

Instruction Committee 6-4-2020

Week 1 Topic – Scheduling Options

The four subgroups (**elementary, secondary, special education & EL, and Instructional Technology & Curriculum**) discussed the current drafts of the elementary, middle school and high school schedules.

All three models are based on an AM/PM model, in which half of the students attend in the morning and the other half in the afternoon. There would also be an effort to place students with siblings at different levels on the same track.

The **elementary group** discussed the AM/PM model and it was met with a favorable response from the larger Instruction Committee, particularly because it includes a break for cleaning in the middle of the day. A concern with this model is that custodial staff may not be able to clean all of the classrooms between sessions. This model also has an emphasis on the class time for English Language Arts/ Reading & math, integrating the other subject areas.

The **secondary group** discussed the following:

The block schedule with six classes for middle school assumptions were that parents wanted students on site, teachers wanted time with students, and students wanted to be on campus. With this schedule students would see all of their teachers, but not every day.

The schedule allows for 3 periods a day, and seeing a period of students every-other-day. It would also transition to 100% Google Classroom in the event of COVID-19 second wave, rather easily. Likewise, it is an easier transition to 100% at school instruction if students have been meeting regularly with all teachers. Middle school principals were not in favor of a full day off for students.

A middle school teacher asked if a block schedule like the HS could be examined. She also asked if there were room for A/B groups to be on-site when not in class. A principal explained there was no room because there will no staff available and because the concept of a half day schedule is to reduce the number of students on campus. Group discussed child care concerns. Everyone agrees that child care will be a significant issue for families. This part of the conversation will continue in the larger Re-opening Committee.

The high school model is similar to the middle school model in that it enables the students to see all of their teachers over the course of the week. It is similar to elementary in that includes Friday as a day for teacher collaboration and planning with distance learning for students and a Social Emotional Learning component as part of that distance learning on Fridays. The HS principal explained his rationale and also said he had mixed feelings about students having a full day off for teacher planning. One high school student said that a student survey would provide us with meaningful data. In the short term, one of the students also volunteered to bring back a sense of what he is hearing from other students.

Because on some questions with the draft schedules, it was agreed that we should hear current best practices from our Teacher on Special Assignment for Instructional Technology.

In the **Instructional Technology & Curriculum** group there was a discussion about how to support these models and a general feeling that teachers need more time to plan. They are also looking at ways to

assess students in this environment and will be addressing this in professional development for teachers.

In the **Special Education and EL** support group the discussion was largely about how to make sure that we meet the needs of those students. There are other works groups looking at this, and we are also making sure to get legal opinions to make sure that we are making informed and appropriate decisions. Next week the topic for all the groups is what the model looks like for these students. There is awareness that they were the students who struggled most this past spring with the distance learning model.

Questions and concerns that came up:

How do students feel about what school should look like in a hybrid model?

How do classified employees feel about their role in the re-opening?

How do we make sure that there is enough time for teachers to plan for both in class and online learning?

What are the expectations for teachers and students in the hybrid model?

How can we address the serious issue of child care?

Next week's topic will be about how to support Special Education and EL students in a hybrid model.

The agenda will be the following:

1. Student report
2. Instructional Technology report
3. Impact on English Learners
4. Impact on Special Education students