

Date: Thursday, July 2, 2020Name of Work Group: Elementary SchedulingName of Recorder: Susan Mundell and Jodi Bongard**Workgroup OBJECTIVE or TOPICS Considered in today's meeting** (You are welcome to attach an agenda if that is easier):

See attached agendas.

What about your discussion do you feel is ultimately non-negotiable? It either MUST BE or MUST NOT BE part of the plan:

MUST BE PART	MUST NOT BE PART
<p>A hybrid model of returning to school in which all students Pre-K- 5th grade attend school for some days every week.</p> <p>Days must be contiguous to facilitate learning and health and provide parents and students with consistency.</p> <p>Some students attend Monday and Tuesday, others on Wednesday and Thursday. Wednesday is used for planning, outreach to student and families, and cleaning.</p> <p>Priority for early learning-Prek-(TBD) to attend 4 days per week with Weds. plan above. (Need more information to make span determination)</p> <p>Priority for special populations-attend in person and receive remote from designated teacher on other days.</p> <p>Provide remote learning for families who choose to remain home. Provided by a designated teacher other than classroom teacher.</p> <p>Ability to move seamlessly to remote learning and then back to reduce transition fatigue.</p> <p>Frequent mask breaks rather than extended recesses.</p> <p>Due diligence in determining feasibility for providing childcare for staff.</p>	<p>A model where some students do not come to school at all.</p> <p>A model where all students start the year in remote learning (Continuous Learning 2.0) unless mandated by the State.</p>

<p>Training of safety precautions for students and staff.</p> <p>Must address Social/Emotional concerns for all!</p> <ul style="list-style-type: none"> • Students leaving home for the first time in a long time. • Students leaving parents for the first time in a long time. • Fear of COVID. • Lack of socialization throughout the stay at home orders and school closure. <p>Important for us to start and do it well to help build the trust of our community. Make school reliable for our kids and our community.</p>	
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What challenges do you foresee that you are taking into consideration or that you do not have an answer to:

CONSIDERATIONS:	UNANSWERED:
<p>Maximizing full grade levels returning to school four days a week starting with the youngest students. Considering the capacity of the buildings to accommodate either Pre-K and 1st grade or Pre-K through 2nd grade or Pre-K through 3rd grade.</p> <p>Considering whether maximizing full grade levels which may have some limitations or failures would still be most beneficial considering a full shut down may be on the horizon, or if starting with less grade levels full time and done well with limited hick-ups would be better for families.</p>	<p>Do we have data or metrics to determine the number of students each building could hold while practicing social distancing?</p> <p>To determine staffing capabilities for implementation of any model we need to know if lunch will be served in the cafeteria.</p> <p>To determine staffing capabilities for implementation of any model we need to know what the responsibilities of the support staff will be in a staggered arrival/dismissal scenario to determine coverage in classrooms for breaks.</p>

What concerns have surfaced regarding today's Objective or Topics?

Concerns:

- Limiting transitions for families
- Whether maximizing number of students returning from the start is better or if conservatively starting then increasing time and days for students is better. Which would be better received by the community.
- How to best explain or communicate our process and to the families.
- How to adjust instructional practices given the limitations of movement in the primary grade classrooms.
- Is it developmentally appropriate to have young students confined to limited spaces all day for many days a week?
- How best to prioritize the social emotional needs of students and staff.
- Having enough staff to implement the safety procedures while also supporting the start of school year.
- No auxiliary support from parent volunteers.

What questions, input, or feedback must you have from the Steering Committee in order to move forward with your work group discussion to reach a recommendation?

QUESTIONS	INPUT OR FEEDBACK
<p>Is the number of student capacity in portables the same as classrooms allowing for social distancing?</p> <p>What is capacity of each building with social distancing measures in place? How many students total we can have in the building at one time to ensure safe social distancing and other factors to see how many students we can have attend safely with all the factors.</p> <p>Lunch procedures? In classroom or cafeteria?</p> <p>Will additional staffing be available to support supervision of lunch in classrooms, additional mask breaks, staggered arrival dismissal, temperature checks and attestation procedures, etc.</p> <p>If not providing additional designated remote teacher for special populations on off-site days, can students attend 4 days and join both cohort A and B? Or, is cohort mixing allowed under guidelines? (Summer school does not allow mixing of cohorts)</p>	

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What are general questions or considerations that arose as part of the work group discussion that may not be part of your task, but that the group felt should be considered by the Steering Committee?

PARKING LOT QUESTIONS or CONSIDERATIONS:

Parking Lot:

- Can't rely on the 20% not coming back. Have to assume all will be back in our decision making. Have to proceed with caution in not relying students won't return.
- For our youngest learner, if they come 4 days a week and don't have access to circle time and center, we would need to ask the instructional work group for lessons to support the plan that we move forward (ex: movement around the room, best teaching practices, small group instruction with limited movement and spacing).
- Conversations with IEA to determine what changes will need to be made to support state guidelines and recommendations

Other: Please use this space to capture notes and other ideas not easily categorized in the above. If you are taking notes and are categorizing later, please attach the notes to this document and include them in your email.

See attached notes.

Please email the completed form and any accordant notes to your Work Group Lead(s); Superintendent Ron Thiele at thieler@issaquah.wednet.edu with a copy to Assistant Superintendent Lisa Hechtman at hechtmanl@issaquah.wednet.edu.