

**FINAL**

**AMPHITHEATER PUBLIC SCHOOLS  
Tucson, Arizona**

**MINUTES OF THE ADVISORY COMMITTEE REGARDING HIGH SCHOOL INSTRUCTIONAL TIME**

**Place, Date and Time of Meeting**

Wetmore Center, 701 W. Wetmore Road, Leadership and Professional Development Building, Tucson, AZ  
85705, August 2, 2016 at 5:00 PM

**Committee Members and Facilitators Present**

Mike Bejarano, Chief Academic Officer for Secondary Education  
Joe Paddock, Director of Interscholastic Activities  
Mike Robinette, AEA Representative

**Amphitheater High School:**

Mr. Jon Lansa  
David Humphries  
Lisa Millerd  
Marian Johnson  
Deborah Ingram

**Canyon del Oro High School:**

Mr. Paul DeWeerd  
Carol Trejo  
Sandy DuPlain  
Nina Godlewski  
Stephen Rothkopf

**Ironwood Ridge High School:**

Ms. Natalie Burnett  
Jenny Een  
Hope Goldsmith  
Paul DesJarlais  
Kersten Kremer  
Susan Williams

Tassi Call, Facilitator and Co-Chair  
Wendy Biallas-Odell, Facilitator and Co-Chair  
Karen S. Gardiner, Administrative Assistant to the Governing Board

**Committee Members and Facilitators Absent**

**Amphitheater High School:**

Andrea Anaya  
Vanessa Ruiz  
David Humphries

**Canyon del Oro High School:**

Tina Mehren

Zach Bohenkamp

**Ironwood Ridge High School:**

Christian Sandoval

**Others Present**

Karen S. Gardiner, Administrative Assistant to the Governing Board

**Call to Order**

Ms. Call called the meeting to order at 5:02 PM and asked all in attendance to rise for the Pledge of Allegiance.

**Pledge of Allegiance to the Flag**

Facilitators and Co-chairs Ms. Tassi Call and Ms. Wendy Biallas-Odell

**Welcome and Roll Call**

Facilitators and Co-chairs Ms. Tassi Call and Ms. Wendy Biallas-Odell

Ms. Call welcomed guests and Advisory Committee Members, welcoming the Committee Members back from Summer Break. She introduced herself and Ms. Biallas-Odell as the Facilitators and Co-Chairs of the committee. Ms. Call asked the Committee Members to state their name and school for a roll call of attendance.

**Announcement of Date and Place of Next Advisory Committee Meeting**

Tuesday, August 16, 2016, 5:00 PM - 7:00 PM, 701 W. Wetmore Road, Leadership and Professional Development Center

Ms. Call announced that the date and place of the next Advisory Committee meeting is Tuesday, August 16, 2016, 5:00 - 7:00 PM, here in the Leadership and Professional Development Building. The meeting schedule, as well as information regarding the Committee and meeting minutes, are available on the Amphitheater website at [www.amphi.com](http://www.amphi.com), under Quick Links, Advisory Committee Regarding High School Instructional Scheduling.

**PUBLIC COMMENT<sup>1</sup>**

There was no public comment.

Ms. Biallas-Odell announced some housekeeping before getting started. We do not have a microphone for this evening because the Board is using them. Whenever you have the floor, please speak loudly and clearly so everyone can hear you.

**2. AGENDA**

**A. Approval Of Meeting Minutes**

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50209049>, Item 2.A.] (Exhibit 1)

Ms. Biallas-Odell introduced the first item, Approval of Meeting Meetings. For approval tonight are the minutes of the May 23, 2016 meeting. She asked if there were any questions or comments regarding the minutes. There were none. She asked for a motion to approve the minutes. Mr. Bejarano moved to approve the minutes and Mr. DesJarlais seconded the motion. She asked for all in favor to indicate "Aye" by raising their hands, then all opposed to indicate "Nay" by doing the same. The motion passed 19-0. Meeting minutes will be posted on the Advisory Committee webpages.

## **B. Review of Norms**

Board Book Information: *At the May 23, 2016 organizational meeting of the Advisory Committee Regarding High School Instructional Scheduling, committee norms and procedures were discussed and approved. The approved norms are listed below.*

### **Advisory Committee Norms**

1. Begin and end on time.
2. If you are unable to attend, or will be late, call or email Ms. Gardiner as soon as possible.  
(696-5158/kgardiner@amphi.com)
3. Raise your hand to speak.
4. Be present. No cellphones or sidebar conversations.
5. Respect each other and the process of the Committee.
6. Understand there is no rank among Committee Members.
7. Contribute perspectives and interests openly.
8. Keep an open mind and accept alternative points of view.
9. Check for impact on students, learning and the organization.
10. We do not have the equipment necessary to provide interactive, telephonic participation in a large group setting.
11. A quorum (13 out of 24) of the Advisory Committee is required if there is a vote on a recommendation. For receiving and discussing information, a quorum is not required.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50209049>, Item 2.B.] (Exhibit 2)

Ms. Biallas-Odell introduced agenda item 2.B. as a review of the Advisory Committee Norms that were agreed upon at the first meeting. She asked the Committee Members to review the norms located on page 9 of their Board Book packets. The Advisory Committee discussed and had conversation about the first nine. She pointed out that two norms had been added. In answer to a question by Committee Members, we do not have the equipment necessary for interactive, telephonic attendance/participation in a large group setting. The other is a reminder about what constitutes a quorum of the Advisory Committee. To make any recommendations or decisions we need 13 out of 24 Committee Members present. But the quorum is not needed for receiving and discussing information. She asked if there were any questions or comments about the approved Group Norms. There were none.

## **C. High School Master Schedule Presentations and Questions to include: Minutes of Instructional Time, Use of Instructional Time, Development of a Master Schedule and Divergent Programming Relative to Individual Site**

- 1) Amphitheater High School - Principal Jon Lansa
- 2) Canyon del Oro High School - Principal Paul DeWeerd
- 3) Ironwood Ridge High School - Principal Natalie Burnett

Board Book Information: *The principal of each high school will present information about their high school's minutes of instructional time, use of instructional time, development of a master schedule and divergent programming relative to their individual site. This information is provided for the Advisory Committee's orientation to and understanding of the components in each high school's unique master schedule.*

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50209049>, Item 2.C.] (Exhibit 3)

Ms. Call introduced Item 2.C., High School Master Schedule presentations, as the main focus of the meeting. The principal of each high school will present information about their high school's minutes of instructional time, use of instructional time, development of a master schedule and divergent programming relative to their individual site. The principals are also available to answer any questions after the presentation.

### **Ironwood Ridge High School**

Ms. Burnett presented on Ironwood Ridge's master schedule. Ms. Burnett said that the basics as visuals are covered in the slides and are in the handouts. There are several Ironwood staff in attendance that may be able

to speak to issues more than she as this is her third year at Ironwood. This is the fourth year of this schedule which the staff developed through a committee process and it was created by staff four years ago. They do not have a block schedule at Ironwood. In the past they have had a block schedule. They have a straight schedule and that means students go to all of their class periods every single day. A little caveat for Ironwood; we have periods 1 through 7, but in reality school begins 2nd period. First period is an additional option generally for Seniors and specialty programs. Those classes will be seen on the slides later. Period 1 is not technically part of the school day; it's an optional, extra, flexible period. Beginning bell is at 8:15 am and dismissal bell is at 3:35 pm. Periods 2 through 7 go to class every day Monday through Friday, but there are also conference period days and half days for professional development. There's the basic schedule. There are two lunches, 1st lunch and 2nd lunch, both during 5th period on the schedule. Ms. Burnett reviewed the instructional minutes for the class periods. This is what is submitted to central office and in timing with the bell schedule; those are the exact minutes, 66 to 67. Conference schedule is on Wednesday and Thursday. There is a special time period from 8:15 am to 8:54 am that is available for all students and staff to work together on missed assignments, extra work, tutoring and makeup work if absent due to illness or an athletic event. So every Wednesday and Thursday periods 2 through 7 are shortened, although period 1 is not. Period 1 is four or five classes that are extra. She reviewed the schedule and class minutes for conference days and half days for 2016-2017 which dismiss at 12:18 pm. She reviewed the Assembly schedule, there are 3 assemblies scheduled and they go to all seven periods with periods 2-7 having shorter class times. They have to account for every single minute throughout the year for the various schedules. Final exam schedules are different and those minutes have to be counted too. Only three periods are attended on finals day. Senior final exam is different than regular final exams and they are earlier. The total minutes per period, as the database puts together, are shown on slide number 17. Ms. Burnett showed the master schedule being built for the upcoming 2016-2017 school year. There is still a bit of movement going back and forth. Ironwood's master schedule is developed on what the students need to graduate by earning 22 credits across all core areas and electives. It's based on student demand and teacher expertise. There are a lot of complexities that go into building a master schedule and there are a lot of specialty programs that we are proud to offer at Ironwood such as the Career and Technology Department, etc. The specialty classes are color coded on the master schedule. AP is spread across periods 1-6 and Seniors take a lot of the AP classes. Fine Arts is first period. We have marching band that has 98 students in it at "zero hour". There are no "zero hour" Math classes. There is no bus for "zero hour". There are 2 PE sports conditioning classes at "zero hour", primarily football players but also athletes from all sports male and female attend. You can tell that AP classes are top heavy, there are 18 AP offerings. Ms. Burnett offered to answer any questions.

A Committee Member asked what the required number of classes for each grade level student were. How many classes does a 9th Grader have to take, a 10th Grader, etc. Ms. Burnett said that in order to earn 22 credits, and there is a variety of paths to get to 22 credits, typically in order to get to 22 credits a student would take 6 classes in 9th, 10th and 11th Grades. Once they have earned 18 credits there are only 4 more credits to go, if the student passes all the classes. The black and white answer is - the required amount to get 22 credits out of 24 would be taking 6 classes in 9th, 10th and 11th Grade, and if the student passes them all with success and didn't do summer school the minimum a student would have to take to be enrolled as a fulltime student is 4 classes. So as a senior, in a perfect world you could take 4 classes. Ms. Burnett said that the master schedule is a living, breathing document and it changed even this morning. She asked Mr. DesJarlais to explain what the driving force was behind this kind of schedule. He said it was to get rid of the block schedule. It was the displeasure and disfavor with the block schedule, so they were looking for an alternative. There were conversations and a survey of the faculty looking at a modified block, true block or no block. Since no block was favored they worked the schedule in order to accommodate the required minutes to fit into the schedule. The preference at the time was 10,800 which is why there are a lot of 10,900 listed. Ms. Burnett said block schedule does still come up in conversation. Different departments like a block schedule for different reasons; particularly a Science department might enjoy a block schedule due to the length of the class periods for labs, etc. On regular days, Monday, Tuesday, Friday class is 60 minutes. Historically the blocks were 2 hours, 120 minutes. Ms. Burnett said in her opinion if you are going to use block, a 90 minute block is a better length of time. The schedule is teacher produced work and conversation on how they want their

instruction to be. In the spring there was a conversation about can we do a block again and there were more “nays” than “yays”.

### **Amphitheater High School**

Mr. Lansa presented on Amphitheater’s master schedule. Just to point out a few things here with the class schedule, there are on this one bell schedule approximately four different schedules. There is a regular schedule just for a regular week. We start at 8:00 am with our first full class that the buses run to bring students to. We have a first period before school that starts at 7:00 am that is Band and JROTC. The JROTC is the same as Ironwood where the students go down to Flowing Wells. That’s old “zero hour” that starts before the regular day. Regular day starts at 8:00 am and regular day ends at 3:30 pm. Another schedule we have is our early out schedule it basically condenses our schedule down to end at 12:20 pm. Students have lunch and then they are gone at 12:50. That leaves about half a day open to the staff. Other schedules are the finals schedule that runs 3 days in the fall semester and 3 days in the spring semester. We have an assembly schedule that happens three times a year and then behind the scenes there is a testing schedule for AZMerit that we put out that blocks up the day into three big periods during the day. Amphi High has just one lunch and we are right on the edge of being able to handle that. It kind of depends on the cafeteria space and the number of students, but we are able to handle one lunch right now. Some things we take into consideration, these are not everything, but we were looking at instructional minutes at our school. These are really four big things that have to guide decisions we make at our school. First is the State minimum requirement. There is a requirement for the number of total hours needed and then we have some student needs that we take into account that are different at our school than other schools. We serve breakfast in the classroom to all of our students. We also do extended learning and a whole set of interventions at our school. We have a lot of students, about 10% each year, that are in our 4-hour Language Learners’ block. That is a State requirement for students who have a primary language other than English. They have to be in a 4-hour block of classes; four 60-minute blocks. So that guides a lot of what we have to design our schedule around because of the numbers of students who are in that. You can’t do 50 minutes in a class, it has to be 60 minutes. If you did 50 minutes you have to add all that up to equal 240 minutes over the course of a day which sometimes ends up pulling it into five periods if you did something different. Then for teacher professional development, professional time we try to maximize the early outs that we can fit in. For this school year we have 14 early out days that occur and they are about 3 hours a day for professional development spread out through the year. Amphi High redid minutes four years ago. We did it to address breakfast in the classroom. We added some time at the beginning of the day, about 10 minutes, to be able to do breakfast in the classroom for our whole school. That came from the fact that we have a high percentage of students who are eligible for Free and Reduced lunch. Very few of them were even taking advantage of that because of the time crunch with buses and transportation - the city buses if they got delayed and couldn’t get in. We carved that time out for our students to make sure they all had breakfast to get started in the morning. Last year we did make a tweak with our finals schedule doing a 2-day final at the end of each semester while the other schools had a 3-day finals schedule. We changed that last year to match the other high schools so we were all on a 3-day schedule. You’ll see that 149 out of 178 days are on regular schedule. When counting the number of minutes, 2nd period has 75 minutes of instructional time 8:00 am to 9:15 am, but we don’t count any passing time in that first period because the majority of students are just showing up, they are not walking from one class to the next. In 3rd period we have a full 60 minutes and we count the 7 minute passing period from 2nd period to 3rd period. Students walk from 2nd to 3rd those minutes count in 3rd period, 3rd to 4th the minutes count in 4th period and 4th to 5th the minutes count in 5th period. Then we have lunch. Lunch cannot count because it is over the 7 minute passing period and is a big chunk of non-instructional time. So 6th period we don’t count any of those minutes to carry forward. For 6th period three extra minutes are added in. It had to be added in. When these numbers roll forward you’ll see that 3 minutes in a day adds up later on, but we had to have that. After 149 days you add 3 minutes, it adds up to multiple hours at the end of the day. We had to add that because we are not counting any of those passing period numbers. Then we put back the 60 minutes because we are able to roll the passing period numbers from 6th to 7th period forward. When you see little shifts that’s something when you are working with instructional minutes, the principals are sitting there counting minutes because over the course of 149 days those 3 minutes add up to multiple hours. On the early out day schedule all class times

go down 35 minutes, 37 minutes and 33 minutes. Due to the need for some extra minutes, 6th period is still longer that day. All those numbers are rolled forward.

You'll see on August 11th we are going to start school. That is our "Day 1" schedule, the regular schedule. That will go the whole first week Monday through Friday. Then the next week you'll see on Thursday there is an early out. That's schedule or "Day 2" and our minutes change. Day 2 when rolled through the year provides less minutes. The spreadsheet adds up all the days of the different schedules and you end up with 149 days regular schedule, 14 early out days, 3 assembly days, finals days and testing days for a total of 178 days. All the days are accounted for. From that you have in the background minutes and hours have added up. Day 1 is regular schedule at the end of the totaling of all days is the number of minutes per period. Schedule 2 is early out and here are the total number of minute per period for early out. Those minutes then are divided by 60 times the number of days they occur and you get a total of minutes and turn them into hours. As a principal here is where I check. If I take 3 minutes off a period it's going to throw it off here. If I add 10 minutes to another area, it's going to throw it off here. What we are looking for is that we are at 180 hours per period. You'll see that 1st period just makes it over 180, 6th period just makes it over, 2nd period is way over because of breakfast in the classroom the first 15 minutes. It's not just eating we have a couple of things we are planning to do during breakfast time in the classroom. If it doesn't add up to over 180 minutes I have to go back and figure out do I have to take an early out day away, do I add any additional minutes. You have to go back and forth, this sometimes takes weeks. If you are making a change in the schedule, like 4 years ago to get breakfast in, it took hours and weeks of tweaking, checking and trying to get it balanced. When you don't touch your schedule are you are dealing with is early outs. Do they align where I need them to, are we hitting holidays, I don't have to make as many changes if we are not making a big change in the minutes.

We balance the student needs. We hit the State requirements but also what we balance in there is breakfast in the classroom the first 15 minutes, 84% of our students qualify for that and very few were getting it and we turned it into something we are providing for the whole school. The first 15 minutes of the day 8:00 - 8:15 am is breakfast in the classroom and one of the things that we have really talked about focusing on and trying to connect is the idea of relationships and connections. We have about a 48% mobility rate and we have students coming and going. For example out of 100 students 40 will turn over that year and there are 140 students you are trying to connect with. Many of the students come from under resourced families and the big thing that they value are relationships. We researched and talked about this as a staff is the need to establish relationships with the students. To keep up with the students who are coming and going we accomplish some of that during breakfast time. One of the other things that we are doing this year is trying to hit attendance. We have a program this year in which teachers are going to be asked to do some things during breakfast time with the students. Like reviewing attendance, new students are coming to class that need to be accounted for, that teachers need to get to know. Things like what school were you at, why are you starting school the last week of September, were you in school before. A lot of factors come in with 49% mobility. Another thing is we have extended learning and intervention programs. We have 29 intervention periods in our schedule such as: Math Lab, Math Lab ELL, Math Lab Credit, Math Lab Intervention, AVID and Literacy class to name a few. Getting them into the schedule and enough time around them is something that we really make sure we are able to manage and work into the schedule. We have an after school program. School ends at 3:30 pm, we start the classes at 4:00 pm (some of the tutoring starts earlier) and they go until 5:00 or 5:30 pm. Buses run at 6:00 pm to take students from the afternoon intervention classes and some students from sports ride at that time. All of that factors in when we are looking at minutes and the master schedule being put together. Another thing we factor in is the 4-hour English Language Learner block requirement. If a student's primary language is other than English they are required to take a PHLOTE language survey. If they qualify on that they are required to be in the ELL program and pass the AZELLA test to get out. We are not talking about taking AIMS, AZMerit or anything else. There is a secondary set of standards and curriculum students have to go through to be able to test out. About 10% of Amphi High students are in the program, some years more, some less. Last year we have a lot of students who were in the emergent, pre-emergent level which is the most basic, lowest level of English. Those students are in the ELL program for 2 and 3 years sometimes. About 40-50% of our students have been in ELD at some point from Kindergarten to 12th Grade. Classes are in Reading, Writing, Grammar

and Conversation at 60 minutes each. Remember students need 22 credits for graduation and those classes primarily count as elective classes. We used to be able to count the writing as an English credit, but that has changed and we can't any more. If a Freshman student is in the ELL program and has 6 classes, 4 of the classes are ELL which are electives. At the end of 2 years the student will have 8 elective credits and hasn't started working through core classes yet. They could take a Math class, but trying to get through Algebra not knowing English is difficult, and some students may not have a Math background. History and Science would also be tough without knowing English. Most of the ELL students wind up being on a 5-year plan to get through high school when they come in and some are 15, 16 and 17 year old Freshmen. And the 5-year plan puts them close to the age of 21 when they can no longer be enrolled. All of that comes into play when creating the master schedule because the 4-hour block has to fit in with what Amphi High does as a school and we have to make sure there are other credits they can earn as they go through the 4-hour block. That is the condensed version. The final thing taken into account when developing the schedule is teacher professional development and professional time. For the 20176-2017 school year there are 14 professional development early out days. As a leadership team they work to identify initiatives and programs and areas that we need to focus on and we develop our early out schedule. Focus areas can include extra department time, curriculum instruction assessment team, horizontal planning teams World History, US History, professional learning communities and AVID strategies. A lot of it is teacher led professional development.

The minutes are now all covered and now they have to fit into a 6-hour day. In February we have our FTE, fulltime staff numbers, of how many staff we have for the next school year which is all dependent on enrollment. If enrollment goes down, staffing goes down; if enrollment goes up, hopefully staffing goes up. If it fluctuates at the state level, we may have to fluctuate along with it. In March and April we start scheduling with our department heads on what our master schedule is going to look like. We pick out areas that need to be adjusted maybe additional planning period, additional sessions, new classes and changes the department might be planning. In April student registration and enrollment starts. The goal is to have the master schedule done after spring break, but going into April tweaks are still being made. Then into May, June and July, students have already enrolled and adjustments are still being made. Just this week we had to adjust the ELD schedule and condense some Math courses as we were short half a Math teacher. We moved some students and some teachers are doing six fifths. Some AVID sections also had to be moved. Considerations going into this are "singleton" classes such as pre-AP, AP, AVID, engineering, Student Government, etc. Special programs are Cambridge program which has the same requirement for graduation as all our other courses such as English, Science, History and Math so it fits into the schedule and no additional time is needed. There's AVID, ELD and Special Education. When it comes to student numbers, if you do not have enough students signed up for classes, you cannot have them and it is hard to keep a teacher in place. At the same time if your class numbers get too big you have to cut classes in half. If enrollment in in the mid-40s you have to make a decision to split a class. When it comes to staff certification if you don't have Physics certified teacher, you can't teach Physics, etc. Every year as teachers change around it happens. For "singleton" classes such as AP, usually students don't take overlapping classes such as Calculus PC, Calculus AB and Calculus AP Stats all at the same time, so we schedule all the classes at the same time period. For AP Biology and AP Chemistry, we do have students who take both of those but we try to do a Junior year, Senior year flip. Third period is generally AP Math and 4th and 5th period are AP Science. Another special program consideration is the ELD program which has 5 teachers. Pre-emergent and emergent learners follow the path of being in pre-emergent grammar then pre-emergent reading, then pre-emergent conversation and vocabulary, then pre-emergent writing. Sometimes there are so many students that we can't offer enough space. There may be six basic that have to be combined with the other levels. You will see intermediate reading and basic writing together because we do not have enough teachers. Sometimes we have to combine classes such as Advanced Art 3D which had six students signed up, and then Intermediate Art which had 12. This is where department heads decide what classes have to be combined and what classes can be held off for a year. When they are combined there are two levels at which the teacher has to teach. Another example is French 3 and AP French. You mix the basic with the advanced but you either don't offer it or combine it.

Mr. Lansa asked if there were any questions. Ms. Godlewski asked for clarification on what the 720 hours referred to and if it was a State requirement. Mr. Lansa said that  $720 \text{ divided by } 4 \text{ periods} = 180 \text{ hours}$ , the minimum amount of instructional time per year. She asked if in order to get start funding the student has to be in class 720 hours and if that was the State requirement. Mr. Lansa said it was. The Facilitators asked Ms. Gardiner to make a note to have Mr. Scott Little, Chief Financial Officer, provide information to the committee on State funding hours.

### **Canyon del Oro High School**

Mr. DeWeerd presented on Canyon del Oro's master schedule. He introduced Mr. Stephen Rothkopf, the new International Baccalaureate Diploma Program (IB) coordinator. Mr. Rothkopf will be presenting information on the IB program in the future; today we will just touch on IB. IB brings complexities to CDO's schedule much as ELD brings complexities to the Amphi schedule. Ms. DeWeerd said he has been at CDO for 3 years, starting his fourth year. There was a block schedule with 2 hour blocks. The faculty developed the current bell schedule which is a modified block. It's homegrown and the faculty by and large seems to like it. They have had conversations about it, schedules don't always fit everyone's needs, but this works well for what they do. CDO's bell schedule is a bit more complicated. Monday and Friday is the same and all classes meet. First period or "zero hour" is at 7:00 am. Most students start with period 2 at 8:20 am and dismissal is 3:25 pm. Tuesday, Wednesday and Thursday is the modified block. For example, Tuesday periods 2, 3, 4 and 6 meet. Throughout the week you will see your classes four times not five times. One of the pieces that is a bit messy at times is on Thursdays period 4 starts at 8:20am. That is a normal week. For CDO schedule 1 is Monday and Friday, Tuesday is schedule 2, Wednesday is schedule 3 and Thursday is schedule 4. There is also a half day professional development schedule, the 3-day finals schedule used at the end of each semester and the past year a specific bell schedule was developed for use with AZMerit testing which created a 2-hour block for periods 2 - 7. That was long for testing, it worked, but was long for the students. We will rethink it. We also have an assembly schedule.

The schedule is built so that every class has 180 hours per period per year. Grades 9 - 12 are required to have the 720 hours per year. Mr. Little will explain the interpretation that comes from State statute at an upcoming meeting. There is a spreadsheet used to report instructional minutes. The schedule is put into the spreadsheet which calculates the minutes and you can see the usable passing minutes. A color coded calendar is created. CDO's professional development early out days are the first Wednesday of every month except for the first month of each semester or which there are eight occurrences. Assembly Schedule is made. Anything else relative to the bell schedule is figured out by day of the week and plugged into the spreadsheet. The spreadsheet calculates minutes per period and the total of hours per period. Mr. DeWeerd said he learned a lot a year ago working through the bell schedule. There were a few things about the schedule that he didn't like. First period (zero hour) was at 6:50 am and he thought it would be nice to move it to 7:00 am, so they did. Monday and Friday second period was starting at 8:00 am, however on Tuesday, Wednesday and Thursday classes were starting at 8:20 am. For consistency he thought it would be nice for the first period of the day for most students would be at 8:20 am. The change was made. That's when he started looking into the spread sheet and tweaking the bell schedule to make it more uniform. He noted that he learned how delicate changing a couple of minutes can be in changing the calculation and where to put the passing minutes.

The master schedule at CDO begins with thinking about the IB program. Reflecting on everything that has been said already about teachers, programs and certification, IB has some very specific requirements. We begin with who the teachers are that have been trained and are participating in the IB program Every IB teacher is also teaching regular program. There is not a single teacher that does just IB. Because of the specific requirements we have to assure that the students can actually get the courses that they need throughout the day. They have to take 6 different subjects plus their core and there are minutes and hour requirements for each class. They usually have to take 6 classes their Junior and Senior years. It gets complicated because we can only offer so many courses to satisfy those requirements, so it gets very tricky and we have to make sure they are laid out in a certain way. Another big part of IB is the requirement to take a Theory of Knowledge (TOK) course which really only requires 100 hours of instruction, but the IB program wants TOK spread out



over the Junior and Senior years. Before his time at CDO they decided students would have TOK class and also use the time to meet other requirements of the core which is the student essay and the community action service activities. It meets the requirements of the TOK and provides additional support. There are 7 classes for IB students starting at first hour and end seventh hour. Some do have the opportunity in their senior year to take an elective class. Once the IB schedule is laid out on the master schedule the IB Coordinator and IB Counselor look at every student's schedule to assure they each have the opportunity to take what they need throughout the day. Several IB classes are offered during first period. First period is when Band is but also offered are IB Literature, IB Dance coupled with dance performance class, IB Art, IB Computer Science. In scheduling the classes each period they combine some AP and IB classes together where allowed. For example: for Calculus and Language. Course requests are made from the middle school for incoming Freshmen and from current students and are loaded into the system. Then we receive staffing FTE allocations based on enrollment. The course requests are printed and they begin looking at how many sections they will need of each course, the staffing and other needs and begin to match it all up. The principal works with the department chairs to allocate the FTE to best match the student course requests. You have to think about class offerings early on, because if you want to run a class, you have to have a teacher able to teach it. The Special Education department does similar thing thinking about the needs of their students and the teachers we have. They lay out their schedule for the master schedule as well. They have to be able to flow through and take the courses that they need throughout the day. The same thing is done with Advanced Placement (AP). The number of requests and the number of sections needed are looked at trying to maximize them in the master schedule to maximize the number of students that can be enrolled throughout the day. It gets very tricky to line all these things up so they don't collide with each other so that students can get what they want to take throughout the day.

Once there is a draft of the master schedule administration meets with department chairs to go over it as best they can to look for conflicts thinking about different types of students and how they might flow through the schedule and if they can get what they need to take. The master schedule is color coded to identify possible conflicts. They have also learned from past experience when to schedule and when not to schedule certain classes based on what else is being offered. Other considerations - there are a lot of students who also participate in athletics and often do not want to take certain courses as they know they may miss them at times. Seniors usually only need 4 classes to graduate. It has historically been a thing and Seniors kind of expect to be able to take a short schedule their Senior year. So if you schedule some of those classes at the end of the day they won't fill because Seniors just won't sign up for them. They'd rather not have the class than stay and take the class. CDO has a significant amount of students who take internship programs and there are also JTED and CTE opportunities for some students that leave to take class on another campus. Department Chairs at CDO all have a common planning period where they work together. When course requests are in and the master schedule has been drafted, Tyler (Student Information System) needs to learn what that master schedule is and there are two ways that can happen. Two year ago CDO started from scratch and recreated every section in Tyler for every class. It was so messy that was thought to be the best way to do it. This year they went line by line and edited each teacher's schedule to reflect any changes. Then the Tyler scheduler and does its best to take the course requests and plug the students into schedules. Then you work to fix the conflicts and then print the schedules for walk through registration. We'll find a student may have gone to Summer School and there is something on the schedule they don't need anymore, and that has to be corrected. We work to correct as much of that as possible before school starts.

Mr. DeWeerdts offered to answer any questions. Ms. Kremer asked what percentage of enrollment are the students in the IB program. Mr. DeWeerdts said that the cohorts in IB in their Junior and Senior year are about 25-30 students each cohort. There are between 50-60 students total in IB. Ms. Kremer asked what the total enrollment is. Mr. DeWeerdts said there are 1,600 students at CDO. (*The IB program comprises about 3.75% of the total enrollment at CDO.*) Ms. Burnett asked who is "they" that wanted the 100 hours of TOK spread over two years. Mr. DeWeerdts said that was the International Baccalaureate Education Foundation, the endorsing foundation. A Committee Member asked the required minutes/hours for IB. Mr. DeWeerdts said that TOK was 100 hours, the higher level classes have a requirement of 240 hours and the standard level

classes are 150 hours. Standard level classes can be done in a year, but the IB Literature class, for example, requires 2 years.

**D. Review of Committee Purpose and Charge**

Board Book Information: *At the May 23, 2016 organizational meeting of the Advisory Committee Regarding High School Instructional Scheduling, the Committee's purpose and charge from the Governing Board was given. After a two month break between meetings, the facilitators will review the purpose and charge with the Committee Members.*

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50209049>, Item 2.D.] (Exhibit 4)

Ms. Biallas-Odell introduced the last item, 2.D. As we go through this process, it's essential to keep the Purpose and Charge in the front of our minds to make sure that all the areas are being address. If you take a look at page 12 the purpose is to research existing high school start and end times at each high school; we began that tonight. Also, to examine and understand current practice and the impact of any changes upon the following areas. These areas are actually going to be our agenda items for the following meetings. The State law requirements regarding instructional minutes of which you heard a little about this evening. Mr. Little will also talk about that when he presents to us. Financial requirements, current District class schedules - you heard about those this evening - student achievement data, food service program issues, transportation route schedules, staff contract time and duties and limitations, staffing requirements and budget implications. And then, specialized programs such as Special Needs, International Baccalaureate, Cambridge Academy, Advanced Placement, career and technical education and extracurricular activities programs and schedules. Principals will go over some of those specialized programs next time and there are other presenters who will provide some additional information.

At the last meeting there were questions about how to add things to the agenda. These items are actually the agenda items, but as we go through them you have questions, or want to be sure something is included in one of those agenda items, then the process will be to please email Ms. Biallas-Odell and Ms. Call and let them know what items are desired within those presentations. They will talk with the presenters and ensure they are addressing those items for us. Ms. Call responded to a question that had been made saying to email them the specific questions and they will assure Mr. Little receives the questions.

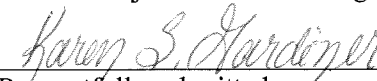
**PUBLIC COMMENT**

Ms. Call asked if there was any public comment. There was none.


Ms. Call reminded the Advisory Committee that the next meeting is Tuesday, August 16th, 5:00 to 7:00 pm.

**ADJOURNMENT**

Ms. Call adjourned the meeting at 6:23 PM.

  
Respectfully submitted,  
Karen S. Gardiner,  
Administrative Assistant to the Governing Board

  
Tassi Call, Facilator and Co-Chair  
8/16/16  
Date

  
Wendy Biallas-Odel, Facilitator and Co-Chair  
8/16/16  
Date

Approved: August 16, 2016