



Date: July 9, 2020

Name of Work Group: Secondary Scheduling

Name of Recorder: Shirley Walsh / Heather Duenaz

Breakout Group Leads: Michelle Caponigro, Carrie Reckling, Keith Hennig, Erin Armstrong, Melanie Bonanno

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

See attached agenda. Break out group meeting #1

Benefits of either alternating or back to back days, can a consensus on one over the other can be reached? Feedback on the draft recommendation.

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>Health and well-being of students, and student voice should be at the forefront, they are the customers!</p> <p>Staff are also essential workers, and their health and well-being should not be ignored.</p> <p>Alternating days is preferred per student data.</p> <p>Labs in class, opportunity for discovery.</p> <p>Our breakout group was in support of the Split Model, of M/TH, or Tu/Fr rotation to have a more balanced schedule through the week</p> <p>Alternating Option (M&Th -Tu&F) is preferred</p> <p>Don't have to wait 5 days to be back to in-person instruction</p> <p>Lean on student data/voice</p> <p>Alternating option keeps students engaged throughout the week</p> <p>Evenly spreads out work throughout the week - more consistent for students</p> <p>Possible Office Hours on Wednesday provides students with one day of in-person instruction before Office Hours</p>	

<p>Remote learning on Wednesday provides students an opportunity to collaborate (all would have had 1 day of in-person instruction)</p> <p>Alternating</p> <p>Motivation, accountability</p> <p>Helps manage time when there isn't a long gap between in person meets</p> <p>Students will have opportunities for more frequent check ins</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>Student voice made a strong statement in favor of alternating days, for better motivation, scheduling, emotional health and pacing with each other.</p> <p>Our team had mild preference for back to back previously, but not strong... so we can support either model</p> <p>Allows for balance and routines in learning week.</p> <p>Would staff work from home on the cleaning day to facilitate cleaning?</p> <p>What about a M/W and Tu/Th with Friday being the non-student day?</p> <p>Teacher workloads</p> <p>Does Wed make sense for planning, cleaning and blocking at LHS?</p> <p>Some classes are heavy with special education students and/or are unbalanced in other ways. This will be a consideration in splitting groups for 50% vs 25%.</p> <p>Approximately 1,800 students participated in a survey presented by student members of the committee. The majority of them were focused on the emotional wellbeing of students and our student reps felt that the alternating schedule best answers that concern.</p>	<p>Back to Back limits exposure, does the SEL and student benefit outweigh the benefit of limiting that exposure?</p> <p>What's happening on Wednesdays? Is there formalized instruction (recorded or live) or just optional office hours?</p> <p>Will motivation look different if grading looked different?</p> <p>What will the 4 days per week experience look like – repetition or additional instructional benefit?</p> <p>Cleaning day? What will this look like?</p> <p>How does a whole day benefit the custodial team?</p> <p>Does any student on IEP, 504 get the offer to attend all 4 sessions?</p> <p>Can we specify more specifically in the draft the at-risk groups, currently it only lists ELL and Special Ed, can we include 504, McKinney Vento, College Bound, etc.</p> <p>What about advisory periods? SEL an important part of mental health, will that still occur at middle level, and will flex time still occur at the high school level?</p> <p>Will teachers be on campus on Wednesday, or can they work from home for remote learning?</p> <p>How does daily/weekly cleaning impact student schedules</p>

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

Curious about teacher perspective on this question – will our staff fully support the model we choose?

There may be inconveniences that alternating days present.

Concerns shared in the chat box of our zoom meeting included the following:

- Teachers being able to social distance in their shared classrooms, shared offices, shared work spaces during planning period, etc. (At all three high schools)
- Specials services offered in the classroom or somewhere else?
- Keeping families together regardless of how students are divided
- Workload on teachers. (Ex. 3 different lessons on any given day – in person cohort A, remote cohort B and in person Special Services from cohort B...maybe even a virtual version of the cohort A for the 100% remote. Anticipated prep time to be used to support remote learners. Wednesday for virtual learning or office hours can really be a big lift when there is also a need for time to collaborate with colleagues and plan for more lessons than usual.
- Reservations about video conferencing and the need for training in this area.
- Music courses can happen and have many standards in addition to performances.
- Tech needs of students to be 1:1.
- Dividing by student ID could result in a division of students by grade level.

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

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:

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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.

If a student who is determined at risk has to be screened or tested, and they have to be out for at least three days... then you're missing that week of in person regardless of back to back or alternating.

Other Questions:

Is there any flexibility on days a student attends to support social emotional health/ family needs?

Can students in the same family be grouped on separate days?

At 50 %, safety continues to be a concern for maintaining social distancing. Is it smarter to start smaller and then build?

Thoughtful structure for students who receive special ed services and staff that serve them as with students in buildings every day and planning remote lessons, there is very limited planning time.

How much time would be office hours on Wednesday? This day is critical to remote planning and collaboration. (What is the value add of office hours on Wednesday? Is this the best use of time

Predictability - Clearly defined checkpoints about when change would be considered.

Review at quarter, semester? Lots of work for office staff and impact on grading.

Asking for stakeholder feedback

When would Wednesdays come back or will they always be remote?

Meals for free and reduced when remote

Special Services "should" attend vs. require? Case by case basis?

Additional point of contact on Wednesday.

Concerns expressed the means of how students will be divided.

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.