up going to 2.0 learning.
- If 20 classes were taught in a week there would still be time for the online component.
- It is a different kind of planning time if a specialist comes into the classroom. Planning time would have to be tweaked to make it work.

The facilitator indicated that there is a lot of information to share with the steering committee around specialists. It is important for students to have in person time with the specialists in the classroom or provided in a normal setting. This will be brought forward to the steering committee. The committee receives two sets of notes.

Topic: Which students in which programs should be offered additional instruction?

Group Agreement/Decision: Attempts should be made to offer additional opportunities for support four days a week to student with IEPs, students receiving ELL, Title and 504 services, students experiencing homelessness, and students we know didn't engage in the 2.0 online learning in the spring. – 100% Agreed

Discussion:

- It was determined that an in person or a combination of both for our students in special programs need to be provided. The opportunity needs to be provided for four days a week.
- All IEP minutes need to be delivered in four days a week.
- Guidance from Special Services is that all minutes must be met.
- Most of the IEP minutes at our schools are per week not day.
- In the past there was not five full days to provide instruction only four and half.

- It is not just the LRC at elementary school that needs support. Support for ELL, 504 students and foster care. Some students did not engage at all and need to be offered additional supports.
- Is it possible to have the IEP minutes amended?
- All IEP minutes will be offered over four days instead of five.
- Ell and Title students were not engaged and need further opportunities for four days a week rather than two. Alaina Sivadasan is looking at that instructional planning piece.
- Students could come Monday, Tuesday and on Wednesday receive instruction from a Title teacher remotely, and come back to school Thursday, Friday.
- There could be two days remote and two in person. Maybe offer groups in the morning and groups in afternoon.
- If transportation separates them geographically there will be fewer kids on the buses.
- Is the thought that SPED would be four days a week and one of the other groups remote?
- Title students receive instruction four days a week. Two days in person and two days remote with the teacher.
- Are we recommending Special Education students attend for four days a week?
- If a student with disabilities is at school four days a week and is pulled out of his general education teacher's room, in order to receive their services, parents are not going to be happy.
- Data has shown that the Special Education students made less progress than their developing peers. Having students attend often will be optimal.
- Is Sage considered a special program? Looking to enhance the program.
- Reminder you cannot mix cohorts.

Please Note: Dana Bailey, Executive Director of Special Education was having zoom connectivity issues.

Facilitator reminded the group that these recommendations will go to the steering committee and will then be given to the School Board. The School Board will decide and share out to the community.

The facilitators thanked everyone for their innovative thinking, risk taking and perspectives they brought forward during these meetings. Thank you for doing what is best for students of the ISD. Meeting can be very challenging over Zoom but your grace is very appreciated.

Meeting Adjourned - 3:35pm

