

# Secondary Scheduling Work Group Final Recommendation:

The Secondary Scheduling Work Group values the social and emotional well-being of our secondary students and wishes therefore to maximize in-person, weekly contact with students.

1. When possible, have 50% of students attend twice weekly (50% attend M/TH and the other 50% attend T/F).
  - a. These alternating days are meant to spread out the peer to peer and adult contact over the course of the school week, to reduce the overall number of unstructured days between “meets” of a class, to offer academic assistance after students have been learning remotely for a day, to encourage student motivation and to support routines as well as sleep hygiene for students.
  - b. Students receiving special education or ELL services should attend four times weekly.
2. Please consider dividing students by family ID number so as to make it difficult for any student receiving special services to be identified.
3. Please consider structuring our current late-start Wednesdays to ensure they include valuable academic learning opportunities for students and maintain teacher planning and meeting time.

**We also recognize that the current physical distancing requirements (as of 7.7.2020 are 6 feet when feasible and masks) as well as graduation requirements such as they are, alongside the sizes of our varied class sections and classrooms spaces may not allow for 50% of the students to attend their required classes while physical distancing. In that case,**

1. 25%--33% of students should attend 1x weekly on a consistent day of the week.
  - a. Students receiving special education or ELL services should attend at least two times weekly (or more).
2. Please consider dividing students by family ID number so as to make it very difficult for any student receiving special services to be identified.
3. Should physical distancing requirements be relaxed or loosened, an additional day should be added for each cohort of students bringing them to the preferred schedule listed above with two in-person sessions each week on alternating days (50% attend M/TH and the other 50% attend T/F).
  - a. Alternatively, should the numbers of students desiring full remote classes be high enough to enable the remaining students to be divided into 50% cohorts that should also trigger the move to two in-person contacts per week (see above).
4. Please consider structuring our current late start Wednesdays to ensure they include valuable academic learning opportunities for students and maintain teacher planning and meeting time.

## Remote Learning Considerations:

- The remote contact with students should be more than just email; some live contact with students is desirable.
- Predictable timing for remote learning components is desirable; predictable and synchronized time for the posting of materials is desirable.
- Modified courses and course expectations may be appropriate as some courses lend themselves to remote instruction better than others.
- Asynchronous and synchronous instruction options are desirable.
- Provision of social and emotional learning as well as counseling is desirable.
- Practice with Canvas for staff, students and families is desirable.

\*\*All of these structures would be ideally in place for a full grading term—trimester for MS and semester for HSs.