

COLLEGE & CAREER READINESS TASK FORCE

Ground rules

- Start/end on time
- Silence and put away cell phones during table activities and discussions
- Ask questions of each other for the purposes of gaining clarity and understanding
- Express yourself in terms of your personal needs and interests and the outcomes you wish to achieve
- Listen respectfully, and sincerely try to understand the other person's needs and interests
- Come with curiosity and willingness to learn

Agenda

- Meeting Overview
- Community Meetings: High School Trimester Model
 - ▣ Hear from Task Force members who attended the meetings
 - ▣ Review Community Feedback written results
 - ▣ Identify constituent interests – based on their feedback
- Process Moving Forward
 - ▣ Identify Constituent Interests
 - ▣ Develop Rubric of Common Interests across constituent groups
 - ▣ Apply Rubric to Possible Options
- Online Survey: High School Trimester Model
 - ▣ Review initial results
 - ▣ Continue to identify constituent interests, based on survey results
- Next Steps

Task Force Purpose

- Study, analyze and make recommendations regarding impacts of the new state 24 credit requirement and the potential for a 7 period day for grades 9-12 or other creative ways to expand options for 9-12; study and analyze school schedule and start time implications.

Interest Based Process

- Focuses on:
 - Collaboration
 - Common Interests
 - Trust and respect
 - Building relationships
 - Developing Options
 - Refining options that are aligned to common interests
 - Developing solutions that meet common interests

Interests

- The underlying motivations that lead someone to take a certain position
- Wants, needs, concerns, fears
- Values

- What's behind the person's "position"

College & Career Readiness Task Force Process

2014-2015

2015-2016

2016-2017



- Provide feedback on options

- Study & analyze research
- Research work of neighbor districts
- Review staff/community input
- Seek input from Technical Advisory Team



- Provide feedback on options



- Provide feedback on options

- Study & analyze research
- Research work of neighbor districts
- Engage staff/community
- Review staff/community input
- Seek input from Technical Advisory Team



- Provide feedback on options



- Provide feedback on options

- Complete options/recommendations by January 2017
- Engage staff/community
- Review staff/community input
- Seek input from Technical Advisory Team
- Provide options/recommendations for LWSD/LWEA bargaining



- Provide feedback on options



2017-2018

- Implement changes

Listening Sessions: March 2016

- Option 1: Stay with 0 and 7 period options and provide transportation
- Option 2: 4 x 4 Schedule Model
- Option 3: 4 x 8 Schedule Model

Hanover Analysis



Advice for the Task Force

- Develop a schedule that is simple and easy to understand
- Maintain clear communication and solicit feedback from all stakeholders
- Consider the unique needs and impacts of all student groups
- Consider the social, emotional needs of students
- Learn from other districts who have or are doing similar schedule options
- Consider alternative credit options – internships, externships, etc.
- Consider how the schedule affects the scope and sequence for various subjects

*From Listening Sessions Summary Report
March 2016*



Schedule model: Trimester

Scheduling Model: 5 period Trimester

12

- Maintain the length of the current school day
- Students take five 70-minute classes each day
- 1 trimester = 12 weeks
- 1 trimester course = .5 credit
- 1 credit = 140 hours
- Available slots over 4 years = 30 slots
- Credit requirements must increase

Monday	Tuesday	Wednesday	Thursday	Friday
1st Trimester				
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
2nd Trimester				
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
3rd Trimester				
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5

Community Engagement

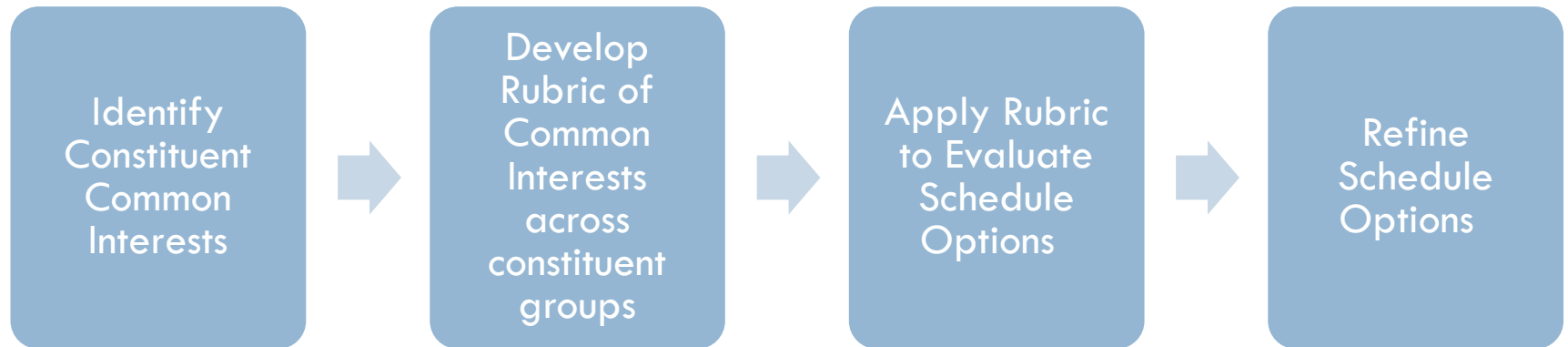
October 19	Eastlake High School
October 20	PTSA Brown Bag Lunch Meeting
October 26	Lake Washington High School
October 27	Juanita High School
November 3	Redmond High School

Community Meetings



- Hear from Task Force members who attended the meetings
- Review Community Feedback written results
- Identify constituent interests – based on their feedback

Process Moving Forward



What's the Purpose – Why?

- To develop a schedule option that has a high degree of likelihood of being supported by all constituent groups
- Because the option incorporates the common interests across all constituent groups

Identify Constituent Interests

College & Career Readiness Task Force
November 10, 2016

- Task:
- Identify constituent interests
 - Indicate with (S), (P), or (T) for Student, Parent, or Teacher interest

A large, empty rectangular box with a thin black border, intended for recording constituent interests. The box is tilted slightly to the right and occupies most of the lower half of the page.



Online Survey

October 17 – November 4

Online Survey



- Review initial results
- Continue to identify constituent interests, based on survey results



Next Steps

Task Force Meeting: December 8

Hanover Analysis

