

# COVID-19 TASKFORCE MEETING

## June 11, 2020

*A summary of the meeting has been created, incorporating the chat from Zoom. Conversations have been aligned to the agenda items and where answers were provided verbally, they have been summarized and highlighted.*

**Superintendent Polly Bove welcomed the group and commented on the end of the school year, graduation parades and the virtual graduation ceremonies and the returning of books and material by underclassman.**

**Associate Superintendent of Student and Special Services Trudy Gross shared that the Deans and Assistant Principals supporting freshman orientation are hard at work creating a variety of opportunities to welcome them to high school. Plans for welcoming and supporting parents are also underway.**

**Coordinator of Curriculum and Assessment Marianne Hew reviewed the Remote Learning Report.** By the end of June there will be a process in place for students/families to view the report and request to accompany college applications as follows:

- Official transcript only
- Official transcript with report listing 2<sup>nd</sup> semester C/NC and comments (see attached)
- Official transcript with report listing school closure grade, 2<sup>nd</sup> semester C/NC and comments (see attached)

16:14:30 From a parent: Marianne: The narrative comments are hard to digest. Would be better to have a checkbox for each comment (N columns for N comments).

16:14:42 From a parent: What is going to be on the senior's transcript?

**Class of 2020 should request a final transcript for the college/university they will be attending.**

16:15:09 From a student: Is this recorded or is someone taking notes? I would like a record of this

16:15:33 From Trudy Gross: We will be sharing documents and some details following the meeting.

16:15:40 From a student: Will this report be mentioned on the school profile? **No**

16:15:46 From a parent: Title the “narrative comments” as “Teacher narrative comments”, so it’s clear the comments are from the teacher.

16:16:36 From a parent: The question was for current seniors that have to submit transcript in July

16:16:44 From a parent: Will the comments and Pre-March-12 grades be mentioned anywhere to the college? **No**

16:17:02 From the same parent: e.g. if a student doesn’t want to share it....

16:17:34 From the same parent: But colleges know about it, will they be “punished” for not sharing it, if they choose not to

16:17:36 From a principal: (to the parent), a student may choose to just send in the official transcript as usual. No comments or pre-closure grades.

16:18:22 From a parent: will this report be ready for seniors by the end of the month?

**Class of 2020 should request a final transcript for the college/university they will be attending.**

16:18:27 From a teacher: I think it's wonderful that this is an option for students because at least one neighboring high school district didn't do anything like this.

16:19:22 From a principal: Why might a recent graduate need this?

16:19:47 From a parent: fuhsd emails are no longer active.

**Class of 2020 who would like to include the Remote Learning Report should email the registrar at their high school directly and include their student ID number.**

16:20:13 From a parent: I concurred with Nikki's points. It is great that students have an option depends on their status.

16:20:20 From a student: thank you for including the option for us to customize our remote learning reports!

### **Summary of Subcommittee Meetings**

- Coordinator of Communications Rachel Zlotziver provided highlights from the parent subcommittee meeting

It is difficult to summarize just one or two top concerns from parents, as many aspects of remote learning were mentioned as being critical for student success. These included, but were not limited to, lack of access for some students and families, emotional/mental health supports, engagement, assessment of gaps in learning, consistency, connection to peers, screen time fatigue and overall quality of instruction.

Parents were split over whether they were comfortable sending their child(ren) back to campus – with approximately 6-7 parents expressing being comfortable to do so at this point. Others expressed that only the production of a vaccine would make them comfortable, and that they had heard other families express the same reservations.

Parents emphasized the importance of choice for students and families around the decision of whether or not to return to school, as well as the desire for more direct and frequent communication between teachers and families so that parents can better support their students with their coursework.

Parents shared that the most effective strategies during remote learning included collaborative assignments, the use of breakout rooms and frequent teacher feedback/one-on-one engagement.

- Associate Superintendent of Human Resources, Employee Development and Instruction Tom Avvakumovits provided highlights from the staff subcommittee meeting

The focus of the staff subcommittee meeting was to gather feedback on specific details of schedule development. The majority of participants support a schedule with 90-minute blocks where interventions are built into the structure. This would allow for synchronous and asynchronous instruction and support. This would look like a model where during a 90-minute period teachers are available, provide a degree of instruction and ensure students are engaged in the learning. Participants also support a single schedule that provides flexibility for remote and in person instruction.

The 7-period (or “skinny”) day would provide opportunity for asynchronous check-in and teacher collaboration regarding content and instruction. The activity period could be used for advisories, guidance presentations, addressing social-emotional learning, student activities. Some teachers express concern about assessments during remote learning. Teaching and Learning administrators along with Curriculum Leads are providing a variety of training modules to provide support and direction for further development of remote learning, including forms of assessment. In many cases collaborative teams are working together during the summer.

In the feedback from subcommittee participants and other conversations with staff the concern about balancing the needs of their own family is a consistent topic. This mirrors concerns by students and parents. While childcare is provided for essential workers, this is not a typical need for many families it is a need that would arise if their students are not in school at the same time that they are expected to be teaching. This reinforces the flexibility in the schedule for students and teachers.

16:26:30 From a parent: How much time would be allotted to the in-person attendance of students in the regular schedule?

16:27:07 From the same parent: How many minutes would a period be on a skinny day?

16:27:30 From Trudy Gross: Tom will be sharing the draft schedule a little later in the meeting.

16:28:08 From the same parent: Since most holidays occur on Mondays, how would the missed block day be made up?

16:29:30 From the same parent: Is child care NOT available for teachers? I thought they're essential workers so can have their children be in childcare.

Childcare for essential workers does not address the need of school age children who may also be engaging in remote learning.

16:31:43 From the FEA President: Monday Holidays, most likely just shift the week on those infrequent weeks so lessons can be aligned for all of the teacher's classes.

- Trudy provided highlights from the student subcommittee meetings

In thinking about instruction on campus students were largely focused on lab and performance-based courses. They recognize that social distancing would be challenging due to students wanting to be in contact with each other and the practical challenges of classroom interactions, hallway congestion, etc. In both meetings they referenced parents being concerned about students returning to school prior to mitigations such as a vaccine being available.

Students shared that the most effective strategies during remote learning included collaborative assignments, the use of breakout rooms and frequent teacher feedback/one-on-one engagement. They support a block schedule that allows for synchronous and asynchronous instruction and support. They support a single schedule with flexibility for remote and in-person learning.

**Tom provided an overview of the results from the Remote Learning Feedback Survey** (see attached). It was noted that while all classified staff had the opportunity to complete the survey, for the purpose of this summary, with a focus on instruction, the results for paraeducators were highlighted. Survey results reinforce a focus on remote learning.

16:43:03 From a student: Will this be available for us to see in the future

Yes

16:43:46 From a student: will these survey results be available for the general public to see as well

Yes

**Tom presented a draft schedule for the 2020-21 school year (see attached).**

16:51:50 From a parent: I don't get Skinny Wednesdays: So, teachers aren't actually teaching students that day? Students just do self-led activities, like student-to-student collaboration, and physical presence activities?

16:52:15 From the same parent: So, Wednesdays aren't actually instruction time?

16:53:00 From a parent: what if the student is not part of any club or activity. then what do they do on Wednesday

16:53:14 From a principal: It would be instructional time, but perhaps more asynchronous learning rather than synchronous. It would also offer opportunities for students to participate in learning that is more school wide.

16:53:40 From a student: Would a student go to school for 4 or 2 days a week?

16:53:59 From a principal: 4 days a week, but with some instructional activities/work on the 5th day.

16:54:02 From a parent: Would a block period be synchronous teaching time? I.e. the teacher is present the full block period, to do stuff like lecture, problem solving, teacher-initiated check-ins with students?

**It was shared that teachers may provide a synchronous introduction, time for individual work and then a synchronous closure.**

16:54:23 From a parent: What about the loss in instruction time during the 7th period day

16:54:43 From a parent: So, a block period would not be used for teacher prep/collaboration time?

16:54:47 From a student: So, Monday, Tuesday, Thursday, Friday would be synchronous time?

16:54:51 From a principal: Block periods would be a combination of teaching modes.

16:55:10 From a parent: In the case of remote learning that seems likely and the staff is home with their families. How can you ensure equitable access to all students and accommodate the individual needs of the staff? Is there a way to share resources not only at the school site but also across the district to provide students with the experience and resources that is equal to what their peers are getting?

**Support is provided across the district.**

16:56:00 From a parent: What is the minimum instructional minutes requirement? Do the state minimum instructional minutes still apply in remote learning?

**We continue to look for guidance from the CA Department of Education regarding instructional minutes and expectations for recording attendance. The FUHSD continued to record attendance during this recent time of school closure.**

16:57:09 From a principal: Thanks for your description David Heinke. I do think very many (if any) teach a constant 90 minutes when students are in class. They usually break up the time with various learning segments.

16:57:20 From a student: How would social distancing be enforced while there are four days of school a week? Will all students be in campus at one time?

We are thinking about how to support social distancing when students return to campus. This current schedule and conversation is focused on a continuation of remote learning.

16:57:53 From a principal: Typo sorry: Thanks for your description David Heinke. I do NOT think very many (if any) teach a constant 90 minutes when students are in class. They usually break up the time with various learning segments.

16:58:58 From a parent: I would think that, during the entire block time, students depend on the teacher being available the full time, so that they can ask teacher questions, even if no active lecture is going on. This is how it is during physical learning too.

16:59:35 From a parent: The college board offered awesome online classes for example. Maybe a district library of resources

16:59:57 From a teacher: Are Wednesdays still days in which we'd give students asynchronous assignments to complete during those morning activity periods? but they could choose when to do them?

Yes, and yes.

17:01:18 From a parent: Tom: You talked about having a "special" schedule for physical learning for some students to go in to school. What would that look like?

The decision was to not have a special schedule.

17:02:23 From the FEA President: (to a parent), there are a variety of different strategies in which teachers are engaging students during distance learning and with the variety of different curriculums, 90 minutes might look different for different subjects and different teachers.

17:02:37 From a principal: (Teacher), I think so. They would still be learning/working, but not necess

17:02:45 From the same principal: necessarily at a specific time.

17:04:10 From a parent: One model could be if a parent/student decides to come to school, for a variety of reason, like Polly said let them. Rest of the students who are doing well and want to stay home, let them. Students make the choice, if schools can support that

17:04:15 From a parent: If there is on-campus instruction what are kids doing during break time?

We have had discussions about whether the schedule when students return to campus would end prior to lunch, maybe brunch would be delivered to classrooms. These considerations will continue to be reviewed.

17:04:36 From a parent: I'm concerned that there will be large discrepancies from teacher to teacher in how much instruction time there will be for students, even for the same subject. This would be inequitable. Can we establish minimum instructional minute requirements across all subjects? I'd like to see minimum requirements for categories of synchronous teaching (live lecture, teacher-led problem solving, teacher-initiated check-ins with students) and of asynchronous teaching (pre-recorded lectures).

17:06:01 From a parent: @Tom: I don't mean "special" schedule. I mean in the regular schedule, when would you bring students in?

This continues to be in development based on guidelines from public health.

17:08:14 From a parent: At the board meeting Tom quoted a very meaningful comment from a teacher "we know how to teach in person, we need to focus on delivering remotely" is this the focus of the summer PD? Do we really think that students be back on campus in August?

Yes, there are modules that will be launched during the week of June 22 that teachers are already signing up for.

We anticipate beginning the school year in remote learning while also monitoring guidelines from public health.

17:12:25 From a parent: If some fraction of students attend school in person, while the rest are at home, how will the teachers teach to both groups? That seems like a lot of work, to prepare for both modes. Are teachers expecting to teach to both channels every week?

17:13:58 From a parent: Can the teachers broadcast their classes while teaching the students in class?

17:14:09 From a parent: is recorded lectures with playback option being considered?

17:14:35 From a parent: why not use the Flip teaching model that teachers make materials online and engage in discussion in class meeting?

We are reviewing methods for supporting in-person and remote learning that may need to occur simultaneously.

17:14:46 From a parent: I read in the teacher subcommittee notes that some teachers are not confident about doing summative assessments remotely. I understand it's scary to do something new. Is there targeted teacher PD being done before August so that most teachers are ready to do remote assessments?

17:14:57 From a teacher: yes

17:15:13 From the same teacher: or one is available

17:16:20 From a parent: can there be a way to make the class go live, so the students who are at home could attend simultaneously and it makes it easier for the teacher to prepare at once.

17:16:25 From a parent: Is it possible to find mentors for teachers who are new to online teaching?

17:16:26 From a parent: Are teachers considering team teaching, such that they share work, e.g. one teacher creates a pre-recorded lecture that all teachers use for that subject? And another teacher can come up with the homework assignments. Another can create the tests, etc.

17:16:29 From a parent: How will 504/IEP be accommodated with the remote assessments?

As with our experience during this most recent period of school closures, we will continue to support accommodations and modifications through administrators, case managers and paraeducators coordinating with classroom teachers.

17:16:38 From a parent: +1 for (parent's) question about flipped classroom.

17:16:48 From a principal: (parent), yes, the teachers are all in teams so that they can share work as you describe.

17:17:29 From a parent: @Kami: Great! The sharing of work seems like it would save teachers a great deal of time.

17:17:38 From a principal: Yes, it does....

17:20:03 From a parent: There are parents concerned about VTA service for students who used to rely on the bus to get to school for physical learning. Will VTA modify and accommodate student schedules? VTA has limited the #passengers severely, to adhere to social distancing, so students can't crowd into a bus.

17:20:25 From the FEA President: The teachers have been collaborating for years attempting me make sure that lessons are equitable and reach the most kids possible. I have a lot of confidence that this will continue in this new environment.

17:20:32 From Trudy Gross: we will be working with VTA

17:21:09 From a student: When some students cannot come to school because of pre-existing conditions, what should they do to maintain their academic standing

Students should coordinate with their teachers and if additional support is needed, other program options can be considered. The District has a variety of educational options.

**Polly shared that communication and coordination with CUSD and SSD is ongoing.**

**Polly concluded the meeting. The next meeting is scheduled for June 25, 2020.**