ISSAQUAH
SCHOOL DISTRICT 411

Date: July 7, 2020

Name of Work Group: Secondary Scheduling

Name of Recorder: Shirley Walsh

Contributors: Heather Duenaz, Michelle Caponigro, Erin Armstrong, Carrie Reckling, Melanie Bonanno

Workgroup OBJECTIVE or TOPICS Considered in today's meeting (You are welcome to attach an agenda if that is easier):

See attached detailed agenda. Below is the breakout group talking points.

Discuss the two different 5 day rotations. Back to back or alternating days.

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
Group is in favor of Split model: M/Th, Tu/F. Helps balance instruction, student access to instruction/teacher/peers. Limit long gaps between check-ins. Increased structure between the weeks. More routine structure to help 6th graders adjust to secondary model. Alternating Days builds consistency and routine within the week (benefits physical and mental health) Alternating days could be more motivating. Back to back days benefits some classes like science. Back to back allows for more time for cleaning. Back to back days could make child care more accessible. Considering multiple perspectives when making this decision. What works for custodial crews? Two consistent days per week…the particular days is less important to our group. The most days on campus per week with safety limits in place. Back to back is beneficial for Science Labs.	

| Back to back model allowed for consistency to a traditional school day.

Some groups preferred the back to back model to have time together and for planning. And custodians could clean more effectively. | |

What challenges do you foresee that you are taking into consideration or that you do not have an answer to:

CONSIDERATIONS:	UNANSWERED:
Obstacles of the split model: Sanitary, would need a deep clean each day. Ongoing concerns with IEP / 504 students and confidentiality, if we do an alpha split. Look at other options to split, other than alpha. Student group size will determine how many days per week. Back to back days vs. Alternating, could have a different preference depending on if you see all teachers on both days, or if blocked (1/2 on one day). Back to Back may be easier for set-up and take-down, like science lab classes or group work Monday and Friday holidays. Look at the school calendar to see if there is a significant impact. Consider alternate way other than alpha to split sped kids. So they don't stand out. Thinking 25% is a good stepping stone to start with and build from. Depending on how many students 50% of a school equals, it may be better to start with 25% of the students one day per week and work towards two days per week for 50% of the students. For Liberty HS, if students came only one day a week, there's no opportunity for meaningful exchange with 8 teachers in one day. (Liberty 47 minutes per class, Issaquah/Skyline 50 minutes per class.)	Blocking or no blocking? Big impact. Is this a choice for only 1st semester or for the full year?

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

All 5 breakout groups understood the limitations/challenges of the master schedule being divided into 50%. Many expressed the need to know the number of families (students) that would choose 100% remote learning option. As that number would determine if a 50% split (2x a week in person model) is even possible.

Concerns over supporting remote learners that may want to rejoin hybrid model.

The sooner we decide, the better for logistics & planning!
What other districts decide may have an impact.

Social emotional challenge for students if all their friends fall into the other group based on alpha. Kids might want to switch to remote learning if their friends are not in their group.

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
If we start with one model for 1st semester, would there be a potential for adjusting the model in 2nd semester based on the numbers and guidelines at that time? (Like more students decide to go full remote, could hybrid students then meeting more regularly?) For full virtual, could we offer an ISD class for students across the full district? Rather than each building independently?	Benefits to both models – breaking up the days may help with motivation and accountability, but grouped days may be easier with planning activities and getting through some activities. Back to back is less transition each week. Alternating decreasing timespan away. Slight lean toward back to back, but open to both.

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:
1. If families want to do all remote, say 5 % at SHS but 20 % at IHS want to, will we all choose the same model? 2. Can Wednesday be used for virtual office hours? 3. Plan for the maximum number of potential students. 4. If students are in 25% groups and social distancing minimizes, it would be easy to move to 50 %.

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.

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.