



Meeting Minutes High School Schedule Implementation Advisory Group December 8, 2016

Welcome and Agenda Overview

Co-chairs Jeannie Hayden and Steve Clarke welcomed everyone to today's meeting. After reviewing the meeting [minutes](#) from November 17, 2016, the group positively responded to a motion to accept the minutes as written. Jeannie outlined the goals for today including finalizing recommendations for the PHYSICAL EDUCATION waiver process, agreeing upon a "bell" (time) schedule, and considering the Instructional Implications Work Party suggestions. The group would also have a chance to review the draft recommendations for the Executive Team and Superintendent.

Physical Education Waiver Process

Guests from the Department of Teaching and Learning, Jessica Sankey, and Physical Education teacher, Nikki Lockhart, attended today's advisory meeting to share information on behalf of the physical education teachers. Nikki gave an overview from the Physical Education teachers, including sharing their hope that with more room in students' schedules and an expanded Physical Education course menu, fewer students would choose to waive Physical Education. Jessica added that as part of The Promise, Bellingham Public Schools calls out developing healthy, active individuals. Physical Education teachers would like to have the opportunity to talk with students prior to a waiver being granted, rather than the request only being seen by counselors. They want students to be thoughtful about the waiver process and they want to make sure students know that a wide variety of classes exist. A question surfaced about the difference between "Health" and "Physical Education". Nikki explained that in Health, students learn about body systems, nutrition, social emotional and sexual health, while a Physical Education class teaches the students how to put what they've learned in their Health class into practice - potentially for the rest of their lives.

The Physical Education teachers feel strongly that waivers should not occur in ninth and tenth grade and should only be allowed for eleventh and twelfth graders. A principal pointed out that we are doing a disservice to students if we do not have students experience at least one semester of Physical Education Steve Clarke asked how many advisory group members were in agreement that the recommendation from the waiver work group stand which calls out guidelines to allow the waiver for only eleventh and twelfth grade students. Several advisory group members indicated disagreement. When asked how many were in favor of allowing tenth, eleventh and twelfth grade students to waive Physical Education, more than 10 members indicated that they were not in favor of adding tenth graders to the list. Steve stated that there will be a reference in the recommendation that the group wrestled with the waiver process recommendation but did not reach consensus.

Review Draft Schedules

Jeannie asked the group to share conversations with students and staff regarding the proposed draft schedules. Many advisory members shared their experiences and matching lunch lengths surfaced as the priority.

Jeannie asked the group to stand up if they supported keeping lunches the same; all but one member stood (a student who indicated he does not have a preference).

The group discussed other aspects of the schedule like the importance of keeping announcements to five minutes or less, how a ten minute passing can potentially allow students to grab a snack, etc. Steve asked for a "fist to five" for keeping the "[Bosco](#)" schedule as-is, and the result was nearly unanimously "fives."

There was some discussion about the uniform naming of class periods. It was suggested that, rather than having periods 1, 3, 5, 7 (odd and even days) that they be numbered 1-4 and 5-8. The group supported the recommendation of running an A day with periods 1-4 and a B day with periods 5-8.

Read and Discuss Instructional Implications Work Party Summary

Department of Teaching and Learning Director Charisse Berner gave an update on the December 1, 2016 Instructional Implications Work Party meeting and provided a [summary](#). Someone was asked if the AP testing window could be changed. Department of Teaching and Learning Director Keith Schacht answered that the testing window is set by College Board and cannot be changed by an individual district. A late window can be used for some AP classes.

In keeping with the summary recommendation, noted above, a staff group will outline course descriptions for optional academic workshop type classes, and Jeannie noted that an all-day session was planned for December 14. Representatives from the three comprehensive high schools will work with Director of Teaching and Learning Dawn Christiana and Jeannie to consider MTSS (Multi-tiered Systems of Support) best practices, as well as ideas brought forward by various staff constituents.

Share Any Other Implementation Considerations

Jeannie asked if there were any other concerns that should be considered prior to moving forward with a final recommendations. The following information was noted:

- Music teacher Kirstin Doud wants to make sure music teachers understand the importance of running early auditions as students need to register before March 10, 2017.
- Special Education TOSA Mary Lippiatt added that it's very important to coordinate amongst special education, ELL and other support classes as we develop our new master schedules.
- Someone asked how the new course proposal and catalog process are going. Keith shared that tomorrow's (Dec. 9) job-alike sessions, groups should finalize requests and review the draft catalog. On Monday, Dec. 12, 2016 the Department of Teaching and Learning team will consider all new course proposals.

Highlight Details for Final Report and Recommendations to Dr. Baker

Jeannie reviewed the recommendations that will be provided to Dr. Baker by this advisory group including:

1. New Schedule Outcomes:

The new schedule will support students in:

1. personalizing high school educational plans. The new schedule increases flexibility for students to explore and develop areas of interest and passion and create intentional, individualized pathways.
2. being challenged and inspired to take rigorous courses (differentiated with staff support).
3. equitably accessing courses. The new schedule will allow students to access new/more courses at their home high schools, intra-district sites and other programs in our community.
4. graduating in a timely manner.
5. addressing health and wellness issues. The new schedule adheres to medical research around teenage sleep patterns.
6. graduating prepared for success in the global community and ready for the widest range of educational and vocational options.
7. meeting homework requirements, thus allowing time for activities, family, and personal endeavors. Preparing for the new schedule gives us the opportunity to examine the role of homework and consider a goal to help students develop habits of a balanced life.

2. Student Support Work Party Summary Recommendations

- Offer two support classes per week of not less than 30 minutes each.
- Schedule the support time as part of the school day, in the morning attached to the first block two days a week - each Wednesday and Thursday.
- Assign all full time teachers, regardless of planning period, to a support class or group of students.

Additionally,

Describe optional leadership and support classes for students such as Academic Workshops, AVID, Leadership, Peer Mentor, Tutoring, etc.

3. Graduation Requirements

GRADUATION COURSE REQUIREMENTS – CLASS OF 2021 and BEYOND		
Subject	Credits	Content
English	4.0	Required: English 9 and English 10, and other courses in reading, writing, and communication.
Mathematics	3.0	Required: Algebra I, Geometry and Algebra II (Algebra II may be met by another 3 rd year math course based on Personalized Pathway/High School and Beyond Plan including parent/guardian signature). See counselor for details.
World Language	2.0	Required: Two credits in the same language (e.g., two years of <i>Spanish</i> , two years of <i>French</i> , two years of <i>German</i> , etc.). Credits may be met through Personalized Pathway/High School and Beyond Plan and district waiver process.
Science	3.0	Expected sequence: Biology, Chemistry, Physics. Required: Two credits must be in a lab science. Third credit must align with Personalized Pathway/High School and Beyond Plan including parent/guardian signature.
Social Studies	3.0	Required: Contemporary World History/Geography/Problems; US History/Government; 0.5 credits of Civics (content may be embedded in another social studies course); 0.5 credits of Social Studies elective.
Health and Fitness	2.0	Required: Health (0.5 credit) and PE (1.5 credits).
Arts	2.0	1.0 credit may be substituted as part of a Personalized Pathway/High School and Beyond Plan including parent/guardian signature.
Career and Tech Ed	1.5	Required: 0.5 Technical Literacy. One credit may be an Occupational Education course that meets the definition of an exploratory course as described in the CTE program standards.
Electives	9.5	
Total Required	30*	

*2 elective credits may be waived through district process demonstrating hardship/exceptional circumstance.

Steve explained that once Dr. Baker has received the recommendation and is ready to move forward, further work will ensue with respect to the new course offerings, staffing, resources to run the courses and teacher professional development and support.

Steve and Jeannie thanked everyone for their great work and for engaging in a thoughtful and respectful manner every step of the way.

The meeting was adjourned at 4:50 p.m.