



ISSAQUAH
SCHOOL DISTRICT 411

Date: 07/09/2020

Name of Work Group: Secondary Scheduling

Name of Recorder: Shirley Walsh / Heather Duenaz

Breakout Group Leads: Michelle Caponigro, Keith Hennig, Carrie Reckling, 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 agenda

Breakout Group Meeting #2 – Remote learning in a hybrid model feedback/considerations.

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>Staff training. Time to feel comfortable with the platform.</p> <p>Instruction delivered is available any time. Asynchronous</p> <p>What is the time expectation for students (ex. 180 min/day).</p> <p>Opportunities for checking in with teacher.</p> <p>How to use in person time.</p> <p>Student collaboration.</p> <p>Check-ins with students about time, ask for feedback.</p> <p>How all courses (including electives) can have meaningful remote work.</p> <p>Find ways for students from different days to come together (ex. Study buddies, work groups).</p> <p>Asynchronous Instruction w/ teacher voice over (access for students around their schedule)</p> <p>Tech for teachers - ensure teachers have the programs/support/resources to create engaging remote learning activities</p>	<p>Multiple Platforms</p> <p>Remote Assessments Difficult</p> <p>Required Synchronous Learning</p> <p>Some students will <u>have</u> to be asynchronous, it's not realistic to expect all students to be live at one specific time.</p>

Material Drop Day/Time - specific day of the week/time that all teachers will have remote learning ready to access

Online Office Hours - quick/timely responses

Student practice utilizing instructional platforms – especially at the start of the year.

All students have tech (computer/hot spot) prior to school starting

Balanced workload for students and staff, for staff, ensure planning for expectation of workload. Possibility of different online staff that teach just online? To ensure a supportive workload.

Live video instruction, or at least narrated video instruction of actual teacher doing instruction.

Consistent expectations for all staff, regardless of content area.

Possible Packet Resources to support at home learning (science kits, art kits, etc.)

Clear Grading Components & Guidelines

Clear Schedule needs (Specific when different content areas have office hours so there is no overlap, and student can access all).

Alignment between the full 100% online model and the hybrid experience.

Structure and routine for remote students along side in class learning.

Clear expectations for remote learning component. How much time per day? Live or recorded?

Social/Emotion Curriculum supports for all kids. Continue remote social/emotional and counseling supports as needed.

Consistency in experience between groups. (Same content in a week, same opportunities)

Frontloading the learning system (canvas) with kids. (Middle School planner use.) Canvas tutorials for families.

<p>Thoughtful assessment planning. (In class formative assessments? In class time for taking tests?)</p> <p>Clear communication of grading guidelines to all stakeholders.</p> <p>Students should have the regular school experience (schools can make electives safe) and student choice should continue to be valued in the schedule.</p> <p>True interaction with teachers – and not just via email. For example – planned, scheduled meetings, office hours, video interactions.</p> <p>Processing and reinforcement time is necessary move from rote learning into long-term content mastery.</p> <p>Weekly predictability is necessary to keep afloat with multiple teachers each week – would it help teachers too, to have some kind of shared understanding of work load expectation for students?</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>Keep families together</p> <p>What is the remote learning weekly time commitment for students?</p> <p>Can students be split by neighborhoods?</p> <p>Could Friday/Monday be the day off?</p> <p>The plan must be sensitive to the multiple planning responsibilities for staff (particularly with multiple preps and heavy loads of students with special education supports.)</p> <p>Could Wednesday be moved to Friday?</p> <p>It's difficult to make use of office hours if all your teachers have office hours at the same time of day – difficult if I can only pick one teacher per week.</p> <p>Flipped classroom was a good experience from the student perspective, with an opportunity periodically (like once a week?) a group discussion of....</p>	<p>Is there opportunity to combine the two groups into one educational experience – some in person and some live streaming into the experience</p>

<p>Teachers will be instructing in person for 5 classes a day as well as remote learning. Requiring live or timely office hours can significantly hinder the teacher’s ability to use their planning time.</p>	
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What concerns have surfaced regarding today’s Objective or Topics?

<p>Lots of demand for further explanation of what the full remote option will look like, so that families can make an informed decision.</p> <p>We need to support and retain talented teachers – are we equipping them for success?</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>Are these expectations of teachers realistic? Are they supporting 4 cohorts of students (4 day, group A and group B, and full remote?)</p>	<p>Video conferencing was a concern from union perspective, and staff felt a divided message between district and union. Resolution?</p>

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?

<p>PARKING LOT QUESTIONS or CONSIDERATIONS:</p>
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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.

<p>What changes about course offerings? Are we making adjustments based on how the class lends itself to hybrid and safe instruction? I may not want my kid in choir, but may feel more comfortable with photography.</p> <p>If we are one day a week only, what happens at LHS? A week & B week?</p>

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.