

## High School Schedule Committee Minutes 10-8-18

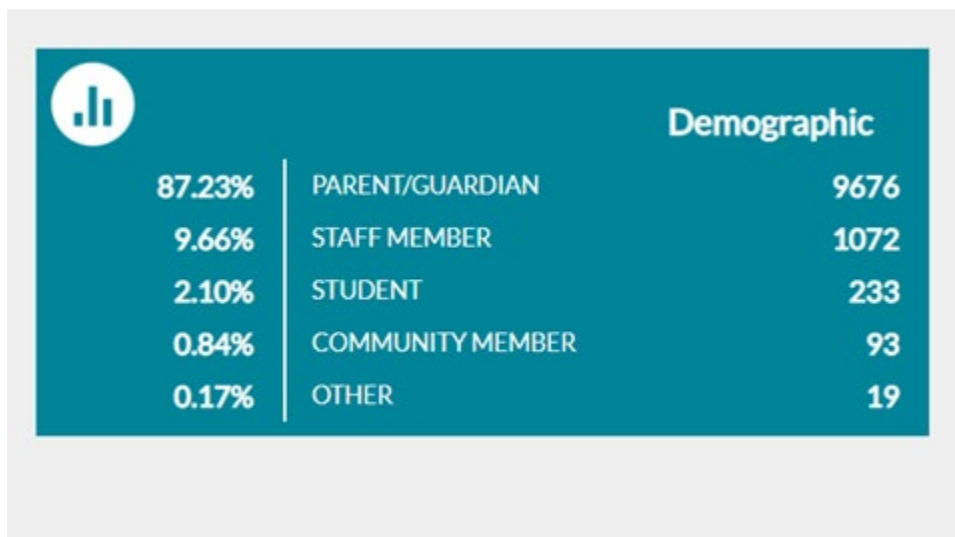
- **Attendees:** Andrea McCormick (Principal, Issaquah High School), Sean Martin (Principal, Liberty High School), Alicia Mitchell (Assistant Principal, Skyline High School), Jen Martinson (Counselor, Issaquah High School), Henry Level (English Teacher, Liberty High School), Ami Williams (Math Teacher, Skyline High School), Mark Buchli (IEA Representative and Science Teacher, Liberty High School), Stacy Heller (Parent Representative, Issaquah High School), Mitzi Widdows (Parent Representative, Liberty High School), Shawna Borichewski (Parent Representative, Skyline High School), Josh Almy (Deputy Superintendent), Donna Hood (Principal, Skyline High School and Incoming Executive Director of High School Education), Martin Turney (Executive Director of Operations), Ruth Moen (Group Facilitator)

4:00--4:05

- Review Meeting Minutes from Previous Meeting
  - Minutes approved

4:05--4:30

- Homework updates from last meeting
  - Thought Exchange Participation Rates - data on response rate for bell times to compare with those of HSSC committee surveys – no questions on data



- Tahoma Schedule from Henry Level – questions about how the power hour is used – attachment provided for clarification

**Regular M-Th Schedule Start End Minutes**

1 & 5	7:40	8:59	79
Break	8:59	9:06	7
2 & 6	9:06	10:25	79
Lunch/Power Hour	10:25	11:25	60
3 & 7	11:25	12:44	79
Break	12:44	12:51	7
4 & 8	12:51	2:10	79

**Friday Schedule Start End Minutes**

1st and 5th	7:40	8:42	62
Break	8:42	8:49	7
2nd and 6th	8:49	9:51	63
Break	9:51	9:58	7
3rd and 7th	9:58	11:00	62
Break	11:00	11:07	7
4th and 8th	11:07	12:10	63
Lunch	12:10	12:40	30
In-service	12:40	2:10	90

- Does the schedule factor into student stress, anxiety, depression or suicidality?
  - Jen shared information from ASCA – (American School Counseling Associations)- no data available on anxiety from ASCA or other resources connecting schedules to mental health or well being. Research suggests that how the schedule is rolled out and implemented is important in reducing anxiety.
  - Andrea consulted with Swedish Mental Health supervisor – discussed science between consistent sleep times, anxiety and certain schedules. Discussed the balance between interest in courses selected, the number of courses required and stress.
- 7th period--credit recovery and electives + summer school enrollment #s – Donna Hood and Alicia Mitchell reviewed data
  - 244 students took 354 classes and 268 were for credit recovery
  - 240 students online, 99 online health ( total of 339 online classes)
  - Credit recovery in 7<sup>th</sup> period – discussed the various options for credit recovery outside of 7<sup>th</sup> period.

- Many students using RS and WaNIC to exceed credits they can earn in a single semester.
- 7th period enrollments vary by building.
- Conclusion – how many students need the courses for credit recovery is important information and graduation requirements impact numbers of students needing credit recovery
- How many are in academic lab or other support classes – no specific data is available – LHS has 5 or 6 academic supports, ISHS has no support but only offers general support class.
- What does flex time look like in various schools?
  - Issaquah-- ISHS – nest time reviewed. Modeled off N. Thurston core flextime. Specific academic and social emotional work during core flex time (4 days/wk for 30 min).
    - Four ways used by students (students required to go):
      - 1. For school disruptions – fire earthquake lock down. Assemblies, Surveys (SDQ and Healthy Youth)
      - 2. For Social emotional learning – structured lessons – advocacy, academic integrity, escalation cycles
      - 3. For Choice – based on self-awareness and needs – make up quiz, work on lab, and get teacher help – 2days/wk usually dedicated to Choice. Discussed importance of using nest for social time due to demands of school and extra-curricular activities
      - 4. Counseling office available for walk in appointments. No discipline referrals have occurred during nest time. .
  - Northshore—more traditional advisory w lessons – less academic and choice time
  - North Thurston—no SEL, more flex time – bigger focus on students who are failing
  - Tahoma—Ruth –Power Hour– handout reviewed – 4 days /wk for one hour prior to lunch
    - academic support is emphasis, students are assigned support, also have choice activities w variety of activities for students to attend. SEL not the purpose.
    - Used for assemblies and Club meetings during
    - Typically, students do not leave during lunch.
    - Well received by staff. Students are not monitored. Intention is to lighten the day, support students and give choice.
    - Power hour supports the community focus of the school.
  - Sammamish--Hood (teacher and administrator);
    - 30 minutes (tutorial and academic) at end of day – students take feed back home
    - Clubs and sports cannot begin until tutorial is done.
    - 10-20 students do retakes or have extended time for tests.
    - Staff and parents can assign a student, not admin (not punitive). Helps student in the middle. No attendance taken and not required unless staff/parent assign.
    - SEL learning during middle of the day.

4:30--4:45

- Community Input meetings – 10/15 and 10/25 from 6:30 to 8:00 pm--role of committee members (Josh and Donna) and objective; table captains. Table facilitators have been secured. 25 minutes power point has been developed. Will be shown to PTSA and at IDSC meeting.
  - 3 driving Qs:

- 1. What do you like or not like about your students schedule and about other schedules,
- 2. What are your top priorities in a high school schedule (no specifics re: contact time, opportunity, remediation, flex so that participants are not led to a conclusion
- 3. Flex time – what do you think about the time built into school week and how it can be used. Presentation can include survey result that all groups believe electives are important but we need to know what this means to the community and why it is important to them. Presentation should clarify what flex time can mean.
- 12 to 15 minutes x 3 = 36 min (to 45 min)
- 6--8 min report outs around the room

4:45—4:55

- Electives we do offer by HSs--CORE 24 (Donna Hood); anything can function as an elective. Goal: increase opportunities. Grad requirements are set by the School Board. Course offerings can change in any school year and are dependent upon student demand, staffing with the right certs and training, and facilities.
- Bring schedules that you have played around with and format them like Mercer Island--tweaked schedules?
  - Bring daily minutes
  - Bring weekly minutes
  - Does it hit 1080 hours

4:55--5:35

#### **Flex Time:**

- How important is flex time? Do we make it a component of the finalists here? Pair/share with someone not your school and not your role, then whole group. Take a temperature then ask for them to listen for this at community meetings. Final decision on the 29th.
- Pro's and characteristics of Flex Time discussed:
  - Group size for nest time
  - Community building, making connections w teacher, helps engage students
  - When it occurs so students don't miss after school activities,
  - Flex time should be considered
  - Flex time helps account for instructional interruptions and should be flexible
  - Opportunity for teachers to meet w teachers when might not otherwise have access

5:35—5:55

#### **Schedules:**

- Look at minutes, totals. How many classes in schedule, meets/week, minutes/period, hours/year long course, does the schedule include flex time (used a common 30 min flex time).
- All schedule samples and minutes were reviewed
- Rotating drop schedule is very complicated – eliminated from consideration

5:55 – 6:00

- **Homework for 10/29**

- Flex time decision – importance and impact of flex time
- What is the best seven period and what is the best eight period schedule on the table?
- Is there any third schedule that just really appeals to you and if so, why?
- What are the merits of each? What are the drawbacks of each?
- Andrea wanted to clarify that the schedules are samples and we may choose a hybrid of these schedules.
- Henry provided some schedules which should be reviewed and discussed next meeting.
- If anyone has a hybrid schedule to recommend please bring to the next meeting
- Andrea would like to see how minutes and flex time equate to academic results –(ACT, AP, admissions rates etc...)
- More time to review schedules next meeting
- Importance of staff feedback as we start to clarify
- Why is a common schedule important