

**Eugene School District 4J
High School Common Schedule Work Group
Mon., Feb. 6, 2012
Auditorium
8:00-12:00**

Meeting Summary

Meeting Agenda

- Confirm work group charge and timeline
- Agree to Working Agreements and decision making protocols
- Review work to date
- Superintendent's expectations and perspectives
- Develop shared criteria for schedule assessment
- Build an understanding of schedule options
- Define communication needs

Work Group Charge and Timeline

The charge of the work group is to recommend a common high school schedule to the superintendent by the end of February. There will be multiple opportunities for stakeholder input to the recommendation during early March. The superintendent will make a recommendation to the board in March for a board decision before spring break.

Work to Date

- High school principals have been discussing the need for a common schedule for over a year.
- There is no preferred schedule at this time.
- No one school is driving the need for a common schedule. It is the needs of the district as a whole.
- On February 1, a recommendation was made to the school board to implement a common schedule in high schools by 2013-14. The board will take action on this recommendation at its February 15 meeting.
- During early March, the public will be invited to provide input to the board and superintendent.
- Following public input, the superintendent will make a recommendation to the Board.
- The board will take action in late March or early April. The hope is that the decision can be made prior to spring break.

Working Agreements

The group reached consensus to adhere to the following working agreements:

- Start and end on time
- Think on behalf of all students
- Focus on solutions
- Check assumptions
- Planful communication
- Communicate respectfully
- Strive for consensus. *If consensus cannot be reached, members will vote.*

Superintendent's Expectations and Perspectives

Key Points

- The schedule is an essential instructional tool, and it must be effective for students.
- There is no such thing as a perfect schedule.
- The schedule is distinct from scheduling. How we schedule students is equally important. We also need to look at every student's experience.
- Our core purpose is to give ALL students the support to graduate career or college ready. Our 71% graduation rate is not acceptable.
- We are breaking new ground. This is an opportunity to work across schools and operate more as a system. The high schools can lead the district.
- The schedule and the scheduling must avoid fragmentation while being flexible.
- Once you are teaching in a schedule, you become comfortable; you lose sight of advantages and disadvantages

Standards for a Schedule

- FOCUS - Depth is more important than breadth, fewer courses at one time for students, teachers also need to be able to focus (need to avoid having too many students or preps).
- CONSISTENCY - Students need consistent experience, minimize instructional gaps and fragmentation.
- RIGOR - The schedule must support more rigorous instruction, challenging assignments with time for feedback because that's how students learn best, promote student inquiry and in-depth learning.
- MAXIMIZE INSTRUCTIONAL TIME - We must have the capacity to fully schedule all students.

- PROMOTE ACCELERATION AND REMEDIATION - Schedule must accommodate both.
- ALIGNMENT WITH HIGHER ED - Increasingly important.
- COST - Is important but not the primary factor to consider.
- CLASS SIZE - Must reduce class size.
- COLLABORATION - Need to create among and within faculties.

What is a common schedule?

- Students will not have difficulty transferring across schools, no gaps.
- Students can access similar courses.
- Students have similar time for learning.
- Teachers have similar amount of prep.
- Will have some flexibility within each school's schedule, e.g., passing time.

Criteria

Participants identified the following priority criteria for assessing potential schedules (*not listed here in priority order*):

The common schedule must—

1. Provide for acceleration and remediation

- Both acceleration and are possible for a single student.
- Avoid isolating students because they need interventions.

2. Maximize instructional time. Focus.

- Depth over breadth.
- Significant chunk of time to engage student.
- Intentional teaching time, lessons, daily contact.
- Minimal transition times across days and year.

3. Be sustainable

- Manage workload for teachers and students in transition and beyond.
- Number of preps and classes.

4. Be flexible and engage students

- Ability to advance at own rate.
- Choices to support student engagement, access to classes that light kids up, non-core.

- Availability of core classes; IHS, AP, IB, grad requirements.
- Equity of offerings.
- Fully scheduled students.
- Flexibility of scheduling for choice.

5. Maximize other classes at other high schools and colleges

- Collaborates with higher education in getting students on college campuses.
- Includes College Now, possibly Skype.

6. Build collaboration

- Builds reliability across district, not dependent on which school a student attends.
- Collaboration across district for curriculum.
- Professional development.

7. Foster relationships

- Fosters relationships between teachers and students over the year, during the teaching period and over four years.
- Class size that promotes student-teacher relationships.
- Fosters community among students.
- Opportunity for advocacy.

8. Provides for consistency

- Minimal fragmentation
- Sustained learning over time
- Minimize learning interruptions

Descriptions of schedule options (see attached matrix)

Work group members described four possible schedules: a 3x5 trimester, a 4x4 semester with one possible A/B period, a 2x4 semester schedule, and 2x7 semester schedule.

Work Group Meeting Schedule

Mon., Feb. 13 - 8:00-12:00 in Parr Room
 Tues., Feb. 21 – 12:00-4:00 in Parr Room
 Thurs., Feb. 23 – 8:00-12:00 in Parr Room
 Wed., Feb. 29 - - 8:00-12:00 in Auditorium

Next Steps

1. Develop FAQs to communicate to schools
2. Clarify work group work plan
3. Create roster of work group members

DRAFT WORK PLAN

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|------|---------------------------|
| 2/13 | 1. Review options |
| | 2. Review/revise criteria |

3. Begin schedule option assessment using criteria

2/21 1. Continue assessment
2. Narrow options

2/23 1. Continue assessment
2. Identify recommendations and key advantages

2/29 1. Finalize recommendation

*Summary prepared by
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