

# INNOVATIVE SCHEDULE COMMITTEE MINUTES

**Meeting Date: October 17, 2017**

**Members Present:** Radhi Dhall, Kimberly Diorio, David Foster, Aimee Fuller, Jenny Gardiner, Sam Howles-Banerji, Samantha Hwang, Sue La Fetra, Sam Moore, Erik Olah, Steve Sabbag, Susan Shultz, Corrie Sid, David Simoni, Misha Stempel, Nathan Strope, Andrea Struve, Kristina Vetter, Maurice Wang **Members Absent:** None **Support Staff Present:** Christa Brown, Ken Yale

## **Decisions Made:**

- ISC approved the community agreements by consensus

## **Issues Bin:**

- Find a quieter meeting space
- How is ISC defining “learning” and “wellness” as stated in the ISC charge and related documents?
- Should staff well-being be explicitly included as an overall desired outcome of the schedule in addition to student well- being?

<b>Action</b>	<b>Who’s Responsible?</b>	<b>By when?</b>
Email Hot Button rankings to facilitator	All ISC members	10/19/17
Send research articles for all ISC members to read for next meeting	Research Subcomm & Ken	10/31/17
Follow up on subcommittee action plans	Each subcommittee	11/7/17
Send revised Desired Outcomes document & Hot Buttons tally to all ISC	Ken	11/7/17

## **Additional Notes:**

### **Welcome & Team Building**

- This meeting focused on processing, synthesizing and prioritizing the issues and documents generated at the 10/3/17 ISC retreat. This will give clearer focus for subcommittee work, and more criteria for a schedule decision. The prioritization will happen in stages over upcoming meetings, and incorporate research and community input. For now, we need to be OK with some ambiguity.
- Some of the Issues Bin items and reflection sheets from prior meetings were addressed:

- ISC needs to provide time in the schedule needed for social-emotional learning, but the content of the SEL curriculum is beyond ISC's purview.
  - ISC can design a schedule in which the period length and time of day that classes meet varies, as long as the total instructional time for each course is equal.
  - ISC will decide special day schedules. ISC can't make changes to the district calendar, and Paly must be in sync with the calendar for Gunn's academic eligibility reports.
  - The purpose of the session with Denise Pope at the retreat was to provide an overview of the research on scheduling and present innovative options. She will not be a decision maker on Paly's schedule or an ongoing participant in ISC meetings.
- It was acknowledged that the process of considering a schedule change surfaces many emotions and fears because a change will impact many people personally. However, it is important for ISC members to stay open to all possibilities at this stage of our work, and to build our muscle and trust as a team so that we can ultimately address each other's concerns and reach consensus.

### **Community Agreements**

- ISC approved by consensus a synthesized version of the community agreements generated at the retreat, which will be posted on the website. The agreements outline how we want and need to be in relationship to each other to accomplish the ISC charge.
- The committee was reminded that community agreements are developed and enforced by the group as a whole. Each person is responsible for monitoring his/her own actions, and being accountable to honor the agreements.
- Each ISC member considered which agreements might be most challenging and what might be needed to follow them.

### **Reflections on Current Bell Schedule**

- ISC reviewed a document synthesizing the committee's evaluation of the current bell schedule through a Chalk Talk protocol at the retreat. The synthesized document will be posted on the website.
- The overall perspective shared by most speakers was that the current schedule has a lot of strengths, and there is still room for improvement.

### **Desired Outcomes & Schedule Considerations**

- ISC reviewed two documents synthesizing 262 responses to two prompts in a Chalk Talk protocol:

- Desired Outcomes: What are the outcomes for students, parents and staff that we want the recommended schedule to contribute to, promote, and support?
  - Schedule Considerations: What specific needs, interests or activities, should be highest priority in developing our schedule recommendation?
- Before reviewing the synthesis, the committee addressed another Issues Bin item about what percentage of stress is caused by the schedule vs. other factors. It was noted that it's beyond the scope of ISC to comprehensively analyze all student stress, and those who were interested were referred to the PAUSD Social-Emotional Learning Curriculum Committee website, which archives a lot of research and data on the topic, like the California Healthy Kids Survey. However, ISC's charge includes optimizing well-being and reducing stress caused by the schedule, whether that comprises 1% or 99% of the overall stress. It was noted that schedule committees typically have to tackle unrealistic expectations about a schedule change being the sole solution to complex problems. A sample preamble to a Desired Outcomes document was reviewed as a way to frame and message this issue.
  - In creating a synthesis from the responses on desired outcomes and schedule considerations, all of the responses were clustered under the 2 broad outcomes named in the ISC charge: optimizing student learning and optimizing well-being. The committee worked towards consensus on our desired outcomes for any schedule recommendation, which will be posted on the website after consensus is reached in a future meeting.
  - Suggestions were made for further discussion and revisions, which included:
    - Switch the order of the 2 broad outcomes, i.e., put well-being first
    - Define more clearly what is meant by well-being and learning
    - Personalized support should be under both learning and well-being in 1a and 2a
    - Clarify whether well-being refers only to students, or includes staff

### **Hot Button Issues**

- Definition: Hot Buttons are issues that could have a major impact on schedule design AND are potentially controversial within ISC and/or the school community.
- Hot buttons will be used in a variety of ways at different stages of ISC's process. For now, they will be used to prioritize key issues and focus areas for subcommittee work.
- A list of 14 Hot Button issues were reviewed, and ISC identified potential impacts for each item. ISC members will send a ranking of the Hot Button issues in priority order to the facilitator, who will tally and distribute them. The Hot Buttons, potential impacts, and rankings will be posted on the website.

### **Subcommittee Check-Ins**

- Community Outreach Subcommittee: An action plan has been established to build transparency and trust in the community. The subcommittee has subdivided into sub-subcommittees responsible for community surveys, focus groups, and ongoing communication with the school community. The subcommittee is currently working on a message to let everyone know the process has started.
- Research Subcommittee: Research is currently being collected and reviewed. The subcommittee will select materials for everyone to read in preparation for a text-based discussion at the next meeting.
- Schedule Design Subcommittee: The focus is currently on locating an expert consultant to advise on state regulations and legal compliance issues.

### **Closure**

- Because of Halloween, the next meeting will be held in three weeks instead of two, and will be followed by another meeting one week later (Nov. 7 & 14). Both meetings will be held from 4:00 – 6:30. We'll try to switch to a quieter room for future meetings.
- Subcommittees are encouraged to meet during the longer break before the next full committee meeting.