



Meeting Minutes High School Schedule Implementation Advisory Group September 1, 2016

Welcome and Introductions

Superintendent Greg Baker welcomed everyone and asked that each person introduce themselves and share why they chose to participate with this particular advisory group. He then spent a few minutes outlining how the district arrived at the decision to change to a 4x8 schedule in 2017-18. He noted that the 4x8 schedule will begin in the fall of 2017, at the same time that the new start/end times (8:30 am – 3:15 pm) for high school students begin. Dr. Baker asked that each person have the opportunity to have their voice heard and to especially ensure that the students in the group have a strong voice in the discussions. He noted that, while everyone should have the chance to add their perspective to the conversations, it is also important to step back to see the big picture and look at issues from a systems perspective.

Basis for Establishment, Background Information and Prior Committee Work

Assistant Superintendent Steve Clarke addressed the group and thanked them for devoting their time to this group. He then reviewed some of the work that has been done in past years that relates to high school schedules and some of the reasons why it's so important to make the schedule change. One motivation for the change is the increased state requirement for students to earn 24 credits, beginning with the class of 2019. Steve also talked about the investigative work with regards to schedules that has been done over the past few years. Although it has been decided that the schedule will include four periods that meet every other day and the start-end times will be 8:30-3:15, many decisions need to be made prior to implementation of the new schedule.

Group Charter and Norms

Administrator on Special Assignment Jeannie Hayden talked about the charter (purpose) of the advisory group:

- Review context of the work including history and develop ultimate student outcomes;
- Surface potential implementation issues;
- Dialogue about information from work parties;
- Prepare summary report and recommendations for Executive Team and Superintendent.

She referenced The Bellingham Promise outcomes and our intention to keep those outcomes in mind as we process and make recommendations.

The group reviewed and agreed to operating norms.

Role of Group in Relationship to Supporting Work Parties

Jeannie reviewed a flow chart that outlines the work that will be undertaken by the group, both in large and small groups. Steve talked about the upcoming work of the "Graduation Requirements Work Party;" Director of Teaching and Learning Keith Schacht overviewed the "Course Waivers Work Party," and Director of Teaching and Learning Charisse Berner explained both the

“Instructional Implications” and “Multi-Tiered Systems of Support” work parties. Jeannie noted that other work parties will form as needs surface. Advisory group members were encouraged, but not required, to participate in any of the supporting work parties.

Considering Student Outcomes

Jeannie instructed members to review a working document outlining student outcomes and shared a protocol for dialoguing about our desired student benefits. Guiding question: What benefits do we hope students experience as a result of the new schedule?

Draft outcomes/benefits (to be edited):

1. Personalizing their high school experiences; schedule increases flexibility for students, allows them to explore and develop areas of interest and passion and meets their individual needs
2. Taking robust courses; being challenged and provided with support in taking rigorous courses
3. Reducing barriers in accessing courses at their home schools as well as at intra-district sites
4. Meeting graduation requirements (particularly those who historically disproportionately do not)
5. Not wanting or needing to waive courses
6. Staying in our high schools
7. Sleeping later (schedule adheres to medical research and ensures that students are not starting school activities early in the morning)
8. Developing a balanced life (allowing time outside of school for activities, athletics, family, and personal endeavors)

Following discussion in the small groups, feedback was shared with the larger group. Jeannie will use the feedback to edit the student outcomes.

Questions, Next Steps

Jeannie wrapped up the meeting by asking for questions and requests for future meetings. Questions that surfaced aloud and from notecards that members turned in (and the answers thereto) are shown here:

Question: What should happen between now and the next meeting?

Answer: Engage with staff, students and community members to continue to clarify and surface issues.

Question: Should we encourage others to attend the work parties?

Answer: Please feel free to extend an invitation; if possible (not required), please communicate with the work party facilitator or Jeannie ahead of time for material and space preparation.

Question: How many classes per day will students take?

Answer: While we have landed on a daily schedule including four class periods per day, we still need to make decisions about what else needs to be built into the schedule (tiers of student support, THOR/Anchor/Raider Aide, etc.).

Question: Will the graduation requirements work party also address Running Start credits and state testing requirements?

Answer: Yes.

Question: Currently, Intensified Algebra is offered every day. Will that continue?

Answer: Yes. Our math department has committed to a grant that includes this requirement.

Question: Where will nitty gritty content questions be addressed?

Answer: Our staff learning content-alike and professional learning choice days allow focused time for staff to dig into the curricular and instructional changes that need to occur when students take eight instead of six courses.

Question: Will we have an opportunity to see or hear examples and case studies from other 4x8 schools?

Answer: Yes! Staff members have engaged with folks from Mount Vernon, Bellevue, and Burlington School Districts, for example. We are in the process of learning from others as well.

Advisory group members were encouraged to send Jeannie any additional questions or issues that come up along the way.

Meeting adjourned at 5:05 p.m.