

**BOARD OF DIRECTORS
Special Board Meeting - 5:30 PM
March 30, 2021
Online/Virtual Zoom Meeting**

IMPORTANT MEETING NOTICE: The school board has elected to continue holding board meetings remotely at this time to maximize the opportunity for public participation. Members of the public are invited to attend by utilizing the following methods:

- Watch: <https://wwps-org.zoom.us/j/95539982197>
- Listen: Dial 1-253-215-8782 and enter the Webinar ID: 955 3998 2197
- Spanish Access:
 - Subtítulos en español: <https://wwps-org.zoom.us/j/95539982197> (Seleccione "Live Translation" en el menú inferior).
 - Agenda española: <https://www.wwps.org/district/information/school-board/board-meeting-schedule>

I. CALL TO ORDER: (5:30 p.m.) *Mr. Sarley*

II. ROLL CALL:

Mr. Derek Sarley, President Mrs. Terri Trick
Mrs. Ruth Ladderud, Vice President Mr. Sam Wells
Mr. Eric Rindal

III. APPROVAL OF AGENDA: *Mr. Sarley*

IV. REPORTS: (5:35 p.m.) *Mr. Sarley*

- 1. Transition to Blue Stage - Review and Discussion of Full Time Onsite Learning: *Dr. Wade Smith* 2

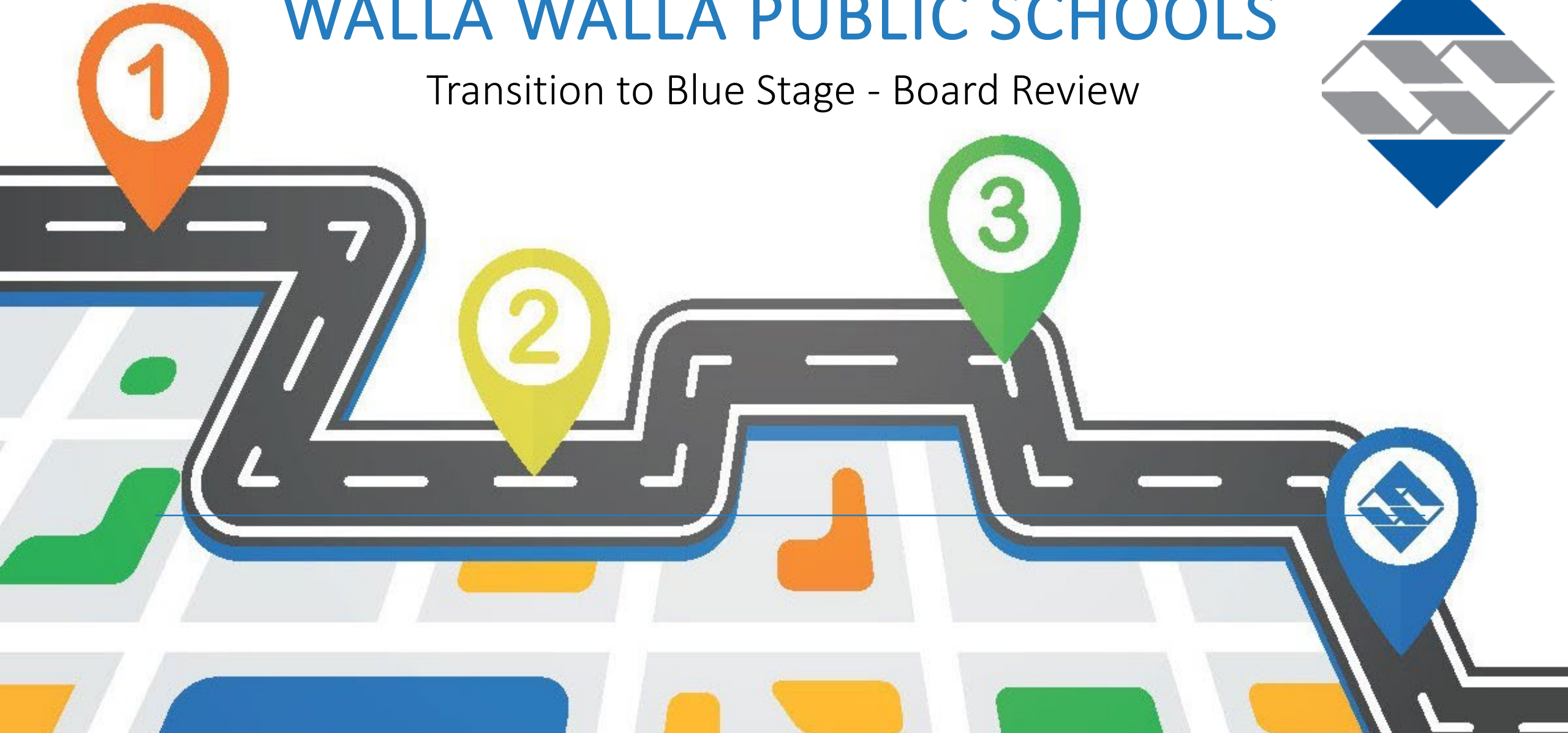
V. CITIZENS' COMMENTS: (6:00 p.m.) *Mr. Sarley* 22

VI. BOARD DISCUSSION: (6:15 p.m.) *Mr. Sarley*

VII. ADJOURNMENT: (7:00 p.m.) *Mr. Sarley*

WALLA WALLA PUBLIC SCHOOLS

Transition to Blue Stage - Board Review




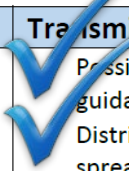




Walla Walla Public Schools

Developing Washington's Most Sought-After Graduates

Agenda

- Review Roadmap
- December Announcement: Transition to In-person Learning
- COVID Dashboard
- Testing and Staff Vaccination
- March CDC Guidance & Wa State Adoption
- Stakeholder Feedback
- Opportunities and Considerations to Full Time Transition
- Board Discussion and Consensus Direction

2020-21 Roadmap to Safely Reopening Schools

Stages	Transmission Indicators	School Delivery Models
 Walla Walla Public Schools	 <ul style="list-style-type: none"> Possible herd immunity conditions met or state/ local guidance permits full school reopening District's ability to successfully control school-related spread of virus in Green Phase 	<ul style="list-style-type: none"> Full day experience for all students with continued safety and cleaning measures
 Walla Walla Public Schools	<ul style="list-style-type: none"> ≤115 cases per WWDOH COVID Activity Report for WW & CP Combined (<i>approx. ≤200 cases/100K/14 days</i>) or potential vaccine availability for employees District's ability to successfully control school-related spread of virus in Yellow Phase 	<ul style="list-style-type: none"> 9-12th Grade: AM/PM Hybrid Learning
 Walla Walla Public Schools	<ul style="list-style-type: none"> ≤200 cases per WWDOH COVID Activity Report for WW & CP Combined (<i>approx. ≤350 cases/100K/14 days</i>) Test positivity ideally between 5-10%* District's ability to limit transmission in the school environment during the Orange Stages 	<ul style="list-style-type: none"> 6th- 8th Grade: AM/PM Hybrid Learning
 Walla Walla Public Schools	<ul style="list-style-type: none"> >200 cases per WWDOH COVID Activity Report for WW & CP Combined (<i>approx. >350 cases/100K/14 days</i>) Test positivity >10% 	<p>Phase 1:</p> <ul style="list-style-type: none"> Students in self-contained programs part day on-site (5 students or less per room) SEATech Skills Center and limited CTE/Visual Arts student lab hours permitted for specific courses (up to 15 at discretion of the teacher) A limited number of struggling students(no more than 10% of a school's student population), 6-12, to receive DL 2.0 onsite (supervised by classified staff) <p>Phase 2 (small cohorts 15 students or less per WaDOH):</p> <ul style="list-style-type: none"> PreK/TK in AM/PM Hybrid <p>Phase 3 (small cohorts 15 students or less per WaDOH):</p> <ul style="list-style-type: none"> KG – 5 in AM/PM Hybrid Evaluate the possibility of permitting onsite lab experiences for 9-12 students (up to 15 at discretion of the teacher)
 Walla Walla Public Schools	<ul style="list-style-type: none"> After consultation with WWVEA and review of local conditions 	<ul style="list-style-type: none"> Comprehensive Distance Learning 2.0 for all students Teachers have option to teach from home

WWPS Successful Transition From Distance Learning 2.0 to AM/PM Hybrid

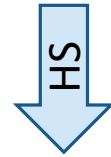
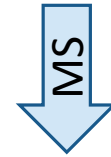
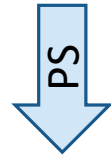
- Dec 16 - state released new data that revealed ability of schools to keep students/staff safe even at higher community COVID transmission rates as long as strict safety measures were implemented
 - Preschool began in person on Jan 19
 - Elementary began on Jan 25
 - MS began on Feb 17
 - HS began on March 8



Transition to Hybrid In-Person Learning

Risk Key:

High	>350cases/100K/14days
Medium	50-350 cases/100K/14days
Low	<50 cases/100K/14days



Geographic Area	Population	Case Cutoffs	1/9 to 1/22/21	1/13 to 1/26/21	1/16 to 1/29/21	1/19 to 2/1/21	1/23 to 2/5/21	1/27 to 2/9/21	1/30 to 2/12/21	2/13 to 2/26/21	2/20 to 3/5/21
Walla Walla Co.	62,580	220[219-31]30	458	348	314	278	224	218	209	113	136
Walla Walla	44,650	157[156-22]21	191	166	160	148	129	120	114	57	37
College Place	9,780	34[33-4]3	54	43	40	45	47	48	47	28	19
Waitsburg	1,240	4[3-1]0	3	2	0	1	2	2	2	3	1
Prescott	330	2[1]0	14	9	2	6	9	21	22	3	1
Touchet	407	2[1]0	13	9	9	6	2	5	5	11	10
Burbank	3378	11[10-1]0	14	16	14	15	12	7	13	10	5
Dixie	495	2[1]0	3	2	4	2	2	2	1	1	1
WA St. Penitentiary	2300	NA	166	101	85	55	21	13	5	0	62

School Viral Trends

- District has maintained a COVID dashboard, updated daily, since Sep`20
- Since Reopening:
 - NO staff has contracted COVID as a result of onsite exposure.
 - It is possible one student may have.
 - Up until this week we had experienced very limited onsite exposure and/or onsite close contact quarantine.
 - Almost all cases are family linked, affecting multiple siblings in the same household

	Students (served on-site)		Staff		Specific Building Status
	Confirmed COVID-19	Close Contact	Confirmed COVID-19	Close Contact	
Elementary					
Berney					
Green Park					
Sharpstein	1*				
Edison					
Prospect Point					
Middle Schools					
Garrison	1*				
Pioneer	1*	3*			
High Schools					
Walla Walla High School	3* 1	77 / 4*	1*	1	
Lincoln High School	1*				
Learning Centers & Other Facilities					
Center for Children and Families		1*			
Opportunity					
Walla Walla Online					
SEATech Skills Center					

WWPS On-site COVID Testing Program

- Partnership with WaDOH, OSPI and Health Commons
 - Symptomatic testing for students (with parent permission) and Faculty
 - Rapid COVID testing (BianaxNOW)
 - 48hr “Gold Standard” saliva PCR testing (Curative)
- Results
 - Testing dozens of students and staff on a weekly basis
 - We have not had one positive test result to date



WWPS Employee Vaccination Update

- Limited vaccinations of specific employees began in late January/early February
- Vaccinations of ALL willing employees began on March 6
- All participating employees had the opportunity to be fully vaccinated (both shots and 2 week waiting period) on or before the week of April 19

March 19th CDC Update



■ Research Findings

- An evaluation of 172 studies from 16 countries showed a significant reduction in risk with distancing of at least three feet, but no additional benefit at six feet (Bailey, 2021) .
- The preponderance of evidence from U.S. schools indicates that even when students were placed less than 6 feet apart in classrooms, there was limited SARS-CoV-2 transmission when other layered prevention strategies (e.g. masking, screening, cleaning) were consistently maintained (CDC, 2021).
- AAP, WHO, Harvard School of Public Health, and the National Academy of Sciences all have found that three feet provides adequate protection when other health measures are employed (Bailey & CDC).

March 25th Governor Inslee Order

- Effective immediately
 - Opportunity to reduce distance between students in classroom settings from 6ft to 3ft
 - Eliminates cohort requirements unless spread is high (>200 cases/100K/14dy, or when test positivity is >10%)
 - Beginning summer and fall districts must implement new 3ft rule
 - 6ft distance between staff and staff-student still required
 - 6ft distance between students while eating, during heavy exhalation activities, and music still required
 - Masks and other safety/cleaning measures continue
 - Bus transportation continues to recommend window gaps and keeping riders separated as much as possible
 - HVAC continues to recommend maximizing outside air flow



Current Viral Trends in Walla Walla Co



Risk Key:			March 13, 2021 to March 26, 2021						
High	>350cases/100K/14days								
Medium	50-350 cases/100K/14days								
Low	<50 cases/100K/14days								
Geographic Area	Population	Case Cutoffs	14 Day Date Range						
			1/30 to 2/12/21	2/6 to 2/19/21	2/13 to 2/26/21	2/20 to 3/5/21	2/27 to 3/12/21	3/6 to 3/19/21	3/13 to 3/26/21
Walla Walla Co.	62,580	220[219-31]30	209	151	113	136	91	23	24
Walla Walla	44,650	157[156-22]21	114	83	57	37	14	12	14
College Place	9,780	34[33-4]3	47	27	28	19	7	7	5
Waitsburg	1,240	4[3-1]0	2	2	3	1	0	0	1
Prescott	330	2[1]0	22	16	3	1	0	0	2
Touchet	407	2[1]0	5	7	11	10	5	2	0
Burbank	3378	11[10-1]0	13	15	10	5	4	2	2
Dixie	495	2[1]0	1	1	1	1	0	0	0
WA St. Penitentiary	2300	NA	5	0	0	62	61	0	0

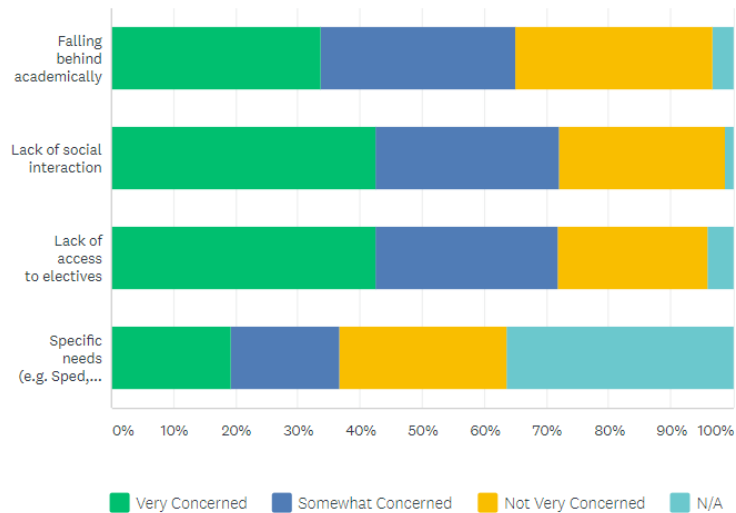
Test positivity¹²: 0.4%

Feedback - Parents

- Elementary and middle school parents are generally more concerned about falling behind, lack of social/emotional interaction, lack of access to electives/opportunities, and concerns about specialized student needs being met (e.g. SPED/504, EI)

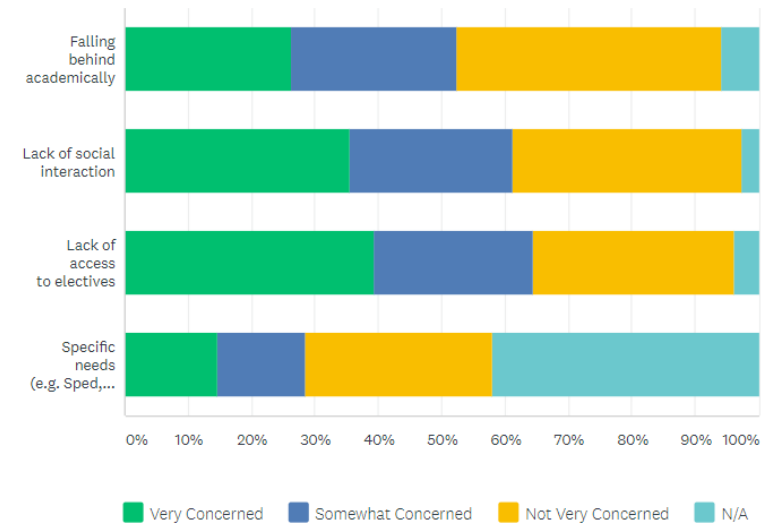
Elementary & MS Parents

As the district evaluates the benefits of full time learning, please rate your level of concern regarding the following statements:



High School Parents

As the district evaluates the benefits of full time learning, please rate your level of concern regarding the following statements:

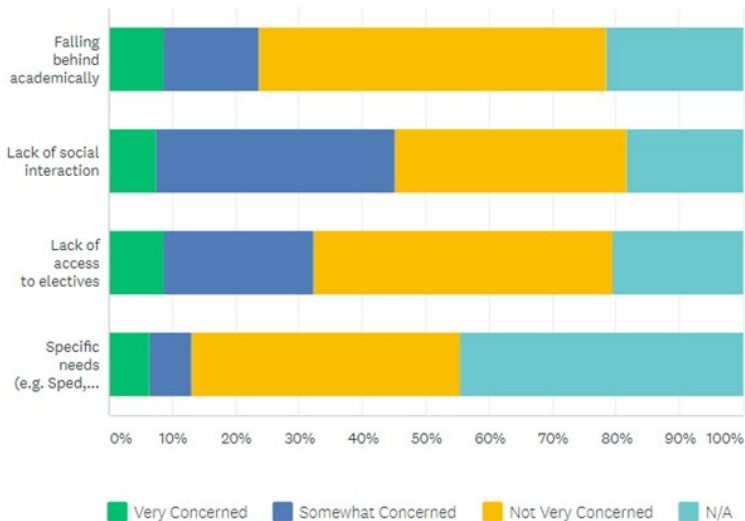


Feedback - Students

- Middle school students are generally more concerned than high school students about the lack of social/emotional interaction and access to electives/opportunities.

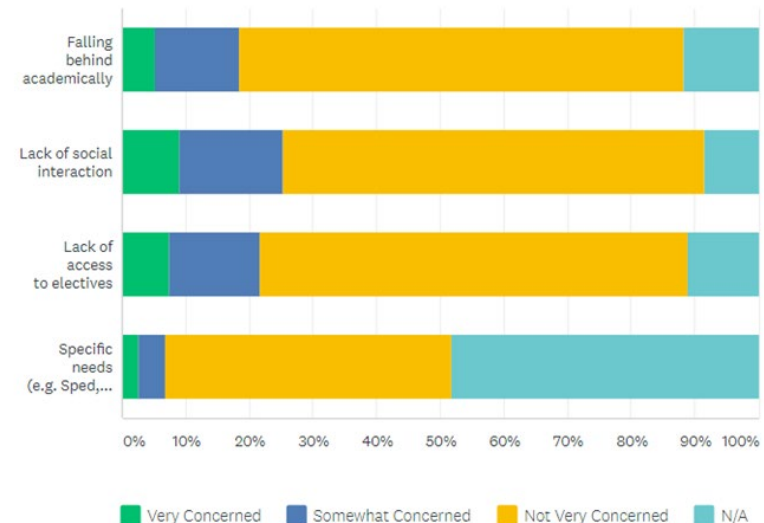
Middle School Students

As the district evaluates the benefits of full time learning, please rate your level of concern regarding the following statements:



High School Students

As the district evaluates the benefits of full time learning, please rate your level of concern regarding the following statements:



What are the Primary Opportunities When Transitioning Back to Full Day?

- Increased in-person instructional time
- Parent/family schedule benefits
- Social/emotional, mental health/ wellbeing and counseling support
- Improved services and supports for at-risk students (e.g. homeless, foster care)
- Access to more in-person specialized services (e.g. sped/504, EL, Int. Spec, counseling)



What are the Primary Logistical Considerations When Safely Transitioning from 6ft to 3ft?

- Mask wearing (full day)
 - Providing safe mask breaks
- Classroom capacity when combining back AM/PM sections
 - Varies – far more problematic at high school
- Safely feeding students
 - Utilization of covered outside seating (30 large outdoor tents already procured) and flexible scheduling
- Programming for specialized services (SPED/504, EL, etc)
 - Transitioning back from remote to in-person services
- Transportation
 - Coordination between elem, ms and hs
 - Transitioning back to 19-20 pre-covid start/stop times
- Arrival/Departure & Campus Congestion
 - Pick-up/drop-off congestion
 - On-campus/hallway traffic

2020-2021	KG	1	2	3	4	5
WWCCF	18					
	15					
	15					
SECTIONS 3	48					
Berney	17	21	23	20	23	19
	17	21	24	18	24	20
	16	22	24	20	23	20
Edison	19	20	21	25	17	19
	19	21	20	25	17	20
	19	21	20	24	20	16
	19	20	20			
Green Park	16	18	23	23	14	19
	17	22	23	25	16	18
	14	21	20	24	21	19
	14	17			22	21
Prospect Point	22	18	22	20	20	19
	23	18	22	21	20	20
	20	17	21	21	20	17
Sharpstein	16	16	23	19	18	25
	17	18	26	19	19	21
		16		19	22	21
		15				
AVERAGE LOADS	18.5	18.9	22.0	21.5	19.8	19.5



Preschool Specific Considerations

General Considerations:

- Prior to COVID, many of the ECEAP and Head Start classes were already ½ day programs
- Conversion to full time for only specific sections mid year may serve to be a significant challenge when combining AM/PM sessions due to class loads and the number of adults required to be in the classrooms per program rules
- Changing of classroom routines would be a significant adjustment for students
- Safely feeding students on-site, while ensuring required distancing
- Supporting specific families with full-day experiences due to child care challenges

Program Specific:

- ECEAP - ESD has informed us that ECEAP program will remain ½ day through rest of school year
- Head Start - We are only funded for ½ day programming. While we could transition 2-3 classes back to full day, it would require the reassigning of many students to new classrooms/teachers and schedule adjustments for families
- TK - Would require the hiring of an additional teacher and reshuffling students/teachers in order to decrease class sizes to a level to ensure safety measures could be adhered to. Additional staff would also be required to address teacher contract compliance.

Recommended Solution to Address Specific Parent Needs:

- Partner with Campfire to provide on-site, AM and PM coverage for families who desire full-day



Elementary Specific Considerations

OPPORTUNITIES

- On-site classroom instruction increases from 155 minutes/day to 370 minutes/day
- Addresses some students who are struggling to attend/keep up with at-home synch / asynchronous sessions
- Relief to many parents still deeply impacted by ½ day program/child care
- Access to PE, library and other electives currently offered only via Zoom
- Ability to offer more in-person services for SPED/504, EL and at-risk students
- Science, social studies and other hands-on instruction now available in person
- 21st Century after school programming would be available
- Ability for Campfire to now offer after-school childcare

LOGISTICAL CONSIDERATIONS

- Classroom capacity
 - Minor impact – Avg. class size ~21 students
- Safely feeding students
 - Moderate impact – Staggered lunch, outside covered seating & utilization of common areas
- Programming for Specific Services (SPED/504, EL, etc).
 - Moderate impact – Transitioning most programming from virtual back to in-person, distancing limitations impacting traditional delivery in some cases
- Transportation
 - Minor impact – Reverts to “normal” 19-20 start/stop times, bus capacity impacted minimally
- Arrival/Departure & Campus Congestion
 - Minor Impact - Continue multiple entrances/exits, Continue strict drop-off and pick-up expectations, Minor hallway congestion challenges

Middle School Specific Considerations

OPPORTUNITIES

- Doubles the amount of on-site learning with 6 classes daily (instead of 3), attending all classes every day
- Addresses some students who are struggling to attend/keep up with at-home synch / asynchronous sessions
- Relief to some parents still deeply impacted by ½ day program/child care
- Ability to offer more in-person services for SPED/504, EL and at-risk students
- 21st Century after school programming would be available
- Ability to offer afterschool clubs and athletics

LOGISTICAL CONSIDERATIONS

- Classroom capacity
 - Minor impact – Some classes per each middle school may require minor rescheduling and adjustments, Moderate PE challenge at PMS due to construction impacts.
- Safely feeding students
 - Minor(GMS) to Moderate(PMS) impact – Staggered lunch, outside covered seating & utilization of common areas
- Programming for Specific Services (SPED/504, EL, etc).
 - Minor impact – Most students assigned specific class periods and/or push in support
- Transportation
 - No impact – Reverts to “normal” 19-20 start/stop times, bus capacity improves over current conditions
- Arrival/Departure & Campus Congestion
 - Moderate Impact - Continue multiple entrances/exits, Continue strict drop-off and pick-up expectations, Bring back limited ~8:00-8:45 before-school supervision for specific students/families, moderate hallway congestion challenges

High School Specific Considerations

OPPORTUNITIES

- Doubles the amount of on-site learning with 6 classes daily (instead of 3), attending all classes every day
- Addresses some students who are struggling to attend/keep up with at-home synch / asynchronous sessions
- Ability to offer more in-person services for SPED/504, EL and at-risk students

LOGISTICAL CONSIDERATIONS

- Classroom capacity
 - Major impact – 55 classrooms with 30 or more students would require significant restructuring of student schedules. Most classrooms currently occupied are circa 1963 with max capacity ~25 students (at 3ft). This would necessitate the hiring of sub teachers and rescheduling a large number of students.
- Safely feeding students
 - Major impact – No available cafeteria or library, necessitates outside covered seating & under-breezeway eating
- Programming for Specific Services (SPED/504, EL, etc).
 - Minor impact – Most students assigned specific class periods and/or push in support
- Transportation
 - Major impact – Necessitates all students transition to a “2-7” schedule/8:50am start time to coordinate with elem and ms
- Arrival/Departure & Campus Congestion
 - Major Impact – All students arriving and departing at the same time, construction impacts necessitating offsite parking(e.g. Murr), crossing guard and coordination with WWPD to address heavy congestion at major intersections



Board Discussion and Review - Consensus Direction for Planning

- District staff stand ready to implement whatever level of Blue Stage programming the Board desires
- As the Board considered it's direction:
 - Communication, coordination and planning were central to our winter transition success as we pivoted from distance learning to AM/PM hybrid

CITIZENS' COMMENTS

Those wishing to address the Board must contact Mrs. Susie Golden (509-526-6715) no later than 10:00 a.m. on the morning of the Board meeting to request and coordinate remote access.

Citizens' Comments must adhere to the following guidelines:

- Remotely, state your name when called upon.
- Keep comments brief and to the point, with a three-minute time limit. Time limits may be adjusted at the discretion of the Board President.
- Do not reflect adversely on the political or economic view, ethnic background, character or motives of any individual.
- If you have a specific complaint about an individual employee, it must be addressed through the Superintendent's office and not in this setting.