

**High School Common Schedule Work Group**  
**Tues., Feb. 21, 2012**  
**Parr Room**  
**12:00-4:00**

**Meeting Summary**

**Meeting Agenda**

- Review Working Agreements
- Review communication plan
- Review timeline
- Continue analysis of options

**Working Agreements**

Margot reported that several process issues had been raised to her, specifically the feeling that not all comments were getting recorded. She encouraged participants to communicate concerns, issues, and ideas directly during the meeting or with her. The following group agreement was added: *All are responsible for task and process.*

Working Agreements

- Start and end on time
- Think on behalf of all students
- Focus on solutions
- Check assumptions
- Planful communication
- Respectful communication
- Strive for consensus – If consensus cannot be reached members will vote.
- All are responsible for task and process.

**Communication**

The communication plan was reviewed.

1. A key points document is prepared following each meeting.
2. Margot prepares a more in-depth meeting summary with key points and documents.
3. It is important to provide feedback on these documents directly.
4. All documents related to the process are posted on <http://www.4j.lane.edu/secondaryservices/commonschedule>.

Questions regarding communication

Q: There are bullet points regarding the common schedule on the district website. Did the Work Group agree upon these?

A: These were not agreed upon by the Work Group but posted by the Communication Department, which has responsibility for informing the public about district issues.

- Important to be clear what is the product of the work group.
- FAQ document to be completed

Q: How are teachers providing feedback?

A: The Common Schedule Work Group is representative. All members are encouraged to share their work and discussions with colleagues and bring suggestions back to the Work Group. Parents, students, staff and the community will all have opportunities to provide feedback through the online survey and at the public forums.

Timeline for public input and decision

March 5 - 9	On-line survey
March 5 & 7	Public Forums
March 14	Superintendent recommendation to the Board
March 21	Board action

**Electives and College and Career Ready Definition**

Electives

Brad New shared a document that separated each of what we sometimes refer to together as “electives” (Arts, Career and Technical Education, Health, PE and World Languages) and explained how each content area contributes to college and career readiness.

College and Career Ready

Anne Erwin reviewed a definition for College and Career Ready to be part of the criteria. She emphasized that there is a difference between being college ready and graduation requirements. The hope is that our schedule would help students be college ready, not just college eligible.

A schedule that helps students become college and career ready--

- Allows for a rigorous course of study that all students can fully access.
- Is flexible to provide acceleration and remediation to meet college and career readiness standards.
- Allows for embedded time for college and career information, awareness activities, goal setting, and decision-making.
- Creates a carefully crafted pathway of learning that can be articulated to students, monitored and supported for all four years.

**Schedule Options** *See attached matrices.*

Recommendation to take 2x4 option off the table

The group agreed to focus on the following three options

- 3x5 – Trimester with five periods
- 4x4 – Four terms with four periods
- 2x7 – Two semesters with seven periods

Discussions of schedule options

Participants formed five mixed small groups. They were asked to suspend disbelief and create a four-year schedule for a 9<sup>th</sup> grader that prepares that student to be successful in college or career. Margot asked participants to discuss possibilities only and withhold judgment. The task was to create a schedule that is the best possible one for the student, assuming that the student is fully scheduled every year.

Participants--

- created a schedule for each of the three options.
- debriefed and identified key possibilities for that schedule.

### **Superintendent's Comments and Questions**

- Appreciates the extraordinary work the group is doing.
- Q: Does the entire faculty get to vote?  
A: No. Need to respect that your colleagues are doing the work and will communicate back to you. Group members are representing the building staffs.
- Public input. The survey will not be voting on one schedule. It will be feedback to the board about opinions on the criteria that are important for the schedule. Barb Bellamy and the Communications Department will design it. Who will complete the survey is still a question for the board to decide on. The board may be putting more emphasis on the public input sessions.

### **Next Steps**

1. Confirm criteria
2. Continue option analysis – Gap analysis
3. Begin to formulate recommendation
4. Public Input process

### **Meeting Schedule**

Thurs., Feb. 23    *12:00-4:00 in Parr Room*  
Wed., Feb. 29    *8:00-12:00 in Auditorium*