

Middle School Fall Schedule



Process

- Started planning a Hybrid Model early July to prepare for students on campus and for accessing online learning.
- Middle School Leadership Teams convened a meeting on Tuesday, July 21st, with administration and union representatives.
- Middle Level Leadership Teams determined that a 4 period schedule was best for student learning and safety for all stakeholders.
- Since the decision to go to a Remote Plus model, middle level administrators have met 3 times to discuss options and also collaborated with Dr. Terri Wattawa and Stephanie Thomas to determine the best schedule for remote learning.

Process Continued...

- Administration solicited input from both middle level leadership teams on 2 possible schedule options for Remote PLUS learning.
- Input focused on BIG PICTURE:
 - (1) ...best support student learning
 - (2) ...inspire and support staff to do their best work
- Considerations: Returning in January, what is the best schedule for a Hybrid model or full return to campus?

Equity Lens

- When answering the survey, we asked teams to use the following MVSD Equity Lens question to guide their thinking:
 - Does the decision being made (Option A or Option B) ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?
 - Within each option, how will we modify or enhance strategies to ensure the individual and cultural needs of each learner?

Option A: 4 period + Advisory/Homecourt

- Students are enrolled in **4 classes + Advisory/Homecourt**
- Classes run for **approximately 4 to 8 weeks (TBD)**
 - Every day classes will meet continuously (Math, 6-7 ELA, etc.)
 - Every other day classes will **transition** after **approximately 4 to 8 weeks (TBD)**
 - **Example: Sept. 2 to 30, students are enrolled in GREEN AND BLUE day classes**
 - **Oct. 1 to 30, students are enrolled in WHITE day classes**
- Full time teachers instruct 3 class sections + Advisory/Homecourt
- Pros:
 - Students are better able to manage school and life responsibilities
 - Teachers in many content areas work with fewer students at one time, supporting relationship building and more manageable feedback on student progress
 - Families are supporting learning for just 4 classes at a time
- Cons:
 - Lacks continuous/long-term learning and relationship building for every other day courses
 - Could limit student accessibility to core content classes that meet every other day
 - Some every other day courses like Resource Room and Newcomer ELD classes have required weekly minutes that would require a creative solution in this model

Option B: 8 period + Advisory/Homecourt

- Students are enrolled in **8 classes (Green/White or Blue/White days) + Advisory/Homecourt.**
- Classes run for the semester
- Full time teachers instruct their typical/traditional number of sections + Advisory/Homecourt
- Pros:
 - Provides continuous/long-term learning and relationship building for all courses, similar to a typical school year
 - Provides consistent accessibility to core content classes, Resource Room, and ELD classes that meet every other day
- Cons:
 - Students will need support managing school and life responsibilities when taking a higher number of classes at one time
 - Teachers of every other day classes work with twice as many students at a time, and may need supports in managing feedback on student progress
 - Families are supporting learning for 6-7 classes at a time

Side-by-Side Comparison

Option A	Option B
Students enrolled in 4 class periods + Advisory/Homecourt	Students enrolled in 8 class periods + Advisory/ Homecourt
Classes will transition approximately every 6 weeks	Classes will transition at semester
All full-time teachers work with <u>3 sections</u> of students at a time + Advisory/Homecourt	Full-time teachers work with their typical/traditional number of sections + Advisory/Homecourt

Typical School Day

Whichever schedule, a typical school day will include:

- Synchronous (live) class sessions with a schedule for students and teachers to follow. This will include daily Advisory/Homecourt.
- Asynchronous (recorded) options to support equitable access
- Adequate time for prep, collaboration, lunch/breaks, and pupil/patron connections
- Continuation of using best practices to support all learners with accessible instructional design

Survey and meeting results...

- [anonymous survey](#) was completed by Tuesday evening
- Leadership Teams met today at Noon to discuss survey and decision for fall

Schedule proposal for Fall Remote Learning Rotations for 4 period + Advisory/Homecourt

SEPT. 2 TO SEPT 30 *APPROXIMATE DATES*					OCT. 1 TO OCT. 30 *APPROXIMATE DATES*				
Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
P 1	P 1		P 1	P 1	P5	P5		P5	P5
P 2	P 2		P 2	P 2	P6	P6		P6	P6
Advisory /Lunch	Advisory /Lunch		Advisory /Lunch	Advisory /Lunch	Advisory /Lunch	Advisory /Lunch		Advisory /Lunch	Advisory /Lunch
P 3	P 3		P 3	P 3	P 7	P 7		P 7	P 7
P 4	P 4		P 4	P 4	P8	P8		P8	P8

Wednesdays may be modified to provide PLUS services and/or to support ongoing teacher training. Student and teacher schedules shift when we switch from Green/Blue to White days.