

Reimagining Middle School Advisory/Homeroom Design Feedback BSD Student/Staff/Family Survey, December 2023

1/3/2024

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Survey Background

Data source: Fall 2023 Student/Staff/Family Survey using Microsoft Forms

Response rate: 2,051 responses were received, including 1,941 students, 90 staff members, and 20 family members. The number of responses varied by location.

- Chinook: 369 responses
- Highland: 49 responses
- Odle: 675 responses
- Tillicum: 211 responses
- Tyee: 725 responses
- Other BSD school: 5 responses
- Central Office: 5 responses
- Other: 12 responses

Survey purpose and topics: This survey was intended to provide student, staff, and family feedback in three primary areas.

- Number of days per week for advisory (4-day versus 2-day models)
- When to schedule advisory during the school day (first thing, mid-morning, or end of day)
- How to create time in the day for advisory (5 minutes from classes versus using tutorial minutes)

Survey questions for Students and Family Members:

1. Please indicate how important each idea is for creating a successful Advisory.
 - a. 4-day model
 - b. 2-day model
 - c. Keep tutorial the same and shorten classes by 5 minutes.
 - d. Keep class time the same and use tutorial minutes.

2. Please share your thoughts on the 4-day model.
3. Please share your thoughts on the 2-day model.
4. What are your thoughts about **when** during the day to have Advisory (first thing, mid-morning, end of day)?
5. What are your thoughts about taking 5 minutes from classes versus using tutorial minutes?
6. What else should we be considering?
7. Please share any questions or comments you may have with our Design Team. We value your input!

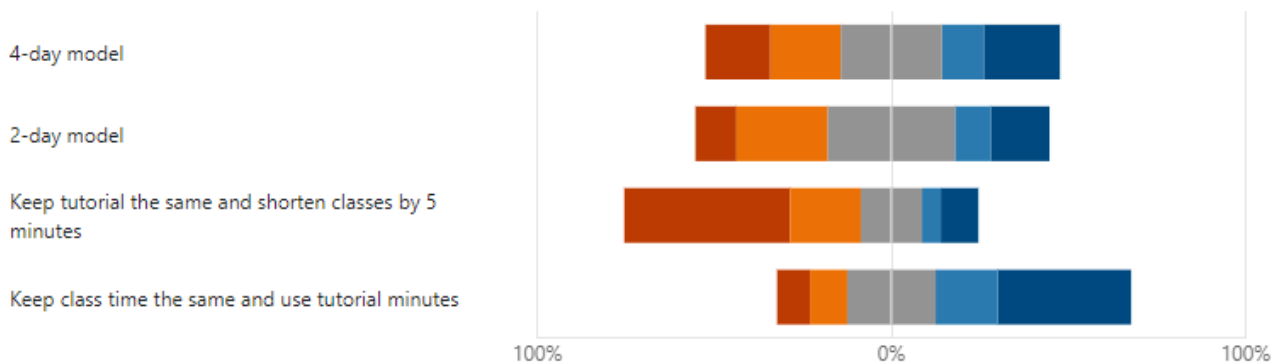
Survey questions for Staff Members:

1. Please indicate how important each idea is for creating a successful Advisory.
 - a. 4-day model
 - b. 2-day model
 - c. Advisory first thing in the morning
 - d. Advisory mid-morning
 - e. Advisory after 7th period
 - f. Keep tutorial the same.
 - g. Use tutorial minutes (change format of tutorial).
2. Please share your thoughts on the 4-day model.
3. Please share your thoughts on the 2-day model.
4. What are your thoughts about **when** during the day to have Advisory (first thing, mid-morning, end of day)?
5. What are your thoughts about taking 5 minutes from classes versus using tutorial minutes?
6. Tell us your thoughts overall about Tutorial? What do you like? What would you like to see improved? Would you like us to explore more about changing the model?
7. What are your thoughts about the Resources Needed?
8. What else should we be considering?
9. Please share any questions or comments you may have with our Design Team. We value your input!

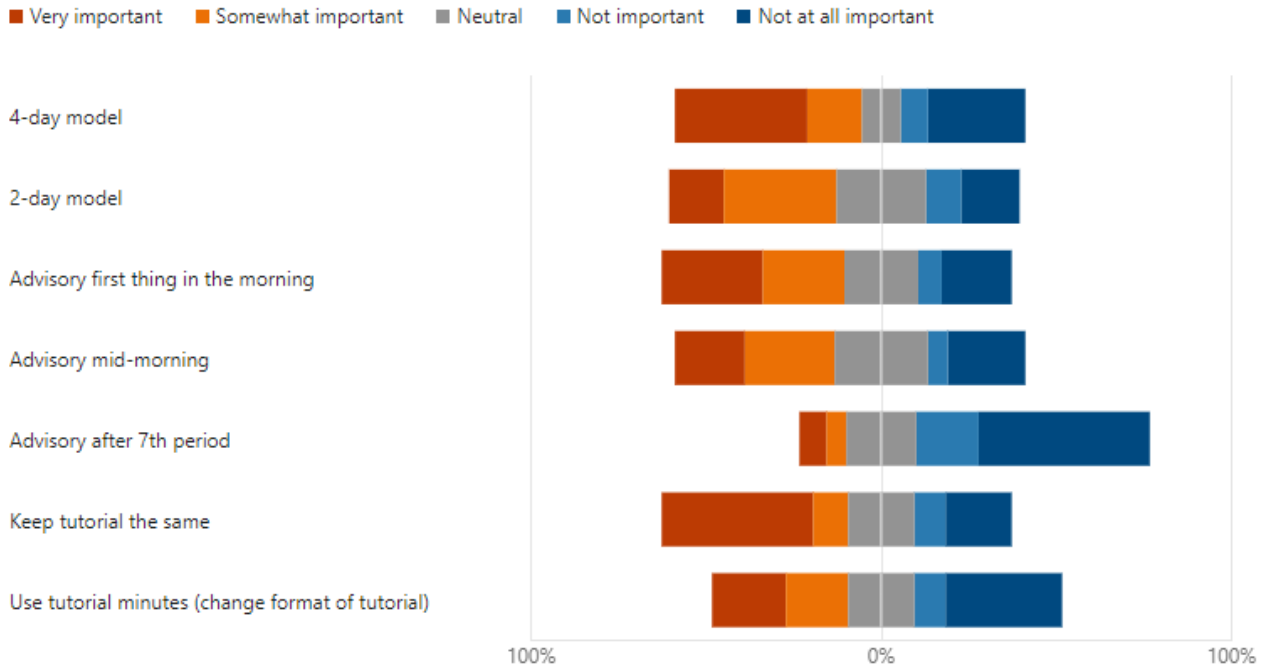
Survey Results: Charts

Students and Family Members: Importance of ideas

■ Very important
 ■ Somewhat important
 ■ Neutral
 ■ Not important
 ■ Not at all important

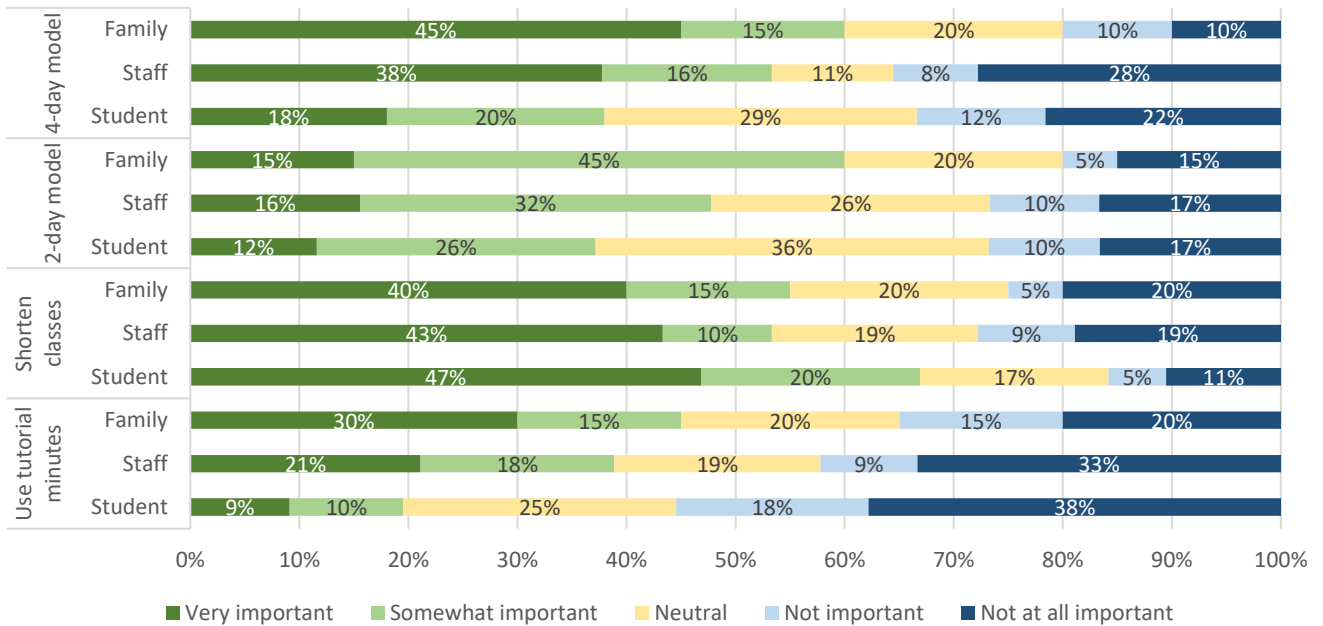


Staff Members: Importance of ideas

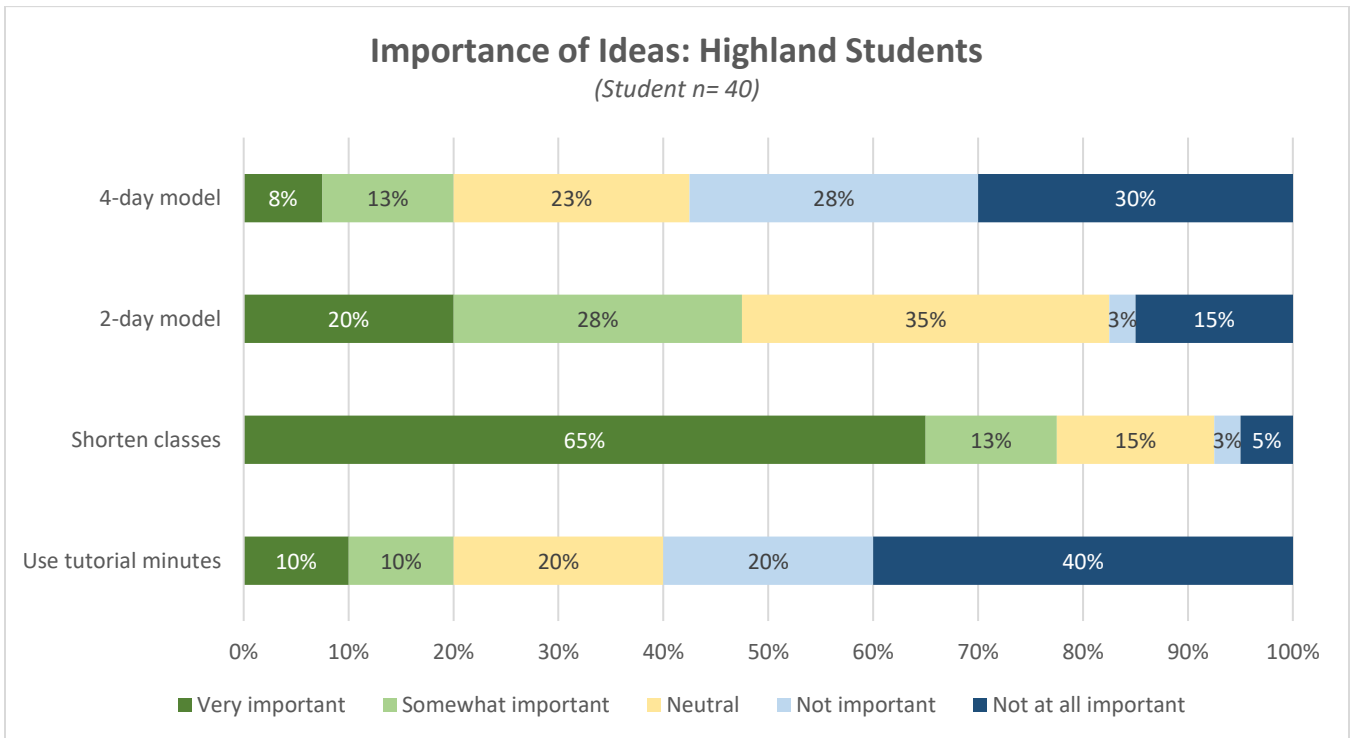
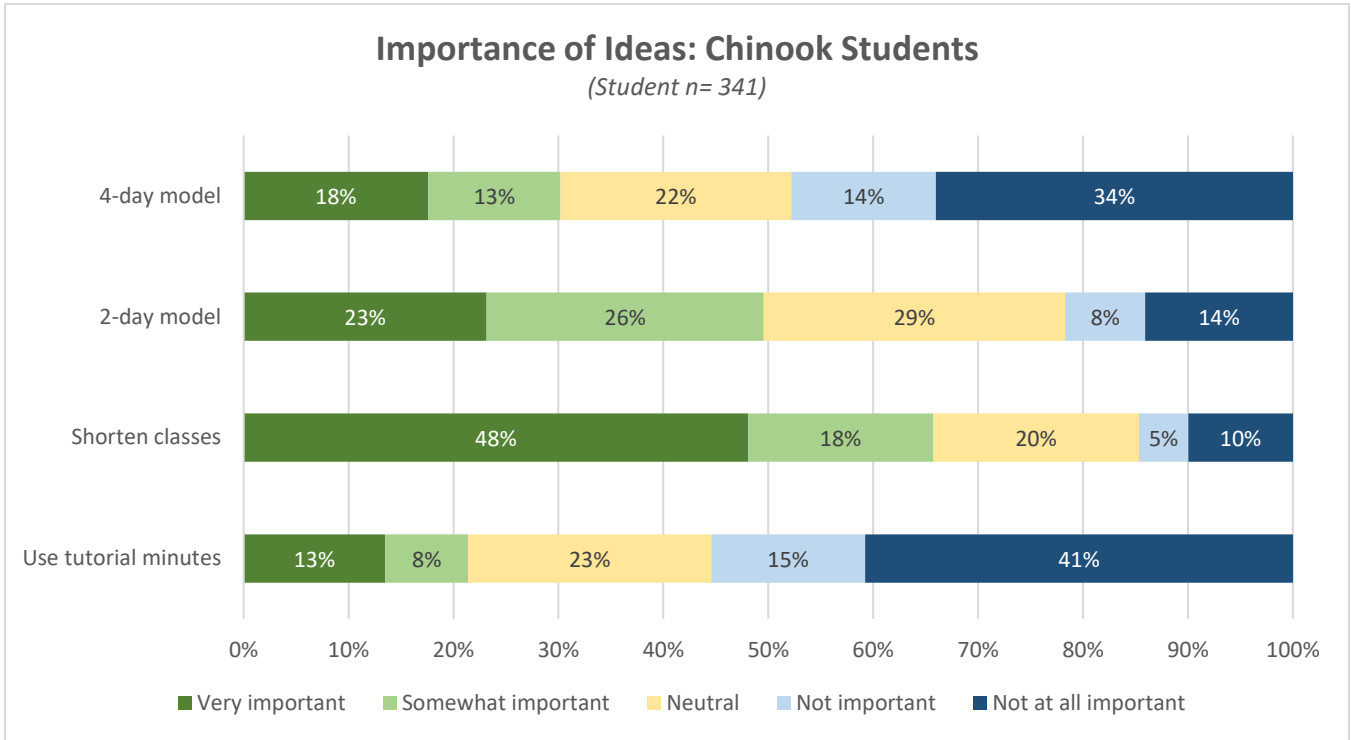


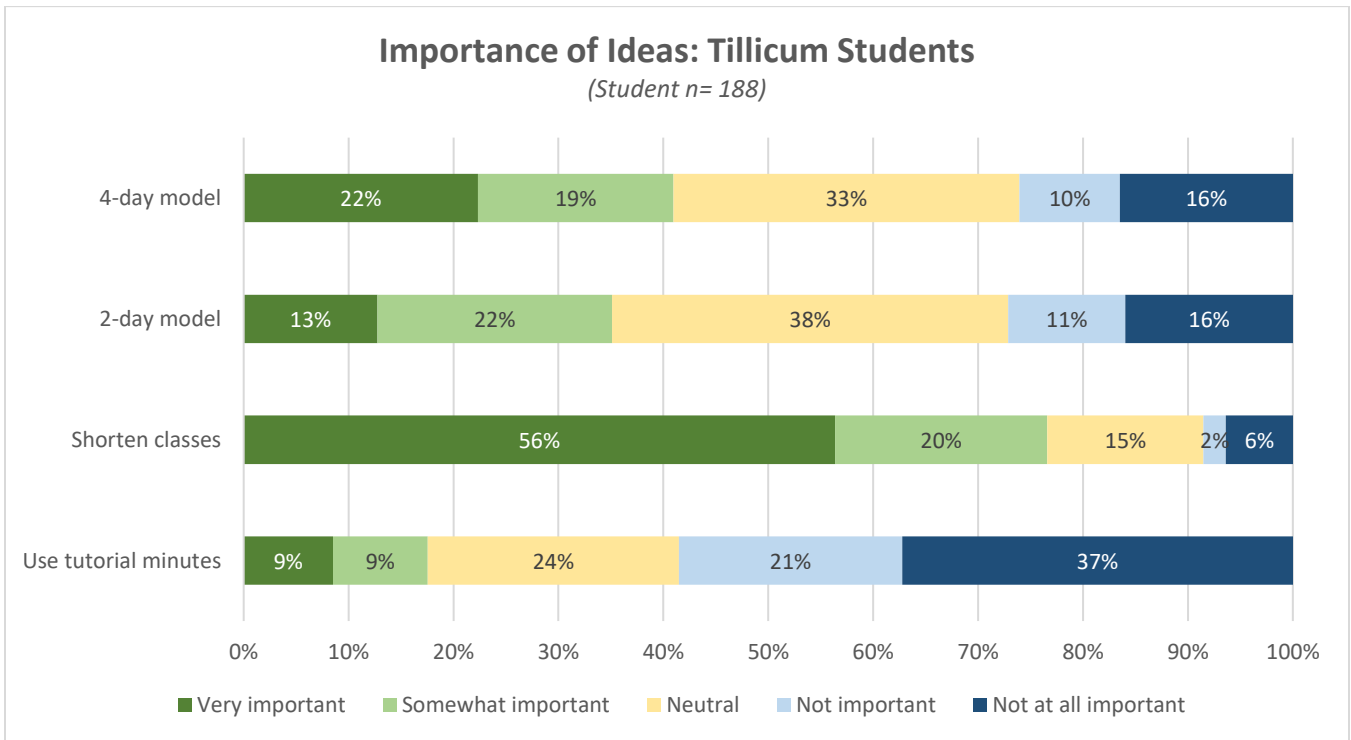
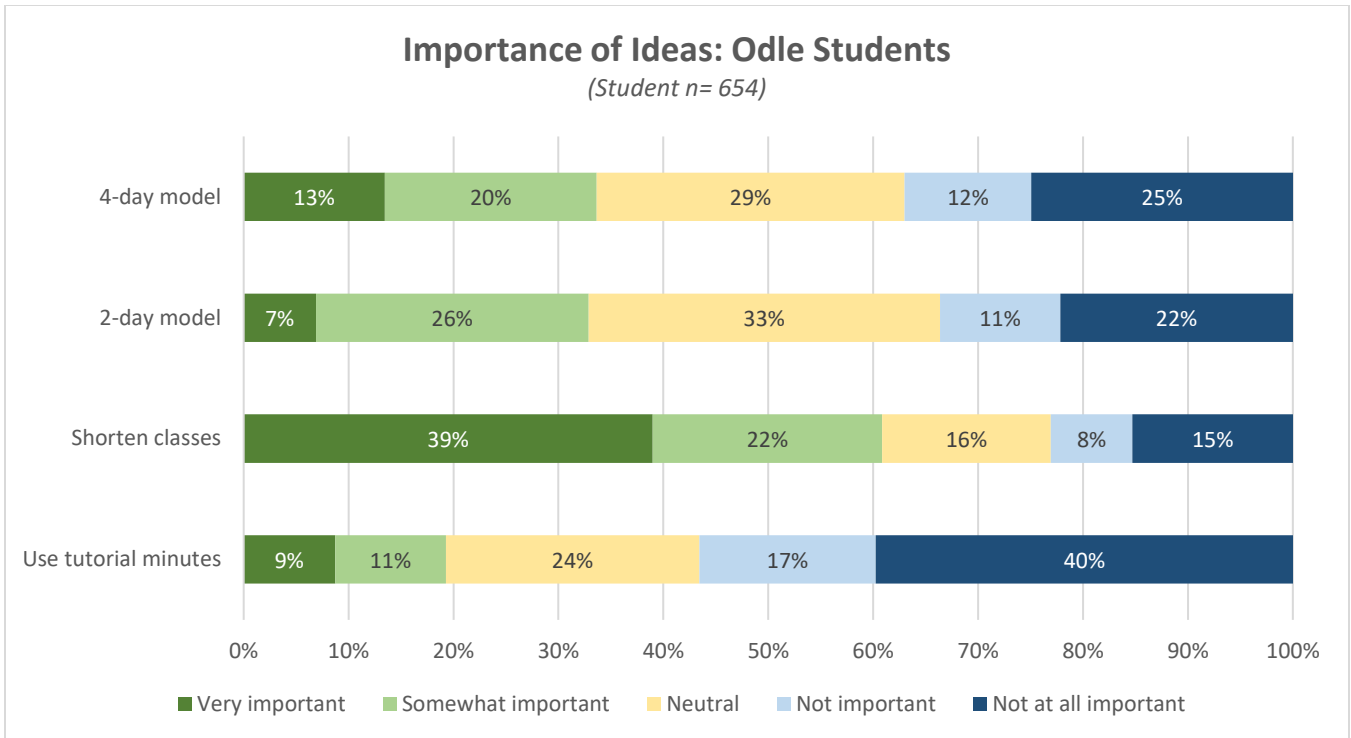
Importance of Ideas: Comparison

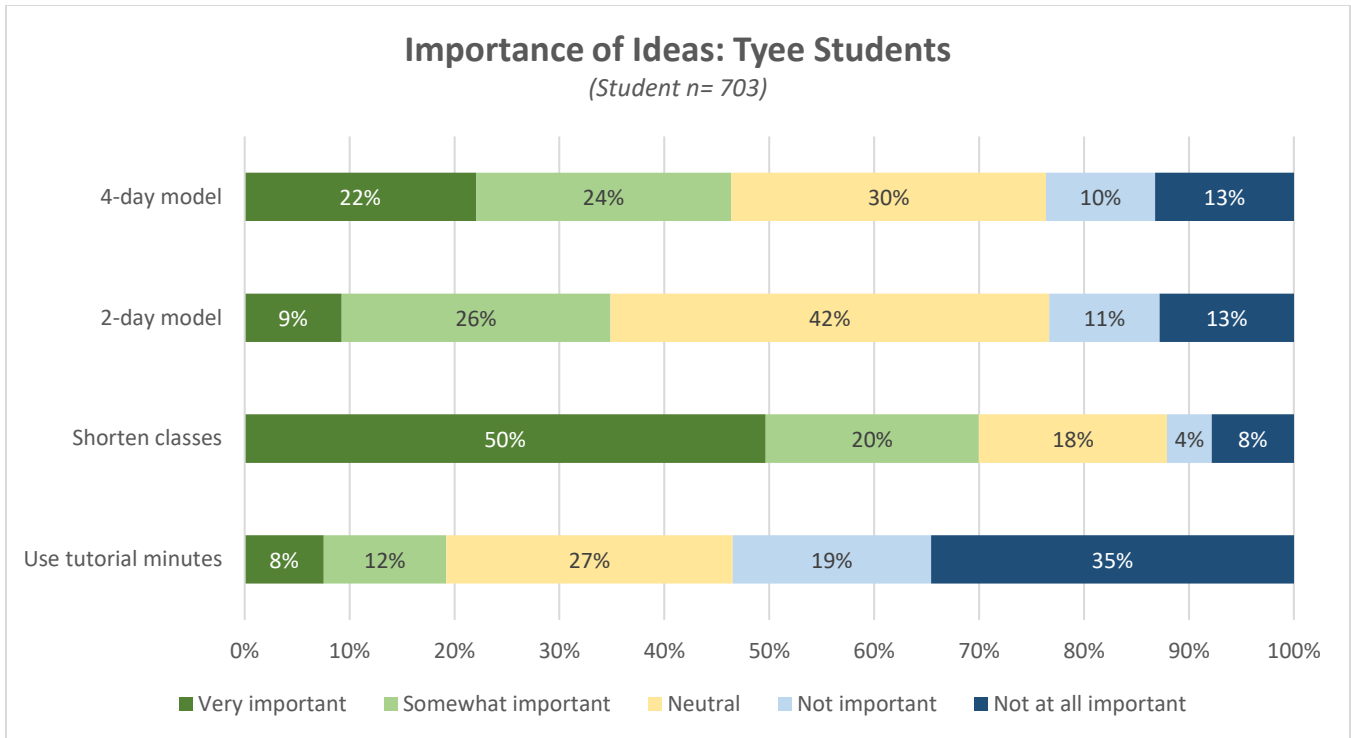
(Student n=1,941, Staff n=90, Family n=20)



Importance of Ideas by Middle School







Survey Results: Themes and Sample Comments

Students

Student feedback on the 4-day or 2-day model

Student responses about the 4-day model versus the 2-day model vary by school; across the district, students are fairly evenly divided.

- Chinook and Highland students prefer the 2-day model. 49% of students at Chinook and 48% of students at Highland rated the 2-day model Somewhat or Very Important, compared to 31% and 21% for the 2-day model.
- Odle students are fairly evenly divided, with 33% of students rating the 4-day model Somewhat or Very Important and 33% of students rating the 2-day model Somewhat or Very Important.
- Tillicum and Tyee students expressed a slight preference for the 4-day model. 41% of Tillicum students and 46% of Tyee students rated the 4-day model as Somewhat or Very Important, compared to 35% at both schools for the 2-day model.

Comments about the 4-day model:

“I think it would be very beneficial to students if we had advisory four days a week because Advisory helps students make friends, build community, enjoy themselves, and learn more about school and how it woks.”

“I think it is not worth wasting valuable class time, as our classes are already to short, or tutorial time, because in advisory time, you would not get help from the specific teacher you need help from. I would recommend having block periods so we can have time for tutorial AND advisory.”

"i feel like the 4 day model is going to be worse than the 2 day model. The 4 day model would shorten every day of the school week, whereas the 2 day model would leave 2 full days for teaching. Most teachers already are stressed on Wednesday because of the shortened day. I think having more shortened days would just be more stress on teachers to teach concepts more hastily and spend less time on each concept. Because they would be spending less time on each concept, they would not be taught as well and would leave students learning up to how they want to spend there day, because more rushed days might make students feel more rushed to learn and shove information into their head. If they feel like they need to absorb more information in a shorter time it may dump unneeded stress on them and make them feel well, stressed. And if students are feeling stressed and like they don't really belong it may defeat the purpose of having advisory in the first place."

"Students should have half hour advisory on mon, tue, thu, fri. this makes classes shorter which helps the students stay on task and never get bored. this allows students to see their advisory group longer and participate in school activities more. when we are expected to do something for a class that is only two days a week, its easy to forget. more advisory classes will permit the students to get more comfortable around each other and learn things about themselves too. shorter class periods means more focus, and more advisory days are just benefits for students."

Comments about the 2-day model:

"I think the two day model is more appropriate with the advisory content currently but feel that Tuesday, Thursday is better than Monday, Friday."

"I think that 2-day advisory is balanced as in, there is just enough to not be overwhelming but it also might not provide enough time for projects or work that you are doing in your advisory."

"Personally, I support the 4 day model because the 2 day model limits our time and we don't have as much time to connect and ask questions that we could never ask in a regular class. The 2 day advisory is not my favorite but I am flexible."

"I do not believe that 2 days will be very good at improving connections and creating a sense of belonging, since 2 days of interaction with peers per week isn't the best, and might create a sense of, "Oh no, not again.". For example, in 4th grade, in the first week, we had to go interact with another random person. There was a lot of complaints about this, and the student's expressed relief when it ended. Then, when we had a 4 day per week interaction time, there seemed to be less complaining. I actually met my best friend because of this."

Student feedback on scheduling during the day

Student responses are divided regarding the preferred time to schedule Advisory.

- **First thing:** Some students would like to start their day with an opportunity to focus for the day, while others expressed concern that students are tired first thing in the morning or may arrive late to school for outside appointments or other reasons and would miss Advisory.
- **Mid-morning:** Some students prefer a mid-morning time to avoid the concerns of early morning or end of day scheduling, while others feel this would be too disruptive to the school day.
- **End of Day:** Some students would welcome ending their day with Advisory as a lower stress opportunity, while others believe that at this point in the day, students are tired and just want to leave school.

"I think we should do it at the end of the day. This is because students will be able to remember everything from the lesson better and talk to their families about what they learned during the lessons. If we did it first thing in the morning students will be too tired to listen to the lesson. The problem with mid-morning is that it is too disruptive to classes and ruins the flow of the day for students."

"I think advisory should be at the end of the day because people don't always come in the morning, and might even miss all of advisory. During mid-morning, that is a little random with just advisory in the middle of the day and I wouldn't really appreciate something calming in the middle of the day. At the end of the day, I could do something relaxing to finish the day and calm down."

"I think Advisory should be the first thing in the morning. My old school had homeroom in the morning and I think it would be tiring to have it at the end of the day. I also think that having it during school would be a bit chaotic and it would be hard to keep the usual school day routine."

"First thing is so much better, especially if they turn it into a homework class instead of making us do activities. I get the lessons are important but i don't like doing the projects when i could be catching up on work."

"Having advisory at the end of the day might make the day feel longer for students and that it is just being dragged on. They might also not want to participate and just be focused on getting home. Having advisory in the beginning of the day could put students in the right mind set for learning or it could be annoying and do the opposite. I think that advisory should stay where it is." (Chinook student)

"I think that first thing in the morning is not good, because alot of people already are late to school, and since there is no grades in advisory alot of people will think that it is optional and they will start coming to school and advisory later and later. End of the day is not that good also, people are usually burnt out at the end of the day because of work, and people wouldnt really want to do anything at the end of the day but go home. Mid day is the best, because most people will not be tired, and they would be focused enough to go to advisory and participate."

Student feedback on class versus tutorial minutes

Students in general much prefer to shorten classes over losing tutorial time, with 67% of students district-wide rating shortening classes as Somewhat or Very Important, though some students expressed concerns about getting everything done in shorter classes.

- **Desire to Preserve Tutorial Time:** Many students find tutorial essential and expressed concerns about not having that opportunity to ask questions or retake tests and worry about the negative impact. These students would prefer time be taken from each class.
- **Concerns about Shorter Classes:** Some students worry that shorter classes would mean additional outside class work which could not be accomplished during class time.

"Taking 5 minutes from classes would be alot better than using tutorial time, as tutorial would allow students be able to retake tests, have more one on one with a teacher, and overall have a better impact than advisory would have"

"you absolutley should not do this. again, advisory is useless so you shouldnt be taking anything but if you take anything take class minutes. tutorial is actually so beneficial for me and i think thats true for a lot of students and"

teachers. its time to get actual help you cant in class, retake tests, stay if your getting picked up late, work on group projects, etc. tutorial is so much more important than advisory.”

“I think that taking 5 minutes from each class would give students more homework because they have less class time to work on it. However, using tutorial minutes is worse because it take even more time out of our day to stay at school. People need this time after school to work on homework, study, and participate in after-school activities that we enjoy.”

“Using tutorial minutes would take away from time that students would need after school. I am very against using tutorial minute for school because tutorial despite being during school is not actually well during school. This should be a time for students to do other things outside of school. Many students that i know have sports directly after school and therefore cannot stay for tutorial. Adding this extra time in school would put added strain on families where school is important but sports are also a large part of their lives. This would just add extra stress on families who want to make a balance of time for school and sports. And even for families who have students enrolled in extra curricular things. Despite BSD having the AL program, there are many students who are not in AL but are incredibly smart and intelligent. These people are not challenged in school and are taking extracurricular classes (i know many people like this) that are directly after school. The topics being taught in those classes could be anything from math to science to life skills. Students may be doing tasks to add to their resume or get into college and graduate from high school such as community service hours directly after school. That is why I think just taking time away from classes would be the best option.”

“I think we should use tutorial minutes because tutorial is optional while class time is not optional. Taking away class time can affect students learning.”

“Taking 5 minutes from classes can really cut back on learning time, especially when teaching plans may need to be adjusted. Without that time, the class can feel stressed and rushed, and more work will have to be done at home.”

Staff

Staff feedback on the 4-day or 2-day model

Some staff members noted the potential benefits for relationship-building and support for students' social-emotional needs in a 4-day model, though there are significant apprehensions regarding workload, instructional time, and the overall effectiveness of this model. Concerns about the 2-day model include less times for building relationships, meaningful instruction, and maintaining consistency in the school schedule, though some staff members prefer this to the 4-day model.

- **Consistency and Routine:** Some staff members favor a consistent schedule with the 4-day model, seen as beneficial for students. A 2-day model raises concerns about scheduling disruptions, particularly when these days fall on Mondays and Fridays.
- **Building Relationships and Support:** The 4-day model is seen as an opportunity to enhance relationships between students and teachers, fostering social-emotional learning and providing needed support.
- **Concerns about Workload:** Numerous teachers express concerns about increased workload and planning time required for implementing the 4-day advisory model. Some feel overwhelmed by the prospect of adding another instructional component to their schedules.

- **Impact on Instructional Time:** Some staff members have concerns about the potential impact of reducing class time on academic subjects in a 4-day advisory model.

“On one hand, the daily schedule would be more consistent for everyone and would definitely promote deeper relationship building. On the other hand, the teacher hand, this is a significant increase in workload. Teaching advisory is teaching another class.”

“Coming from Highland where we have done weekly, bi-weekly, and monthly models- I can speak to experience that ANY WAY OTHER THAN MAKING IT AN EMBEDDED AND CONSISTENT ROUTINE will hinder the ability to execute advisory with fidelity. After gathering data for my grad thesis on this topic, many participants in my study indicated that doing it in a way that disrupts the "regularly programmed schedule" contributes to feelings of resentment, associating advisory with a disruption to the schedule. This breeds negativity and inconsistency in implantation. Making it daily would make it routine, and part of the schedule- not an exception/inconvenience to it.”

“I believe that the 4-day model will serve students best. I appreciate that the sample schedule has time built in for students to check grades, make plans for success, and follow through on goals. Middle school is a big shift for students from elementary school and creating a model that implements this support for all students will be greatly beneficial. I also believe having a 4-day model legitimizes the importance and need for advisory and will help with student and family buy in.”

“After experiencing the advisory modle at Chinook for two years, I heard a lot of complaints from both staff and students. Often this was used as a free time for the students because the lessons that may have been asked for staff to teach, were not very engaging to the students and rather than spend the time to create something new they would just give the students free time. I didn't see this class as an oppertunity to build relationships. Although the students were often given free time, they too complained about the advisory period. I feel like they didn't like the fact that there wasn't much structure. They saw it as a waste of time.”

Staff feedback on scheduling during the day

Overall, the survey responses reflect a range of opinions regarding the timing of Advisory. Mid-morning has advantages in student engagement and focus, while early morning and end-of-day slots face concerns related to student accessibility and effectiveness.

- **Early Morning:** Some believe that having Advisory first thing in the morning could be beneficial in setting a positive tone for the day and providing an opportunity to address SEL skills before stress sets in. However, concerns are raised about equity issues for students arriving late to school and potentially missing the session.
- **Mid-Morning:** Some respondents favor a mid-morning, stating that students might be more present and engaged during this time. It's seen as a potential break in the day, allowing students to focus better.
- **End-of-Day:** Many staff members are resistant to having Advisory at the end of the day, with concerns about student fatigue, decreased focus, and potential behavior management issues. Many feel this timing may hinder the effectiveness of the session and not align with students' mental stamina.

“Doing advisory first thing (P1 or pre-P1) is inequitable, especially for schools like Highland where many students struggle with resources to arrive on time. This is a VERY clear point of data- please do not hold it first period. Our students who would most benefit from advisory deserve to be there for it.”

“Beginning of the day seems much more intuitive to me. Connect with students right from the start and work on SEL skills first thing in morning, before the stress of the day settles in. It seems like a more “proactive” approach rather than “reactive.” I would have a lot more creative energy first thing in the morning as opposed to end of day.”

“We have had advisory mid-morning, and it's so-so. It seems a bit disruptive to some students' schedules, but not overly so. One drawback is for students who have 3rd lunch. It means they go to 6 different classes before they get to have any downtime. If we use mid-morning, I would like to see snack integrated into advisory for those with 3rd lunch. Most of my advisory students say they would really prefer advisory first thing in the morning. I would, as well. I think it would help students to ease into their day and set the tone. I also think it would be easier to follow up with students who are frequently tardy if it was with a smaller group of students.”

“I think that mid-morning would work best because students are most likely to be present and engaged at that time. It would be nice to be able to have Advisory first thing in the morning as a positive start to the school day, but there would probably be a lot of attendance issues. The end of the day would not work well because at that point students are tired and wanting to go home.”

Staff feedback on class versus tutorial minutes

Staff members did not express a clear consensus on whether to reduce class time or utilize tutorial minutes.

- **Concerns about Losing Instructional Time:** Many staff members have concerns about the impact of losing class time, feeling that class periods are already short, and taking more time away might hamper their ability to cover content, especially in subjects like science, PE, and band where setup and transitions take additional time.
- **Support for Maintaining Tutorial:** Numerous staff members highlight the importance of tutorial time in providing support to students, offering opportunities for test retakes, small group work, individual attention, and makeup assignments. Tutorial is seen as beneficial for students who struggle or need additional help.
- **Equity Considerations:** Some point out equity concerns related to tutorial attendance, noting that not all students utilize tutorial, including those with transportation limitations or other commitments after school.

“I don't like losing that time. Periods are short enough already and feel rushed. It might be worth the trade off tho for the growth of our kids. I teach math and we are doing problem based learning which is slower and needs longer blocks of time to properly learn from.”

“I don't want to lose tutorial. It is so important for kids to have that time to get help or make-up things they missed while they were out of school. I don't love losing 5 minutes every class but it is a better option.”

“Both of these are really hard options to swallow. I already feel like 50min is too short to develop the academic skills and learn the content that the standards require. But I also cringe at the thought of giving up tutorial. This is my opportunity to focus and help students in small groups and for students to do assessment retakes. Since best practices requires us to offer multiple opportunities for students to learn and retake assessments, tutorial is the natural way to do this. Otherwise more instructional time will need to be allotted to retaking of assessments.”

"I think we should use tutorial minutes and completely embed tutorial within the school day. Having tutorial after school is not equitable because it is not available/accessible to all students... some students have responsibilities outside of school and have to leave as soon as 7th period ends (caring for siblings, work, etc.) (this impacts students of color and lower income students the most)"

Families

Family feedback on the 4-day or 2-day model

Family perspectives are mixed on the 4-day or 2-day models. There are concerns about taking time from core instruction, the need for structure and purpose in advisory sessions, and the importance of maintaining tutorial. Some expressed reservations about the effectiveness of a 2-day advisory model, while others view it as a more balanced option.

- **Concerns about the Impact on Instruction in a 4-day Model:** Some family members express concerns about the potential for wasted time and reduced instruction in core subjects due to the increased frequency of the advisory period.
- **Concerns about Impact and Effectiveness of a 2-day Model:** Some family members suggest the 2-day model might not offer enough time for a meaningful impact on organizational skills, SEL, or other essential areas.
- **Importance of Consistency and Support:** Several respondents appreciate the idea of a daily "home" class like advisory, which could offer consistency and support throughout the week.

"I don't think 30 minutes 4 days a week are needed. This takes time away from class. My kid doesn't like Wednesdays because he feels like the amount of work is the same in classes but he has less time and ends up with more homework, instead of being able to complete more work at school."

"I like the different focus of the 4 days so middle schoolers are able to learn a different perspective of soft skills"

"4 day is important in order to create a successful model and impact."

Family feedback on scheduling during the day

Family opinions on the timing of Advisory are split between starting or ending the day with Advisory, with little support for mid-morning sessions.

- **End of the Day Preference:** Some respondents prefer Advisory to occur at the end of the school day, as a positive way to end the day with reflection or enjoyable activities.
- **First Thing in the Morning:** Other family members favor having Advisory first thing in the morning to set a positive tone for the day and allow students to prepare, organize, and plan for the day's activities.

"First thing in the morning to allow students to prepare for the day."

"End of day seems like a nice way to end the school day with "fun" activities"

Family feedback on class versus tutorial minutes

Families see challenges in reducing either tutorial or class time. There are concerns about the impact on student learning in either scenario.

- **Importance of Tutorial Time:** Many family members emphasize the significance of tutorial time, considering it an essential part of the school day. They believe tutorial is valuable for catching up on missed work, seeking additional help, and focusing on core subjects.
- **Concerns About Losing Instructional Time:** Some express concerns about reducing class time, noting the importance of classroom interaction, teacher support, and smaller class sizes for effective learning.
- **Access to and Use of Tutorial:** Some family members note that while tutorial offers an opportunity for extra help, its accessibility for all students and effectiveness should be considered.

“Prefer not to take tutorial minutes. I think kids will learn at their pace in class, extra 5 minutes may not be that impacting. If kids understand it they understand it, if they don’t, they don’t and will need the extra tutorial minutes.”

“I do not support the removal of instructional minutes, I would strongly prefer the elimination of tutorial which is not accessible for all students anyway. But what impact would this have on busing/transportation?”

“I don’t prefer either. If the point is to be in a specific group for advisory but the kid needs to retake a math test or get help in a language class, how will those teachers be accessible during these 30 minutes? Won’t they have their own advisory group? If we take tutorial away, there is less access for these types of things it is used for. If we shave off time in classes, the students will have more homework to complete instead of being able to complete in class.”

Appendix: Feedback from School Sessions

Chinook Middle School

Vision:

- "trust" is important to vision

4 days:

- 4 day routine nice because it adds routine
- 4 days allows people to get into a routine, even more community and game day would be good. Having Mon more of an ind. day helps people ease into the routine even better
- 4 days provides more of a chance for people to communicate with each other and it build a sense of community in the actual advisory and I feel in a 2 day schedule there wouldn't be as much time to that to develop
- 2 times a week 30 min each day isn't enough time to build a community so I feel 4 days is definitely fixing that issue
- I'm not sure 4 days would be a good idea because we'd lose more time in our regular classes
- More choice to what activities students choose to do instead of one activity you have to do
- If we do the 4 day schedule, it'd be better to have a day where students decide what to do and one day a teacher gives kids a fun fact or project about it

- Mon should be days you ease into the week and jumping right into school could be a little off-putting - just having a day to get adjusted and have school after that
- Current news is important bc we don't get to talk about it at school -but every other week or so being able to talk about it would be nice
- Just having time sometimes to read books, hangout with friends, or work on HW in a place like the library

2 days:

- I like Tue/Th better so I have more time M and F in classes
- T/Th is better, coming from the weekend
- T/Th is better, coming from the weekend
- Mon/Fri is better because you have a morning and end of the week check in
- Mon/Fri is better bc it's closer to the 4-day schedule because you can check in with someone you trust. By Tue, I've already figured out my own issues and can't talk to someone
- T/Th is better because having a 3-day gap could slow the momentum of advisory
- M/F because it sets up "what are you going to do for the weekend" and has more of a community vibe
- What about T and F? Mon we're all tired and Tue we feel more active, and Fri - that last day of the week we're more energetic too
- T/Th because M/F are more likely to be days off (holiday long-weekends)
- Mon everyone is so tired, so I'd rather do T when I have more energy

Highland Middle School

STUDENT FEEDBACK

- Split between 4 day/2 day
- Want more time for academic support. Don't like asking for help, so if there were more adults available and offering help they'd like that
- Nest was boring; could tell teachers weren't invested and the SEL content wasn't engaging
- Want smaller groups, not as big as a classroom
- Want space to do a brain/emotional dump so can have a clear head the rest of the day
- Right before lunch they're starving, not a good time for homeroom. Prefer right after lunch when they have more energy
- Others said first thing so they can get set up for the day; don't want end of day
- Can we group kids by the support they need? For example, students who need more SEL or HW support are grouped together
- Survey students to find out their favorite and least favorite teachers; this is very important. Who the teacher is matters!! Also ask what other students they want/don't want in their HR. This was the #1 thing every student cared about. They need friends in the class to enjoy it
- Have a fun activity daily
- Resoundingly don't want to extend the day by absorbing tutorial; prefer to take 5 minutes from each period
- Split on looping
- Majority of kids said they go to tutorial sometimes for a combination of homework/relaxing

STAFF FEEDBACK

- Most said we should keep tutorial as is; a few had concerns with this. For example, science already has a curriculum that's for 60 minutes that they deliver in 50 - how do they cut that to 45?
- Nothing extra to plan and all done ahead of time by someone dedicated! Can't be more work for teachers. Dual language planning, materials in Spanish, must be included and not an afterthought
- Some prefer looping because it fosters stronger relationships; others want new groups from year to year. Important to preserve quality over duration. Maybe some groups loop and others get switched up - school has flexibility
- Want other staff to have HR so that class sizes are smaller. Include ITCL, MLL, library, maybe GSAs
- SPED teachers could have their students
- If we absorb tutorial and classified staff have HR, will have to pay to have them stay at school longer
- RMS should be broader than this - should include reimagining dual and the 7 day periods. HR has already been done
- Half preferred 2 day and half 4 day. With 4 day, they'd get practice to mastery and see SEL modeled. Like the consistency of a 4 day schedule
- If 2 day, shouldn't be M/F end caps because kids will miss
- Additional staff should be district funded (not building) and can't come out of the teaching FTEs
- Homework support is an important part of HR
- Not equipped to talk about my own feelings and don't enjoy it - I shouldn't be leading SEL lessons. Want to be purely academic. PD won't help because I don't enjoy it and will put in less effort because I'm uncomfortable
- Must be led by student voice
- Schools must have flexibility; curriculum for Chinook shouldn't be the same as for HMS
- Need accountability for changing classes for HW. Perhaps sign up for a class and there's a cap on number of students, or use the scheduling app that LWSD uses
- Not at the end of the day. Like after lunch because it's usually the hardest period. Others said 1st period, because so many students are late. At least then they'd be missing 1/2 of HR and not 1/2 of math
- One teacher had this growing up and activities were led by student choice. There were rotating elections (every 2 weeks) and students would choose activities based on majority consensus. Do we do HW today? Go outside and take a walk? Etc.
- Can we use this as an opportunity to double up on reading/math support?
- Must have thoughtful placement of students who should be together and who shouldn't be
- Group kids based on need and shift as necessary
- Do we want to keep kids from elementary together in 6th, or separate so they meet more people?
- Must be flexible!
- Another teacher experienced homeroom out of the country; Ted Talk Tuesdays where the kids would pick; Advisory led assembly every week that was student driven; time for special projects; process issues and current events
- Concern that the motivation and curriculum will disappear after awhile
- Concern that HR will end up being used for tutorial, because you have the kids who need support there
- Absorbing tutorial would be most equitable for our marginalized students because they'd have buses to take them home
- One teacher came prepared with the suggestion of this block schedule (pic attached). Everyday you'd have ELA as one of your blocks, and other classes might rotate. Everyone really liked this schedule - it gave teachers enough time to thoroughly teach, and students have a different schedule everyday so weren't bored