



## FOCUS 203 Notes

### Session 2: Deep Dive and Discussion

January 14 and 17, 2025

#### ADDITIONAL CONSIDERATIONS

***Based on the information provided in the presentation, what additional factors do we need to consider to ensure students are best prepared for life after high school?***

- Profile of a Learner-hit academic concerns
- Schedules seem to still be rigid and not flexible as it could be
- Likes band built into schedule in Jr High
- Don't like the Block in High School-concerned about engagement
- Need to change how we teach or plan lessons
- Project based should be included
- Will students receive feedback
- Time and resources were not addressed
- Increasing teacher stamina and skill
- Highlight student development of adaptability
- Increase community connections for real world learning opportunities, internships, partnerships with COD and expanding Career Motive8 and shadowing opportunities
- Student needs with block schedule
  - Consistency of learning with days off between lessons
  - Learning stamina-focus and organization
- Teacher needs with block schedule
  - Instructional strategies for longer structures
  - Learning
  - Collaboration
  - Professional learning and time for planning
- With the new schedule, SOAR/WIN time might be too much unstructured time as a full 80 minutes
- Some students will thrive, but some students will struggle with time management
- Students going to block schedule need movement breaks and passing periods allow for those natural movement breaks

- PD and planning time for high school teachers—this is a MAJOR change to how a teacher instructs class
- Cost for new furniture (standing desk, comfortable seating)
- Executive functioning skills
- Tie management
- Professional communication skills-professional phone calls/emails
- What are the expectations for teacher plan time?
- Advocating for what they need
- Built in opportunities for additional support
- Exploratory/music/support-options for both internships
- More information is needed regarding the start and stop times of the school day
- Sports, clubs/extracurricular activities, and homework-how does this new day help or hinder
- Socioeconomic changes, can all families adapt to this within their work days?
- Provide internship opportunities at the 11<sup>th</sup>
- Students are needing to prepare (more than ever) for alternate pathways post-secondary
- Need to make sure there are a variety of course options for students to genuinely explore career options
- How do we ensure students develop work ethic is students have more self-directed time?
- How to ensure students persist when challenges arise?
- Emphasis on career path decision making in High School
- Recognizes need for intervention
- Use electives to explore post High School options
- Time to explore options
- Collaboration between different departments (silos)
- AP physics and Pre calc ex: class overlap, Comp Gov't and Honors Journalism-nice for teachers to collaborate
- Could going down from 8 to 7 classes cause some students to not take music all the way through Senior year?
- Creating structures that allow for more time-
- Giving teachers necessary tools to make this transition-need to train teachers
- Concern with amount of time in class
- Training for students and staff
- Learning strategies and executive functioning skills for block
- Elementary-expanded electives for exposure-STEM, career that can continue on in Middle School and help for High School
- Middle School-Science/Social study combined
- More freedom with buses to all to explore community

- Expanded Exploratory
- High School-concern over decrease in the number of periods and ability to explore other areas
- Community opportunity or job shadowing
- Athletes can be exempt from PE to allow other
- Maintain/grow current opportunities (like TCD)
- Exploration of remote learning/work opportunities
- Extension courses/challenge opportunities need to be expanded and explored
- Build space for students who “just don’t know” what they want to do-how do we build better track/processes for them
- Engagement skills
- Flexibility
- Being mindful
- Resilience and Productive struggles
- Being present in the moment
- Expectation manager
- Survey graduates and current seniors to learn more about what else they feel would have benefitted them as college students and job/career preparation
- How does amount of assessment impact instructional time
- Student perspective (all levels)
- Relevancy of coursework/experience (i.e., AI impact)
- WIN time-thoughtfully designing and scheduling for all ages
- Community resources-how are we thoughtfully partnering/considering impact on daycare/preschool
- Structures for alternative/extended learning within school schedule (i.e., project based, science fairs)
- Class choices in high school-make sure choices remain
- Do these changes impact access to counselors? (i.e., fewer passing periods to access)
- General interpersonal skills
- Pragmatics of language-being able to communicate in a timely and efficient manner
- How to have students prepared for adult life, not just college
- How will the new HS Schedule impact interest/ability to meet graduation requirements AND explore electives
- For students who do not need WIN, what options do they have?
- EL students-what special considerations are made?
- Employers do not offer individual plans so setting expectations here is important.

- Science/SS time share causes complexities.
- Students adjusting to new structures need time to do so
- Consider how this will affect students who want to engage in trades
- Will teachers be able to get together to make the days more consistent across the district?
- How do we help students manage unstructured time?
- How can we help teachers learn how to teach longer blocks effectively?
- Continue to give teachers autonomy to be creative for unknown barriers to learning.
- Instructor feedback (from teachers)
- Breaks within a block schedule (student stamina)
- Math and science not enough instructional minutes (at the Middle School level)
- Appreciative of Band being included in MS
- Not enough room in HS schedule for Fine Arts/Extra
- Executive functioning/studying skills
- The challenge to consider all levels (EC-120 as we prepare for final considerations/recommendations
- How are we supporting students as they prepare to transition into college/workforce with our current scheduling vs. the proposed scheduling
- Managing the logistics of block scheduling
- HS-dropping a course with new schedule
  - Students already picked courses-need to communicate this to families if they need to drop a course
- PE-80 minutes might be too long
- Study hall-may not be needed with extra time spent in class
- New schedule will help facilitate learning
  - Intro to teaching
  - Hospital interns
- Our table is in favor of proposed HS schedules
- Impact of potential later end times on after school activities (all levels)
- HS: specific as about lunch (answered) and late start/early dismissal-how will this work (ideas discussed)
- HS block supports transition to postsecondary
- MS Choices-helps build autonomy and advocacy
- EC-mimics private preschool schedule
- Alignment to actuality of post-secondary expectations
- Explicit teaching of and support of how to learn, how to study-executive function support
- School safety-including body, mental and emotional

- Explicit consideration of and cultivation of coaching, community, relationships, and connection
- Calculate instructional time of previous to proposed structure to ensure students are not losing significant instructional time over the year.
- Survey students at the HS level to determine if and how they are using support time.
- Estimates of start/end times (more specific)
- Seek feedback from schools who have tried block scheduling.
- Communicate start times, particularly for elementary students as soon as possible
- Partnerships and leverage Home and School and SUCCESS platforms to get information to parents
- Coffee with Principal time to give parents opportunity to get their specific questions
- Want to hear potential challenges we may be thinking about and monitoring
- Want to hear we are in this together.
- Know this is a process and we will continue to make improvements
- Allowing internship opportunities above and beyond those pathways currently offered (arts, etc.)
- Mixed feeling about pathways-too young to make these decisions
- What about classes like Math and Language that benefit from daily instruction?
- Support additional Math time at MS
- Shift instructional practices to maximize use of block

## STUDENT SUPPORTS

***Based on the information provided in the presentation, what are the types of support our students may need to be successful within these new structures?***

- PE for 85 minutes would be long
- Could students get support from other teachers than their own?
- Before and after care for Elementary and Middle School students could be a concern
- Building student focus and stamina
- Move more opportunities to limit behavior concerns
- Consider replacement opportunities for the loss of SOAR and moving time at HS for students to access academic support while maintaining current lunch flexibility to connect with staff
- Recovering from absences will require increased support and time
- Learning stamina to be built
- Organization of work load within a week
- Shifting from different schedule within a week and day to day
- Methods to seek support as/when needed
- Jr. High students still need movement, so 80 minutes of class time would be difficult for some students (esp. those who are neurodiverse)
- Concerned about Jr. High students being given the option of NOT going outside for recess. They need fresh air.
- HS teacher concerned about if students are absent, making up twice the work with the block.
- Need SEL time in High School.
- Study skills need to be considered, students will be learning and expected to study in a totally different way.
- High School-learning new schedule, time to get used to long class periods
- Pilot week
- Teacher-breaking down assignments in High School if they don't have the class every day.
- Time for teacher PD for differentiation of block schedule.
- Support for **staff** and **students** on "how" to learn in these longer classroom blocks
- How does enrichment and HM/PI at the Elementary level look?
- Before/after school clubs and extracurriculars
- How band/orchestra looks at the Elementary level
- Additional support for students with learning behavior
- Parent education on the changes
- Educators need sufficient training on the changes
- Students may need support to help sustain attention during longer periods.
- Support in working through differing schedules for different students.

- How to support students with after school commitments (with changing end times for school days)
- How to ensure students with motivational struggles have ample support?
- How to support foundational skills to ensure all students get to higher order thinking tasks?
- How to offer the same breadth of opportunity when a block schedule might make it tougher to offer all?
- Extreme function concerns
- Attention span challenges
- Missing a day impact
- Working on students being self directed
- Less structure during longer blocks of time
- Evaluation of effectiveness of personalized instruction
- Later end impacts sports schedules
- Student liked WIN-better than homeroom because can get one on one time with teachers-make sure still available
- Different learning styles (taking notes for 80 minutes not going to work) need more time for projects and more collaboration
- Helping students that need more help during longer periods-interventions
- Math department needs to receive training to figure out how to structure longer class
- Retake policy-if student out for a number of days-how would that work when they return
- Longer blocks in Middle and High-how to keep kids engaged/interactive, moving. Understand the different needs of different students.
- Foster independent collaboration.
- Move away from factory style classroom and instruction.
- WIN-use this to utilize community support-8<sup>th</sup> graders helping 5<sup>th</sup> graders, pair up with peers, help ESL students.
- Teacher training and student feedback on how to engage in new structure-instructional practices
- Counseling curriculum/post secondary readiness/career readiness
- How to support students who will live this schedule (and set schedule for next year) with new info/initiatives.
- Feedback checkpoints for this process/roll out.
- Communication
  - Over communicate
  - Many media forums
- Routine
- Guide for balancing time. (for parents)
- Get schedules out ASAP so families can absorb

- Time for kids to get work done.
- Students will need time management “training” to navigate a block schedule.
- Ongoing PD for staff to help support students’ transition to a new schedule.
- How do we identify students for interventions if they do not advocate for themselves?
- Extracurricular activities will potentially need to be adjusted.
- Executive function coaching and examples (i.e., time management, self-advocacy, organization)
- Thoughtful learning experiences aligned to real world (teamwork, collaboration)
- Parent/Family member support to get them where and how they need to be (especially younger students)
- Success criteria/clear expectations
- Can students tell their story from start to finish?
- Engagement and stamina strategies
- Explicit teaching of changes and management strategies
- Building in movement breaks in the blocks
- Teacher training for flexible seating/movement
- Student/Teacher 1:1 check in options for progress in academic courses
- Time management of school work with breaks between days of instruction
- Balancing individual design with future norms of work-setting expectations.
- Monitoring of alertness and strategies to increase stamina for long classes.
- Breaks-bathroom
- Explicit executive function training for students.
- How will students who learn differently be able to stay focused with a block schedule?
- How can we encourage and not limit the creativity of all teachers and learners?
- The change in the time of day will have a positive impact.
- How do we support families who do not have access or the flexibility to experience the new structures coming to us?
- How can the district support parents who don’t have structures to bridge the gap?
- Change is the hardest part of change and getting people to adapt to change is harder.
- Assistance with executive functioning and study skills.
- Incorporation of AI into study skills
- Introduction of homework (going from MS to HS)
- Building between three levels
- Concrete, clear expectations in scheduling (Ex: teaching kids to use device for calendars/assignments)

- Teachers using Canvas (completely different)
  - Challenging for parents to navigate.
- Managing logistics of varying/different schedules
- Does the shortening of the HS day (transitions) positively outweigh the built in breaks/passing periods/day as it stands now?
- Attention and focus in longer classes
- Teachers will need to facilitate learning opportunities that allow time for a deep dive into the curriculum and also provide opportunities for movement/breaks.
- Need to communicate what SS/Science schedule looks like-be clear in what days they have that class.
- Middle School what might impact be for student with 504's/IEP's with HS longer periods (i.e., ability to sustain)
- Positive: Sounds like this might offer more support than current schedule.
- Absences-how do we honor makeup, access, ability
- Instructional experiences-how do we help students navigate
- Teacher learning and capacity-how will this be delivered for kids?
- How will we ensure deep relationships-staff to student and student to student?
- Teaching kids how to utilize supports, ask for help, time management, etc.
- Utilize more high impact instructional strategies to maximize instructional time and keep learners engaged?
- Use of SOAR/WIN time-teach/prepare students to better utilize as possible.
- Education and support for students so they know the flexible allowance/choices Senior year.

## **PARTNERSHIPS**

***Based on the information shared in the presentation, how can we partner to ensure families are prepared for the change?***

- Find daycare options to help families with child care.
- Big change for the student.
- Figure out the bussing.
- Figure out the bargaining issue.
- How will we get the addition of Math minutes covered in Junior High?
- How are specialists going to partner up together?
- Can we really achieve this in time for next school year?
- Communicate new start times early to give time to prepare.
- Be patient with families when change, acceptance comes slowly.
- Continue to provide access to learning about the needs and changes.
- Tell the students early in the process. They may facilitate increased parent interest in FOCUS sessions.
- Provide information in an audio (podcast) format.
- Clear, concise and specific communication with facts.
  - Including understanding of changes
  - Timing to provide families ample warning for adjusting to shifts.
- Time to do it right.
- Ensuring that TIME is provided for teachers/staff to shift practices.
- Ensuring that TIME is provided for families to shift schedules.
- Continuing to partner through the transition. NOT all complications/questions can be anticipated.
- Simplify language of communications. Don't over share. "Explain it to me like I am 5."
- Concerns for parents and employees who need to sign up for before/after school care (this happens way in advance. August start date too optimistic.)
- Make sure to give clear reason of why (cost, higher test scores, etc.) will help make change more palatable.
- Environmental benefit if more kids take the bus?
- Community should be made aware this is coming up very fast (August 2025)
- Parents need a cut off date, teachers need a cut off date.
- This seems like a major shift to take place over a short period of time!
- Communication -scheduled/reasoning
- Bus schedules
- Point person for families to ask questions
- Talk to other districts-What was successful?
- Communication especially to vulnerable populations, IEP's, 504's, EL.
- Simple and clear communication.

- Families would like more clear information. There is a feeling that many families may not be aware that we are proposing block schedules.
- Need to communicate start/end times ASAP.
- What is the drop dead date for 2025-2026?
- Offer multiple different structures of communications.
- Better equip staff with details so messages can be relayed to parents.
- Transparency in realistic timelines for full implementation
  - Some things might start in year one
  - Other changes might not be fully realized for a couple of years from initiation
- Manage daycare schedule-before/after school
- Concerns re new start times
- Build compelling reason for it
- Schedule voice as early as possible
- Share start and end times ASAP!
- Plan info meetings with parents-get their participation
  - Do this by each school-get building based info
  - Needs to be continuous
- Parents are concerned about start times/end times
  - How it impacts their schedule
- Student-because not having class everyday may need more support from teachers/parents to know what to expect (don't have class the day before an exam)
- Tweak executive functioning skills and how parents can support
- Provide outlets to ask questions.
- What is needed at each level-like 8<sup>th</sup> to HS transition, modeling/practicing
- What exactly is changing-wasn't apparent that HS would be one less class-how would it translate?
  - More specific examples
  - Take your kids schedule now and be able to model what it would look like
- Town Halls-allowing parents to come in and meet in small groups-instead of presenting
  - Make sure to get feedback on start/end time, work through programs (YMCA)-daycares.
  - Teachers enough time to prepare for transition.
- More concrete examples/models for parents to comprehend
- Targeted population-customized answers
- How does this benefit/make a more successful student?
  - Reinforce the "why" (to the positives without getting lost in educational jargon)

- Elementary level-are the childcare systems prepared to partner/support families with the schedule change?
- Over communication
  - Make clear the “why” many facets and many different media types
  - In multiple languages
- Availability/partnership with daycare or support
- Follow up session to get feedback
  - What goes well
  - What could be done better
    - A month, 6 months, one year, two years in
- Elementary will need enough time to figure out daycare.
- All levels-early and often communication
- Family coaching/mentoring-communication and education-a lot of “why” sharing
- Being respectful when this is communicated for families.
- Feedback and reflection-what are the sustained pathways of connection to continue to grow from here?
- Would a pilot experience be possible in some capacity?
- How do we ensure meaningful outcomes?
- What do we measure?
- How do we measure?
- When do we measure?
- Communication
  - Of the changes
  - Resources to support impact of changes
- Availability to direct community members to information (i.e., online)
- Childcare support with changing elementary day
- HS ending time impacting activities and athletics
- Communicating the why behind the decisions (through Town Halls which allow for Q&A's)
- Communicating how the extra 15 minutes in Elementary will be utilized.
- Teachers need training.
- Family feedback on block needs and expectations (e.g., kids with ADHD)
- Bussing changes-understand impact, support structure, child care.
- How can we walk parents through the changes so that they understand and encourage others to understand?
- What tools can we utilize to over inform parents of the new changes and expectations?
- Block schedules preparations for class will be a huge shift for kids.
- Kids get to school so early, how do we support kids who don't come from safe spaces?

- We must give grace to families, all families, early on.
- Ensure the teachers have the training to teach extended blocks to to learn to provide opportunities for students to be engaged.
- Carefully consider the time it will take to roll out these changes to minimize any disruption for student learning or teachers' learning.
- Providing information to families as soon as possible (with clear communication)
- Clear communication as soon as possible.
- Provide details (specifics for start/end time.
- Student Services-explanation of interventions and services
- Half day Kindergarten (is that an option or would they extend the times)
- Implementation/Use of REMIND app or TALK203 texts (especially at the start)
- Could/should some of the SEL work happening in schools be shared with families to support their children/partner with the school
- Parent overview
- Clear and direct communication so parents can discuss with their child.
- Timely
- Planning for daycare/childcare with new start times
- Even if we don't know the exact times,tell parents that this is coming so they can start to prepare.
- If HS students have to drop a class due to the new schedule-allow the opportunity to take summer school class
- Suggestions-push out communication before Spring Break so parents can mull it over
- Communication to clarify:
  - No impact on 504's/IEP's
  - Impact on student choices/options (i.e., HS late arrival, etc. clarity to students)
  - Specific details about times for planning and childcare options, prepare outside agencies to make adjustments)
- Continue to offer open forums with representation from all stakeholders
  - Support for individual situations (Q&A)
- Streamline multi level communication
- Support multilingual communication and avoid educational jargon, keep messages concise, send important info standalone.
- Communicate in multimodal ways often without edu speak
- Midyear check in from all stakeholders
  - What is the feedback loop?
  - What is the evidence that a perspective has been received and considered?
- How this plan will be assessed for effectiveness/success.

- Future considerations of early childhood schedule and supports (option of longer day)
- Share information ASAP
- Host a Q&A session for parents.
- Communicate start times, particularly for elementary students as soon as possible
- Partnerships and leverage Home and School and SUCCESS platforms to get information to parents
- Coffee with Principal time to give parents opportunity to get their specific questions
- Want to hear potential challenges we may be thinking about and monitoring
- Want to hear we are in this together.
- Know this is a process and we will continue to make improvements
- Slide to share concerns and things we are thinking about/watching
- Extracurriculars-both those in district and community and how will these continue to work together to make sure students have these opportunities?
- Communication considerations to the community.