

Attendees: Toby, Emily, Claire, May, Mark, Rajeev, Beth, Janna, Joe, Melinda, David F, Ruth Hoshino, Meaghan, Lisa, Julie McD, Henry, Isaac, Leslie

Ice breaker: what was your first job?

Agenda:

We are in an evolved place right now - quite a journey. Hopefully we all feel it has been a positive and constructive one. Today is a culmination of our work, but we're not finished - refinement.

Toby is putting forth the aggregate of our thoughts.

Needs validation and feedback from the group. Draft presentation for Monday.

1. Updates today, teacher outreach (Lisa), Meaghan/Jayla student focus group with a peer district, teachers in the building, etc.
2. Presentation - everyone listening, what resonates, suggestions for improvement, and who should be presenting?

Feedback from SPED directors at deep dive districts: Key themes - keep in mind all hybrid models included fundamental schedule changes, which means a shift in service delivery. Some districts are falling short on the exact minutes required in IEPs. (Newton current model allows for full service delivery. If there is a change in schedule, how can we provide support services outside of class time? Wanting to look at other times where we can embed SPED services in the day - flex blocks for sure, but are there other times we could do this?) When there is a teacher who is out of the building, if a student zooms into a classroom from inside the building, they have a special educator sitting with them, so if they are struggling to access, there is always someone available. They have an advocate through the TA, or the SPED teacher. Downside to think about - access to counseling support is limited in some districts. Counselors are not always in the building, and students struggle more, and there are no in-building resources. (We need to make sure counselors are in the building in Newton. And we need different ways to support students - i.e. MTTS academic-based support.) Teachers have a math support or english support section (sometimes SPED staff, sometimes GenEd). They are keeping links open where a special educator has an open zoom for drop-in services. Executive Functioning deficits are what kids are struggling with the most, especially kids with existing EF issues. This is especially true during asynchronous work. Need to find ways to connect live during this asynchronous period so they can connect with someone who can help them. (like Academic Support, where kids are independent but can have support as needed).

Peer district student interview - senate moderator. Social distancing - 80/90% everyone is good. Mask breaks and passing time is an issue. Not supposed to carpool to and from school, but that rule isn't easy to enforce. Academics - things are going OK for many, really well for few, and a third group who are lost/struggling. Math center/science center are now only available if it

is built into your schedule (mostly sped kids) otherwise, you need to reach out to your own teachers, and if you don't have the same free block, you can't access them. One way hallways are an issue - especially on stairways. The schedule took some getting used to. Two week schedule is hard, but they are getting used to it. Teachers at the end of the block would announce where they needed to go next, and when they would see them again. Which helped reinforce the changing schedule

Teacher focus groups or staff currently teaching in the buildings - Notes are online. Big thing we haven't heard about yet is campus aides are exposed to the entire school the entire time. What are we asking them to do? How do other schools handle them? Logistical questions - they have a system they currently like, and they are worried those will be changed which will cause disruptions. Strongly asking for an attestation form that kids are healthy before coming into the building - is that possible? Would feel more comfortable if everyone could do this. Suggested having a focus group of students who are currently in the building (reaching out to the program directors)

Toby presented his draft update for the upcoming SC meeting.

Feedback - does this resonate with this group? Does it reflect our work? And what's the best way to present this to the SC?

It looks well thought out. It looks like work has gone into it. Reflects much of what we learned. Gaps - negotiations with the NTA. What about classes that are currently taught by teachers who can't come back into the building? Does that mean there will be remote zooming into the building? [yes]

Generally, it reflects what we've been working on. Specifics of how will we carve out the cohorts - will there be schedules for everyone for 4- 3- 2- cohorts? What happens if there is an outbreak? Do we revert back to current model?

Timeline - hear phased implementation, but don't see a date. How do you survey kids - getting down to the nitty gritty for folks to make an informed decision.

Missing - what are we doing for the kids who might need more support? What does that look like? Do we create a space that might be anonymous online - for help, without getting their parents involved - for kids who are feeling pressure and need a place to tell someone safe and advocate/navigate them through the process. Mental Health supports.

Fantastic, fingers crossed. How do we create space for staff to learn how to teach in this hybrid model? How/when will that learning take place. Seniors/CP classes first is a great idea.

Arc was strong - what did we learn, etc. Add a little bit more about what Wedensdays are going to be like. Slow phase-in: what does that look like?

Dreading talking to colleagues about how to implement this. How will the teachers respond to this? What kind of supports can we add to help the teachers? This is a heavy lift for teachers.

Don't forget the kids who are currently in the building. Changes for them - space usage, and this does include inclusive opportunities for kids, where we can do more integration for these students.

Making sure we are acknowledging what teachers are already doing, and how they factor into this. Important we are respectful they are part of this process. How can we be more inclusive in our messaging?

Health issues - how do we address those?

Timeline - what does December look like, and end of Term 2. Communicate ahead of time to the north and south faculty, to let them know this is coming down the pike, so there is no surprise on Monday. Communication to faculty (don't blindsides them and be really clear) by tomorrow night. Does the timeline need to be negotiated, or is it something we can just announce?

This proposal is the only one that might work. (continuity) Presentation would be useful - illustration of what might happen if a teacher has an accommodation to not be in person. What would a classroom look like from a teacher's perspective if they are in person. HHS needs to make a statement it is safe for teachers to go back into the building, be as specific as possible.

We need a communications plan. Don't want to blindsides any parents, teachers or students. Parent communication - include any disruptions to schedule. Being upfront about pros and cons would be helpful.

Who else can help present?

Who does the community want to hear from? [not the planning team]

The presentation needs to be clearer with the timeline. If there is something that can be done between now and Monday, that will go a long way if we can be as clear as we can, and when we can get there. Soooo important. Teachers need to know what is coming.