

## Executive Summary- Talking Points

### Why a need for Exploration of Bell Schedules?

The conversation first began in 2016 when the new graduation requirement policy was instituted. There was recognition that students had reduced options at 9th and 10th grade to take more elective courses outside of the required courses when operating under a 7 period day. This tasked central office to investigate other options. With the increase in students taking AVID, interested in a world language and potentially music, we needed to consider other models that may warrant space for additional voice and choice for students. The second reason for exploring other models was a need to create more common planning time for teachers that teach common courses. The current schedules create limitations to providing common planning time for multiple groups of staff.

The MMSD High School Bell Schedule Committee began meeting in October 2017. The primary purpose of the committee was to study alternative bell schedule options that would better accommodate programming to provide all students with increased opportunities and access to rigorous coursework. A revised bell schedule would also provide opportunity to increase additional objectives that align to the district's strategic plan.

The committee has met five times between October 2017 and March 2018. The purpose of the first meeting in October was to determine the criteria in which to evaluate the different bell schedules. The committee identified five key areas in which to evaluate each bell schedule. Each schedule must provide the opportunity to:

- ensure flexibility and deeper engagement for students throughout the school day;
- meet the needs of each student to be college, career, and community ready;
- be sustainable;
- build collaboration for both teachers and students; and
- foster relationships both peer-to-peer and student-to-teacher.

### Development of Criteria for a Master Schedule

The cross-functional team bell schedule committee established the following criteria in which to evaluate all bell schedules.

Criteria
<b>Is flexible and student centered</b> <ul style="list-style-type: none"><li>● Makes available core classes required for graduation</li><li>● Provides elective opportunities for all students (i.e. non-core classes)</li><li>● Provides equity of offerings</li><li>● Provides flexibility of scheduling for choice</li><li>● Provides choices to support student engagement</li><li>● Provides time for both electives and student supports (interventions)</li><li>● Allows student entry and exit to/from intervention classes at flexible times within a grading period</li></ul>

**Meet the needs of each student to be college, career, and community ready**

- Allows for a rigorous course of study that all students can fully access
- Is flexible to provide acceleration and remediation including credit recovery
- Balances class size equitably and based on student need. Students are identified & placed based on developmental, ELL, EEN, etc. & distributed equitably across sections
- Allows for embedded time for college and career information, awareness activities, goal setting, and decision-making (ACP)
- Allow space and time for experiential learning opportunities

**Is Sustainable**

- Is realistic, given resources
- Provides appropriate and workable number of teacher preps and classes

**Builds collaboration and job embedded PD in order to:**

- Have time to plan with
  - Course-alike teams
  - Teachers who share students (cohorts and pathways)
  - Including co-teachers (Sp.Ed & ESL)
- Utilize MTSS framework to determine how to adjust instruction and curriculum for all tier levels
- Provide time to identify skills needed by students
- Provide time for professional development.

**Fosters relationships**

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

During the December meeting, the committee evaluated eight bell schedules:

- 7 period day
- 7 period day with block hybrid
- 8 period day
- 8 period day with block hybrid
- 2x2 plus 4x4 schedule
- 3x5 trimester
- 4x4 block schedule
- Alternating A/B schedule

The committee studied each bell schedule in detail and considered the strengths and weaknesses of each schedule. At the conclusion of the meeting, the committee at the time, narrowed the choices to three bell schedules. The committee chose to continue researching the following schools:

- 7 period day with block hybrid schedule
- 8 period day with block hybrid schedule
- Alternating day A/B block schedule

**Summer of 2018:**

We met with MTI and reps from each comprehensive high school. In the meeting we discussed the why and need for exploring other models,

**Draft Timeline:**

<b>Month</b>	<b>Action</b>
Sept	Share update on scheduling with all Staff Disseminate Staff feedback survey Begin planning in SBLT based on school context
October	Share SBLT updates via dep chair meetings Quarterly Collaboration update/ review with MTI
November	Provide update
December	Additional Staff survey- if needed
January	Quarterly Collaboration review with MTI
February	
March	Quarterly Collaboration review with MTI
May/June	Quarterly Collaboration review with MTI