



Date: July 2, 2020

Name of Work Group: Secondary Scheduling

Name of Recorders: Shirley Walsh, Donna Hood, Leshia Engels, Melanie Bonanno, Erin Armstrong, Michelle Caponigro

See attached agenda.

Workgroup OBJECTIVE or TOPICS Considered in today's meeting (You are welcome to attach an agenda if that is easier):**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>All students k-12 should get to meet with their teachers at least weekly (5 day rotation preferred).</p> <p>As much consistency as possible, please.</p> <p>Special Services need to meet most days.</p> <p>Expectation that all students develop a strong routine of cleaning hands and surfaces when coming and going from classrooms.</p> <p>Consistency for a grading period with schedule and grading.</p> <p>Consistency with schedule from remote to in building.</p> <p>Frequency of contact matters to learning. Weekly.</p> <p>As many days of in school as is possible and SAFE.</p> <p>Consistency and cohesion is so important – critical for learning process</p> <p>Keep the two days on campus together, less transition. Leaning towards weekly rotation over 10 day rotation</p> <p>5 day rotation is far preferable to 10 day rotation because kids have weekly contact with peers and adults</p> <p style="padding-left: 40px;">a. Social/Emotional well-being was the driving value here</p>	<p>Phased in approach does not work for secondary school.</p> <p>Too much time away gives our kids too much time off.</p> <p>Not comfortable with phased in approach that would leave secondary students without opportunity to connect, and to establish trust and rapport with teachers.</p> <p>100% remote for 6-12 displaces staff members from each other</p> <p>Full remote for 6--12 is not good; it's not equitable and not fair to 6—12</p> <p>We didn't like phased in approach.</p>

<p>b. Also please consider M/Th and T/F rotation so the week gets broken up and kids have fewer days between these adult/peer contacts</p> <p>c. Please consider live streaming/recording lessons for those off site to participate in live or later (esp. for those caring for siblings, sharing devices, working, etc.); please also use guided power points when appropriate as those were effective too</p> <p>d. YES from all to having students with special needs (especially IEPs) coming 4x per week</p> <p>MUST—at least one in-person session per week; routine is needed</p> <p>50% of students on site might be too much, however, if this is possible it is desirable (again for S/E well-being); if forced to choose social and emotional trumped strict social distancing for this group</p> <p>Leaned towards 5 day rotation, more consistent opportunities. M/Tu and Th/Fri to minimize transitions and minimize changes for cleaning staff.</p> <p>Special services – positive for them to have consistent access.</p> <p>All options must be able to pivot to all remote or all back in person.</p> <p>5 day rotation is preferred...but with fewer students. Maybe 25%, then 33% M, W, F...but MOU moving the LID day?</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>50% of all students may not get to the place where social distancing works.</p> <p>If kids with special services have more in class sessions, consider this in planning for socially distanced class size.</p> <p>Teachers will need time for office hours for remote</p>	<p>Is 50% enrollment low enough for buildings?</p> <p>Are different educational areas impacted differently?</p> <p>Blocking works if the schedule is the 5 day rotation divided at 50%. If students have fewer than 2 in school sessions per week, no blocking is possible and students should have all classes on the day in building. Blocking</p>

<p>learners and for planning.</p> <p>If high schools block, all classes will need equitable class time.</p> <p>Consider dividing students by geography for transportation/family groupings</p> <p>Those in full remote (if available) may have to commit for a full grading period</p> <p>Lunches and hallways will be tough—go to three lunches? Eat outside?</p> <p>Does Special Services include just sped, or all categories listed? (ELL, Highly capable, Free & Reduced)</p> <p>Build in community building and support, help students.</p>	<p>could work at Liberty.</p>
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What concerns have surfaced regarding today’s Objective or Topics?

<p>Decision on when/how much we must wear masks as this impacts band, ASL, etc.</p> <p>At what point can parents change their mind once they have committed to hybrid or all remote?</p> <p>Would students who opted for 100% remote be in regular/hybrid classes with a teacher?</p> <p>How do we ensure that whatever model we set up can nimbly adjust to full remote if needed?</p> <p>How do we cultivate a connection between the two “halves” of the school community? How do we stay as a whole school?</p> <p>How do we ensure state requirements of educational hours/minutes if Wednesday is a non-student day?</p>
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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>How will buildings logistically prepare for new schedules and whatever remote/hybrid looks like?</p>	<p>Extended periods weekly could benefit students by providing more minutes in the classroom on the days present as well as less time spent passing daily.</p> <p>Benefit for 10-day model: for symptom/exposure, less risk? Perhaps easier for child care? 4 days of momentum.</p> <p>Benefit for 5-day model: more consistency in connection</p>

	for students and teachers, better for motivation.
	Using a flipped classroom model might help facilitate instruction vs. practice in classroom.

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:

How can we best integrate the non-academic components of schooling in a hybrid model?

How to handle lunches and lunch break? Potentially in classrooms?

How will we safely deal with larger events, like safety drills?

Instructional Group—we must do some thinking around virtual assessment, how do we do assess on this model?

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.

Can we proactively send a postcard home about technology with a number to call for all families that do not have a parent/guardian email in Skyward (or with an email that bounces back)?

Is there benefit for transportation if we group by region instead of alpha?

Is there an assumption that families who want 100% virtual will have an option to do so?

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.