

# COLLEGE & CAREER READINESS TASK FORCE

# Agenda

- Overview of Task Force Tasks & Timeline
- High School Schedules
  - ▣ Hanover Report: Innovative Approaches for High School Schedules
- Summary Next Steps
  - ▣ Preparing for January survey
  - ▣ Hanover Report – pre-reading for January meeting: Benchmarking High School Start Times

# 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



# Task Force Tasks & Timeline

# Task Force Tasks

- Review the impacts of the new state 24 credit graduation requirement policies that start with the Class of 2019 and beyond
- Review neighboring school districts' high school schedules and their work done to date on this topic
- Analyze the pros and cons for a 7 period day by researching districts that have implemented a 7 period day
- Review and analyze other ways to expand options for grades 9-12
- Study and analyze school schedule and start time implications
- Conduct community engagement processes to inform the group's work and to ensure an understanding of the larger community's desires and priorities
- Develop options, solicit feedback and refine options
- Identify options to be used in bargaining new LWSD/LWEA contract

# Task Force Timeline: Phase I – 24 credits

December, 2015	<ul style="list-style-type: none"><li>• Key communication in Focus, Connections, LWSD website</li></ul>
January, 2016	<ul style="list-style-type: none"><li>• Survey of 8<sup>th</sup> &amp; 9<sup>th</sup> grade students, parents, and high school staff</li></ul>
February, 2016	<ul style="list-style-type: none"><li>• Board Study Session</li></ul>
March, 2016	<ul style="list-style-type: none"><li>• Stakeholder engagement of options</li></ul>
April, 2016	<ul style="list-style-type: none"><li>• Key communication in Focus, Connections, LWSD website</li><li>• Recommendations for 24 credits</li></ul>

# Task Force Timeline: Phase II – School Start Times

May, 2016	<ul style="list-style-type: none"><li>• Key communication in Focus, Connections, LWSD website</li><li>• Survey of K-9 students, parents, and staff</li></ul>
September, 2016	<ul style="list-style-type: none"><li>• Key communication in Focus, Connections, LWSD website</li></ul>
October, 2016	<ul style="list-style-type: none"><li>• Board Study Session</li></ul>
November, 2016	<ul style="list-style-type: none"><li>• Stakeholder engagement of options</li></ul>
December, 2016	<ul style="list-style-type: none"><li>• Key communication in Focus, Connections, LWSD website</li><li>• Recommendations for School Start times</li></ul>



# Hanover Report: Innovative Approaches for High School Schedules



# Innovative Approaches For High School Schedules

## Purpose:

- ▣ Connection to our work with the traditional 6 period schedule
- ▣ Review and analyze other ways to expand options for grades 9-12
- ▣ Foundation for our work generating different scheduling options

# Jigsaw Activity

- Activity: Review the article and become an “expert” on 1-2 schools. Fill out the table with details and prepare to share your work with your group.
- Each person at your table should choose one-two schools that will be their focus.
  - Skim: The introduction
  - Read: Section 1: Public High School Profiles and/or Section 2: Private High Schools
    - Read only about your school (be prepared to share this information with your group)
  - Fill out the table based off information from the section you read

	How does this schedule help students with the 24 credit requirement?	Credits earned over 4 years	Periods per day/Per Week	Instructional Hours Per Credit	Unique Features	Pros	Cons

# Jigsaw Activity

- Share out with your group and fill in your table with the information they provide
- Reflection: talk in a group about something you liked from the article. Also, share any questions that you have after completing this activity.
  - Be prepared to share with the whole group



## Summary/Next Steps

# Survey – Eliciting Values

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- Potential questions

# Task Force Process



## College & Career Readiness Task Force Process

