

# COVID-19 TASKFORCE MEETING

## June 25, 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 reviewed the following updates.**

- A new 3-year Fremont Education Association (FEA) (certificated teachers) contract was approved.

16:04:16 From a parent: @polly: What was the agreement that was signed with the teacher's union? Just wondering what the significance of that is.

16:05:02 From Trudy Gross: The Collective Bargaining Agreement for the next 3 years.

- A new 3-year Classified Staff Education Association contract is being ratified by the membership and will be submitted to the Board of Trustees for approval on July 7<sup>th</sup>.
- Construction is proceeding smoothly at all five campuses. HHS will be moving into the new Guidance Student Services building in July!
- We need to think about renewing the parcel tax as it is expiring in less than two years.
- Hiring is going very well and we are close to being fully staffed. If we had not had a couple of last-minute vacancies we would be fully staffed.
- The District is preparing to move into temporary housing (former Adult School portables behind the district office) so construction on the new Adult Ed/District Office can begin.
- Although the Nation and Santa Clara are officially in recessions, the District just approved a new balanced budget. No significant cuts are planned but we are looking for ways to tighten our belts.
- We are very happy to see there has been such a positive response to the Schoology professional development. Implementing Schoology is a major objective for next year and I am glad to see we are working hard this summer on this effort. Tom and one of our curriculum leads will provide more detail in our meeting today.
- Summer Academy is off to a good start.
- Middle College had their car parade earlier this afternoon and are now celebrating their virtual graduation.

In response to the deaths of Black community members and calls for a focus on anti-racism

- I am proud to work with educators, staff, students and community members who believe that public schools can be powerful agents of change in society and who are willing to commit to efforts to make that happen.
- There has been recognition and acknowledgement that the FUHSD has been working on issues of equity and inclusion for many years and in many different ways. I am immensely proud of the ways staff at all levels have taken leadership on these issues in school practices, professional development, budget allocations and instructional practice. And I know there is more to do, we can do better.

- There will be a resolution denouncing racism and racial discrimination for approval on the agenda for the July 7 Board meeting; the Board packet will be available on July 2.

### **Associate Superintendent of Human Resources, Employee Development and Instruction**

Tom Avvakumovits provided an update on the schedule for the 20-21 school year. He reviewed the current version of the schedule and referenced the most recent guidance from the State. This guidance provides that if the County Public Health Department where a district is located determines that students may return to school then a hybrid model for instruction must be put in place.

16:12:33 From a parent: @Tom: Will the pre-COVID full-year curriculum be completed next year?

16:13:08 From Trudy Gross: Yes

16:13:57 From the same parent: @Tom: Will the 180 minutes/week/subject have active teacher instruction during the entire 180 minutes?

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

16:16:16 From the same parent: @Tom: Does the 180 minutes mean it's 180 minutes of instruction for all students, not just half of the students at a time? We're not clear whether the 180 minutes means 180 minutes of instruction from the teacher's point of view, and if students are broken up into 2 halves, then each student gets only 90 minutes/subject/week.

16:16:25 From a student: What about Wednesdays the schedule on that day is a bit unclear?

The Wednesday schedule includes time for checking in with teachers and receiving additional support, clarifying expectations, etc.; asynchronous learning, completion of assignments; and time for student activities, presentations, or other grade level or school-wide opportunities.

16:17:30 From Trudy Gross: Even in hybrid there is instruction that incorporates 180 minutes of instruction. It may be a flipped model where students complete work in preparation for class or complete work following having been in class.

16:18:25 From the same parent: @Trudy: So, do you mean that, in a hybrid system, students would get just 90 minutes of active instruction, and the other 90 minutes will be independent work?

Polly provided input that the hybrid model is in development for the FUHSD and all districts.

16:24:20 From the same parent: Thanks Bonnie for describing how you would spend 180 minutes of remote instruction. A follow-up question for any teacher: Do you envision doing group discussions (e.g. for Literature or History), practice oral sessions?

16:24:55 From a principal: I do expect that teachers will do group discussions, either as whole groups or in breakout sessions.

16:24:58 From a teacher: Sure. That can be done in many ways

16:25:01 From a teacher: Yes- I teach Literature and would be using the Zoom breakout rooms

### **Tom introduced the Remote Learning Professional Development Modules and Curriculum**

Lead Greg Merrick who provided an overview of the modules. Greg, in addition to working as an English teacher at Cupertino High School, serves as one of our district's Curriculum Leads, which means he's responsible, in part, or designing and facilitating professional learning

opportunities for our district staff. (See accompanying PowerPoint presentation: Summer 2020 Professional Development Supporting Teachers with Remote Learning).

This spring, once it became clear that there was a chance remote learning would need to continue in the fall, the Curriculum Lead team—which consists of Greg, History Curriculum Lead Kelly Roush, Math Curriculum Lead Jessica Uy, Science Curriculum Lead Zenas Lee, and Welton Kwong, our Coordinator of Curriculum and Teacher Leadership—began to think about how we might be able to create a professional learning opportunity to support our district teachers with the incredibly challenging work of remote teaching. (Slide 1)

More specifically, they developed a question to guide their work in developing this professional learning opportunity: How can we utilize Schoology to provide our teachers and teacher teams with access over the summer to high-quality, asynchronous, professional learning that supports them with the challenging work of continuing remote teaching and learning when we return to school in the fall while also allowing for choice? (Slide 2)

Their pursuit of an answer to this question led the Curriculum Lead Team to develop optional Learning Modules that have been published on Schoology and made available to all FUHSD teachers last week (Slide 3). There are five modules, each of which focuses upon a different teaching practice, including: Determining essential learning, designing assessments, communicating criteria for success, checking for understanding, and providing feedback.

These 5 practices were selected for the following three reasons:

1. They're foundational. In other words, they're the essence of what makes for good teaching.
2. They're universal. In other words, they apply to the instruction that occurs in all content areas.
3. While FUHSD teachers are already deeply familiar with each of these practices and know how to execute them in an in-person setting, our approach to each one must change when we teach remotely. For example, if we think about assessments, the focus of the second learning module, we know that when they teach students in person, many teachers will give students quizzes or tests. Teachers can watch to make sure that students are only relying upon their brains and aren't consulting their notes or looking up answers on the computer. However, in a remote setting, it isn't possible for a teacher to proctor a test in that same way, so teachers need to think differently about how they plan to assess student understanding. These modules have been designed to help teachers with that sort of thinking.

Greg then shared an example of what a learning module looks like. He cautioned that there would be a lot of text on each slide and that the goal was to provide the Task Force members with a general sense of what some of these resources look like. Each learning module has a couple of components to it:

- The first component is a 2-3-page information sheet (Slide 4). This slide shows part of the information sheet for the module about communicating criteria for success. This information sheet provides:
  - An overview of the practice supported by information drawn from the educational research base.
  - Either an explanation of why the practice is of particular importance during remote learning or an explanation of how the practice needs to be adapted during remote learning.
  - And, finally, examples of what the practice looks like in different content areas. As you can see at the bottom of the document, there's an English example, as well as links to examples from Math, Science, and History.
  
- Second, most of the learning modules also include supporting resources (Slide 5):
  - In some cases, these may be tools or worksheets that teachers or teacher teams can use to apply the practice to their teaching. For example, this document is a tool teachers can use to help develop clear criteria for success for a given assignment.
  - In other cases, these supporting resources may be lists of ideas that teachers can try in place of traditional ones they might use when teaching in person (Slide 6). For example, the document on the left, which comes from the designing assessments module, provides English teachers with specific alternatives for proctored, in-person reading quizzes or tests. The document on the right, which also comes from the designing assessments module, suggests free technology platforms that English teachers can use to develop students' speaking, listening, and collaboration skills. Whenever possible, we tried to create resources like these for teachers in each of our four main content areas.
  
- And, then, finally, each learning module contains links to a series of subject-specific lesson plans that demonstrate what all five of the practices look like, both when teaching in person and when teaching remotely (Slide 7). What you're looking at right now is a part of the series of lesson plans for English teachers. As you can see on the left, the lesson plans begin with an overview which provides contextual information, such as the specific learning objectives the lessons address. And then, on the right you can see a description of the lesson itself. This description has been formatted in a way that helps teachers see what the lesson might look like if it were given in person (which is illustrated in the left-hand column) and also what it might look like if the teacher were to give it in a remote learning context (as illustrated by the right-hand column).

There are just a few more resources Greg shared (Slide 8). Within Schoology, the team also created a separate folder that contains additional resources relevant to remote learning such as a 101 guide to online teaching, and tips for facilitating small-group online discussions.

They created a submission folder where teachers and teacher teams can submit the documents they build as a result of engaging with any of these Learning Modules if they would like to receive feedback on them from members of the Curriculum Lead team.

And, we've created a feedback survey for teachers to complete once they've participated in this professional learning opportunity so that the team can learn more about what worked well and what didn't, and gather data about what next steps they need to take to support teachers with their needs related to remote instruction.

Finally, throughout the modules they have done their best to remind teachers that if they have questions or need additional resources, to reach out to members of the Curriculum Lead Team via email so they can provide them with any additional support they'd like.

16:35:10 From a parent: Can you please share more about remote assessment and accommodations?

16:39:07 From a parent: Thanks Greg. I'd like concrete details of what a math or science remote test would look like.

A math teacher on the Task Force shared the experiences she and her colleagues provided these past few months including quizzes in break out rooms. She also shared that recorded lessons were provided which students found helpful as they could re-watch as they worked through their assignments.

16:39:16 From a parent: Accommodations, especially for remote assessments are very different for the various challenges I have witnessed how anxiety really negatively affects success with remote teaching. This is true for each individual learner.

16:40:08 From the same parent: very true about the recorded videos and repetition

16:42:03 From a parent who is a teacher in higher education: The online teaching offers "flexibility" and "on-demand" learning. Students can go back to the recorded lectures many times to process the information. For face-to-face, the teacher may just teach one time and students don't understand it.

16:42:30 From the same parent: To ease testing anxiety, I would suggest teachers to provide sample tests prior to the exam, so students know what to expect.

16:42:48 From a teacher: Maybe one of the students on this task force could talk about what assessments worked for them this Spring, I'd love to hear the student voice.

Two students shared their experiences highlighting English and World Language.

16:44:10 From the same parent: Also let students know that there are "grace period" for submission, so they feel better!

16:45:17 From a parent: Is there an expectation that students will be online with an open camera?

16:45:59 From Trudy Gross: We have students in a variety of living situations therefore have not required open camera.

16:46:19 From a parent: If it's the case then how does the teacher know if there isn't any mischief?

Teachers have a variety of ways to engage students and expect participation.

16:46:37 From the parent who teaches in higher education: Is it possible for teachers to train TA/peer mentor over the summer? A teacher has a lot of students and it is hard to attend to everyone!

**Polly began to wrap up the meeting and discuss upcoming events.**

16:52:09 From a parent: Are we allowed to share further? You asked us not to a few meetings back.

16:52:25 From a parent: I have been.

Task Force members are asked to utilize the content from the meetings summaries to share with their constituents. This content may be used to provide information and counter misunderstandings, etc.

16:54:19 From a parent: Can you please share what will be on the planned webinars?  
The first webinar for parents is scheduled for Monday, June 29 from 3:30-4:30 p.m. The focus will be on planning for the 2020-21 school year and topics will include schedule options, results of the remote learning feedback survey, health and safety precautions, student activities, grade reports, and the district budget.

16:55:04 From a parent: On the webinars, can you allow community members to ask questions?

16:55:17 From a parent: What not sending out the summary to the entire FUHSD community as an update?

16:56:19 From Trudy Gross: The meeting summaries are available on the FUHSD website.

16:56:58 From a parent: Can you take questions during the webinar? Many people will have questions as they listen, and may not think of these questions ahead of time.

16:58:01 From Trudy Gross: Yes, time dependent we will be able to address questions during the parent webinar.

16:59:00 From a parent: Several parents I know do appreciate the opportunity for their children to participate in safe physical activity so those programs are welcome.

16:59:14 From a teacher: Are all the schools using the same athlete check-ins for health like temperature checks, etc.

Yes. A standard protocol was shared for each school to implement.

17:00:21 From a student: When is Student Subcommittee Meeting?

17:00:41 From Trudy Gross: We do not have subcommittee meetings scheduled at this time.

**Polly concluded the meeting with the following next steps:**

- By July 16, Task Force members will be provided a written communication incorporating updates from county public health, the Santa Clara County Office of Education and our Board meeting on 7/7.
- The next Task Force meeting will be on Thursday, July 23 from 4-5:30 p.m.