

Board Study Session

LGSUHSD BELL SCHEDULE



November 19, 2019



PRIMARY OUTCOMES

- Shared framing & context on a possible bell schedule revision
- Board feedback & commitment on:
 - *desired outcomes any schedule should support*
 - *process for evaluating current schedule & recommending possible changes*
 - *who is authorized to make the final decision on a schedule change*

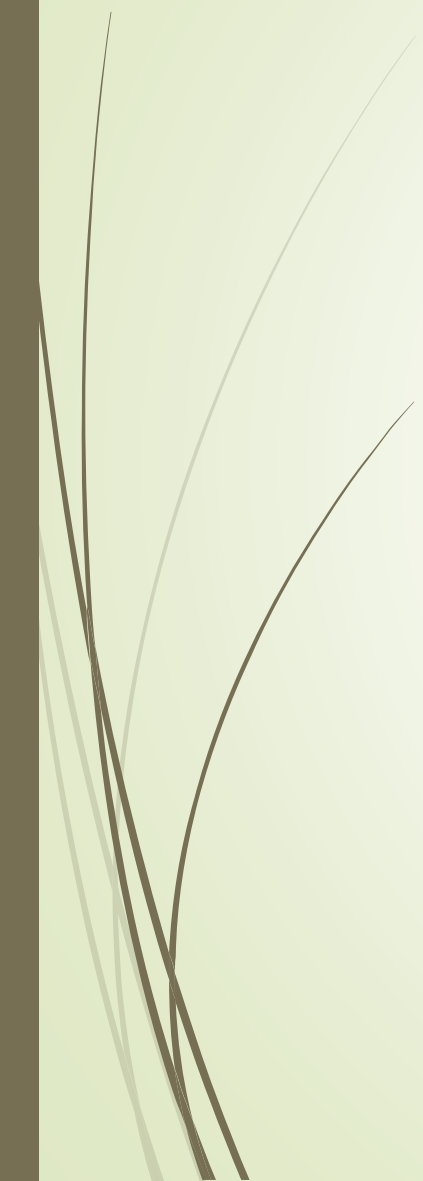


PRIMARY OUTCOMES

- ▶ Tonight's agenda will not address:
 - ▶ *evaluation of the current schedule*
 - ▶ *critique of process, decisions, and events of 2015-16 when current schedule was established*

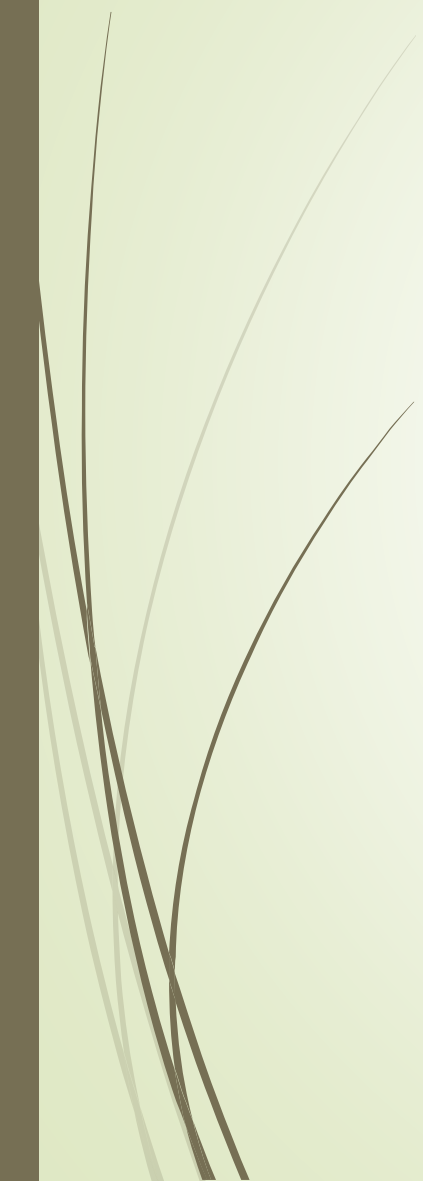


FACILITATOR IS NOT...

- ▶ *...a decision maker on the bell schedules*
 - ▶ *...an expert on schedule design or legal requirements*
 - ▶ *...an advisor or advocate for a particular schedule*
 - ▶ *... offering an opinion about any schedule you recommend or select*
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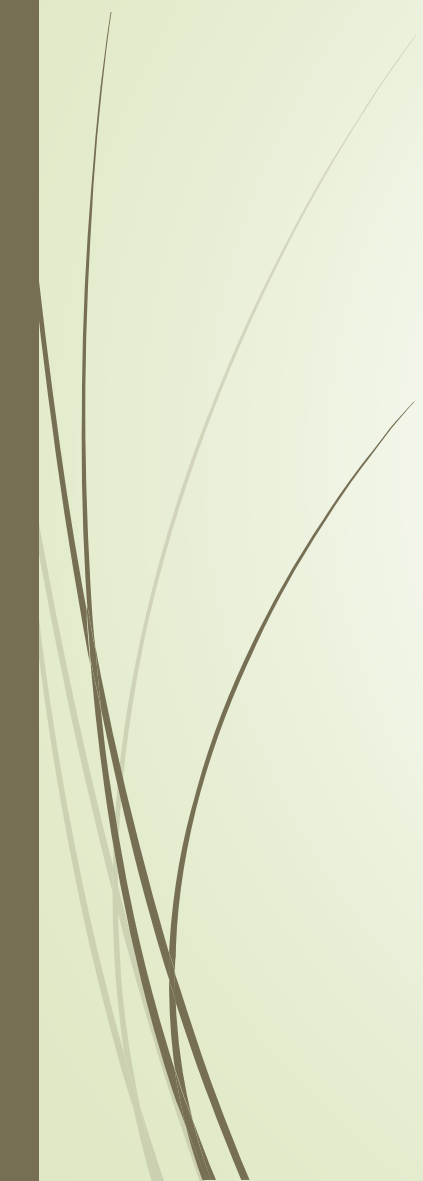


FACILITATOR'S ROLE IS TO...

- *...guide a fair, inclusive, and rigorous process for developing a revised schedule*
 - *...build teamwork & cohesiveness among those engaged in recommendations & decision making*
 - *...create a safe space to have hard conversations across differences*
 - *...support diverse stakeholders to reach agreement on what is best for the LGSUHSD community*
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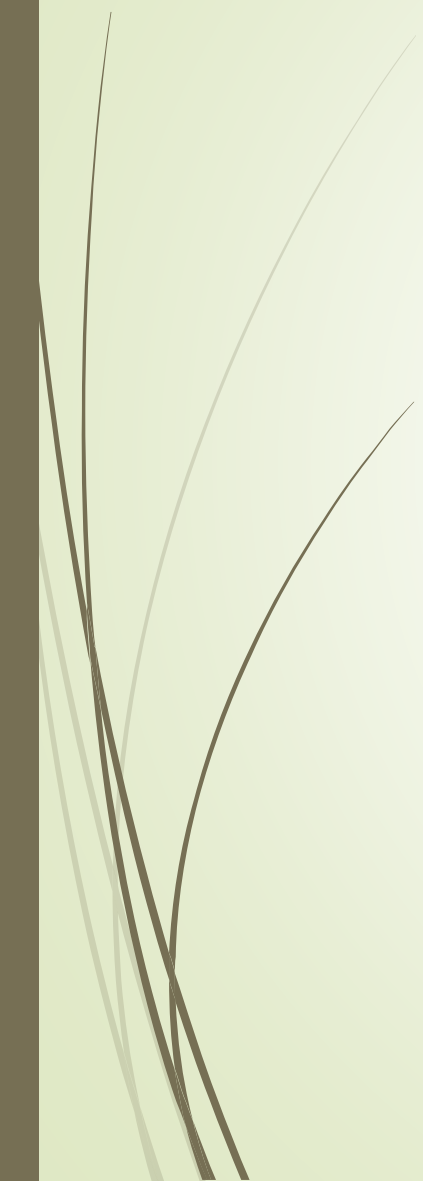


SCHEDULE CHANGE RATIONALE

- ▶ Why are we considering changing the bell schedule, and when?
 - ▶ What are the problems we believe a schedule change could help resolve?
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1 The Schedule Impacts Everyone

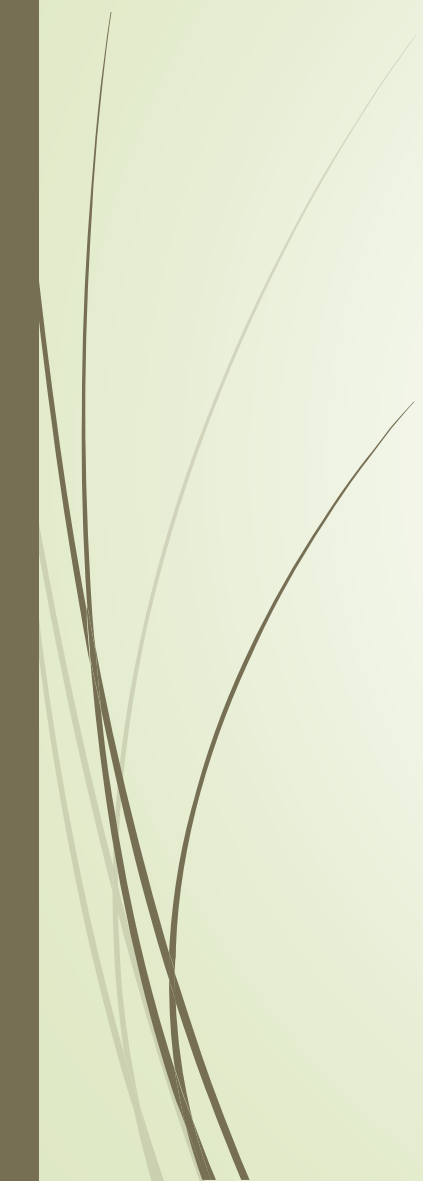


The bell schedule impacts every member of the district community in complex personal and/or professional ways that are often intensely emotional and unanticipated.



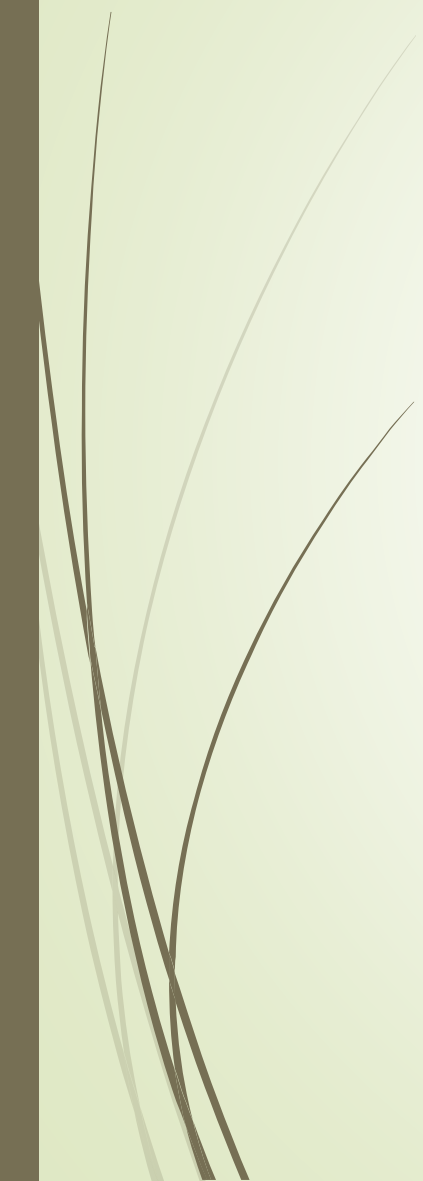
#2 Desired Outcomes Anchor Effective Schedules

A set of prioritized desired outcomes (e.g., increasing well-being, improving the learning environment, or deepening relationships) should be the core driver of schedule design, decision making, and evaluation, as well as the basis of unity for diverse constituencies and interests.



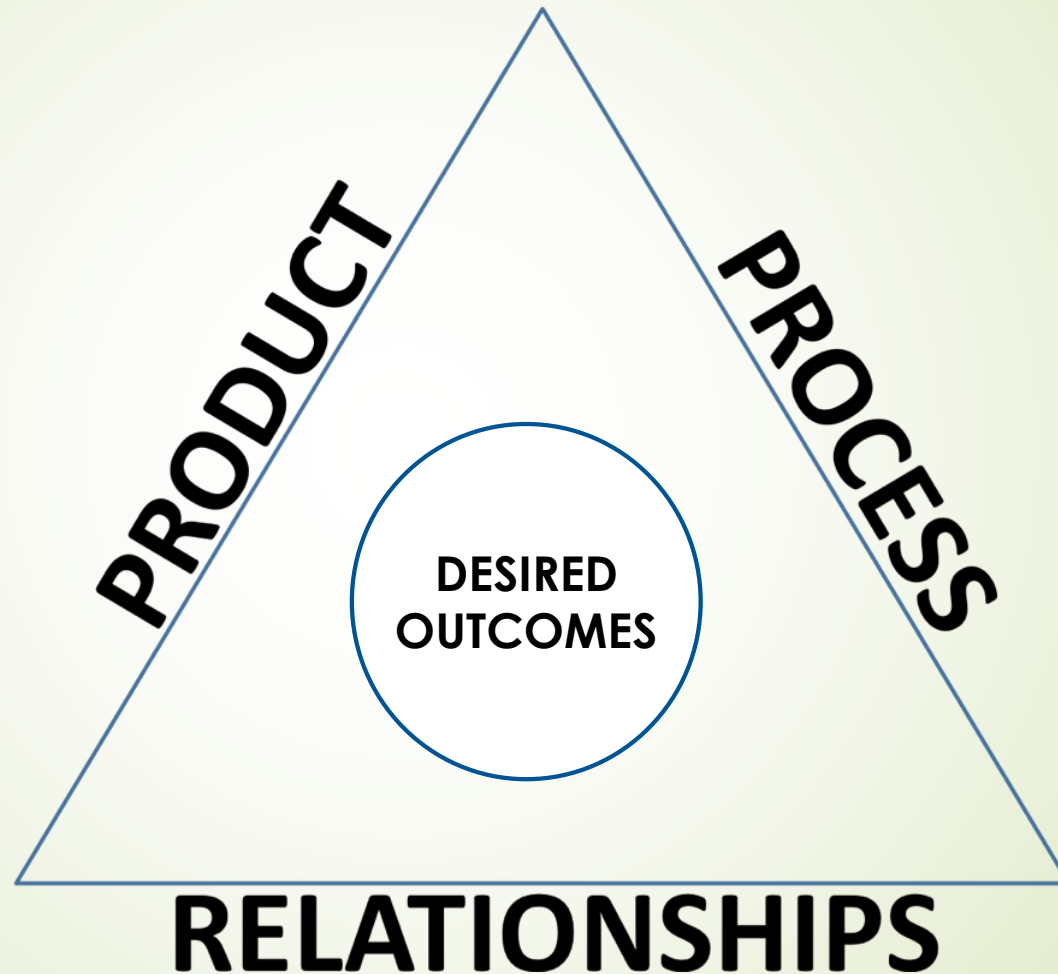


#3 Combine Product, Process & Relationships



A successful schedule change that achieves desired outcomes requires a participatory, fair and rigorous cross-constituent process that builds community collaboration, buy-in and trust.

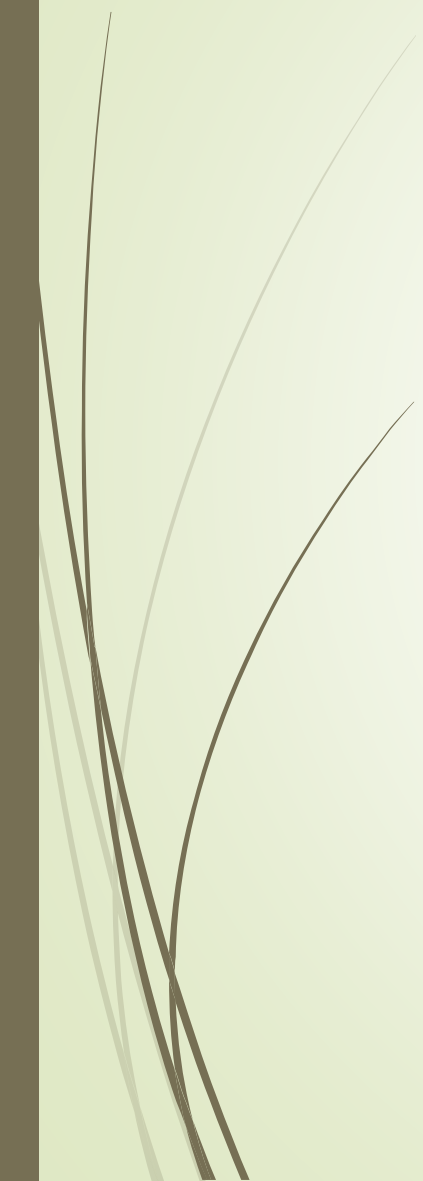
“THAT WAS PRODUCTIVE...”





#4 Everyone Has A Role

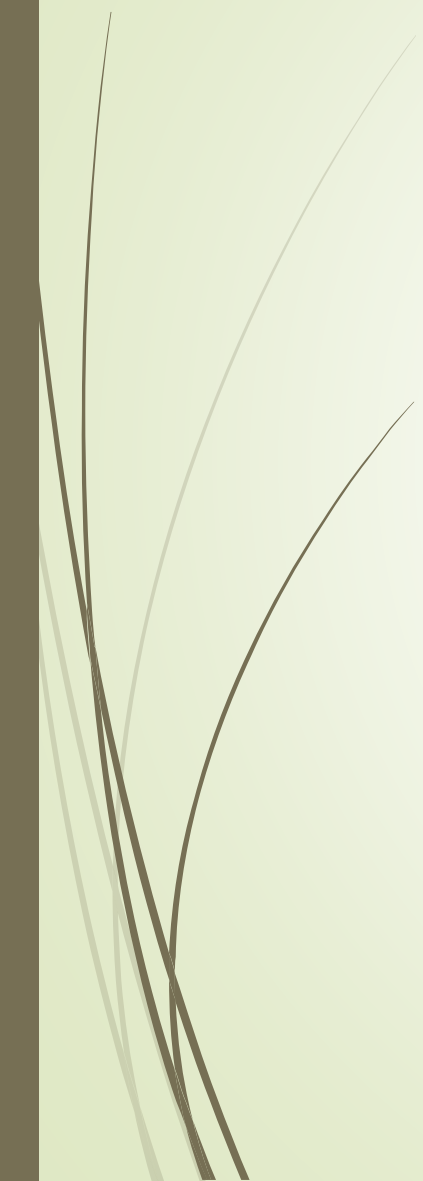
A well-designed schedule provides a structure that supports the district's desired outcomes, but students, staff and families all share responsibility for making daily choices to achieve those goals.



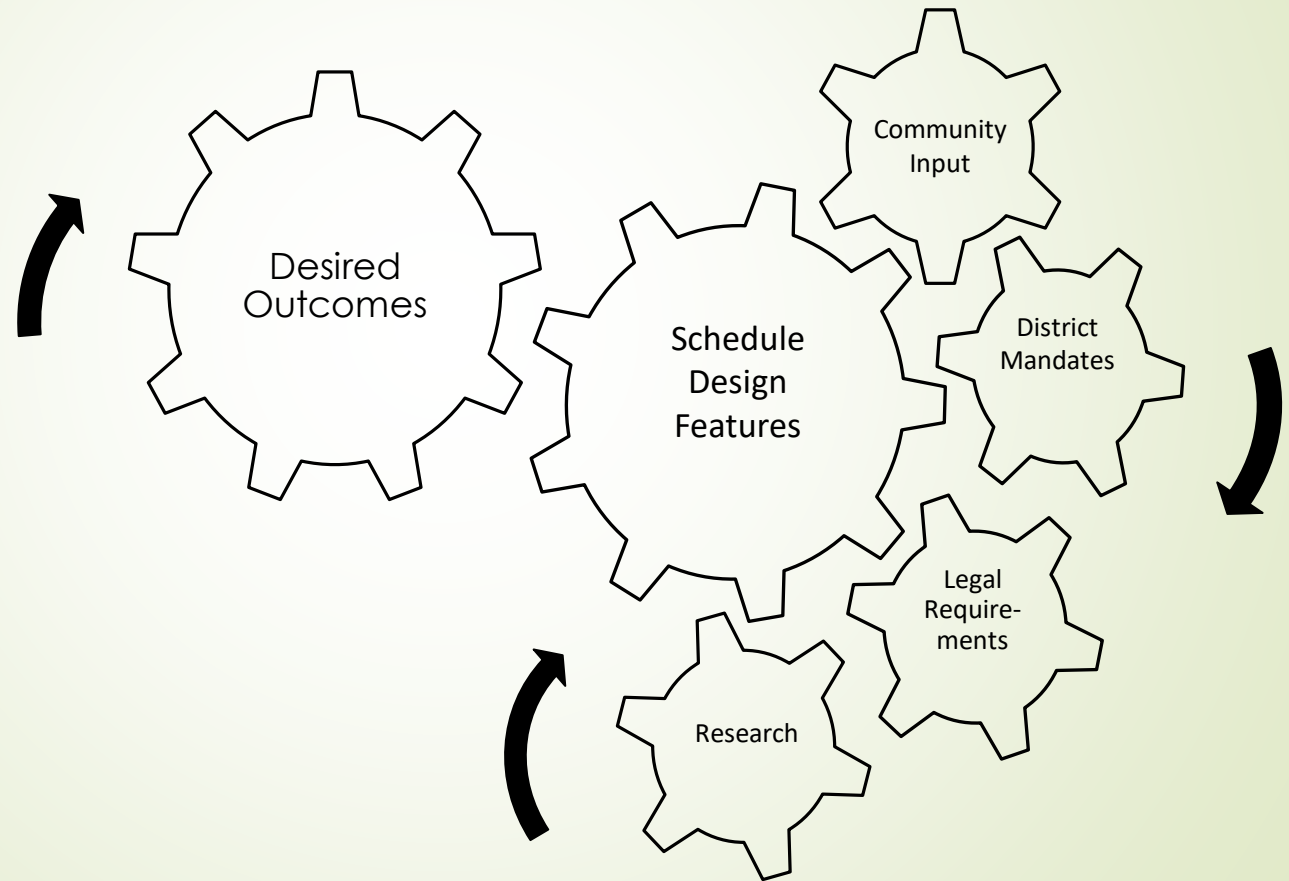


#5 Schedule Design Incorporates Complex Inputs

Decision makers must consider desired outcomes, community input, legal requirements, district mandates, educational and scientific research, and a myriad of schedule design features.



Designing The Bell Schedule





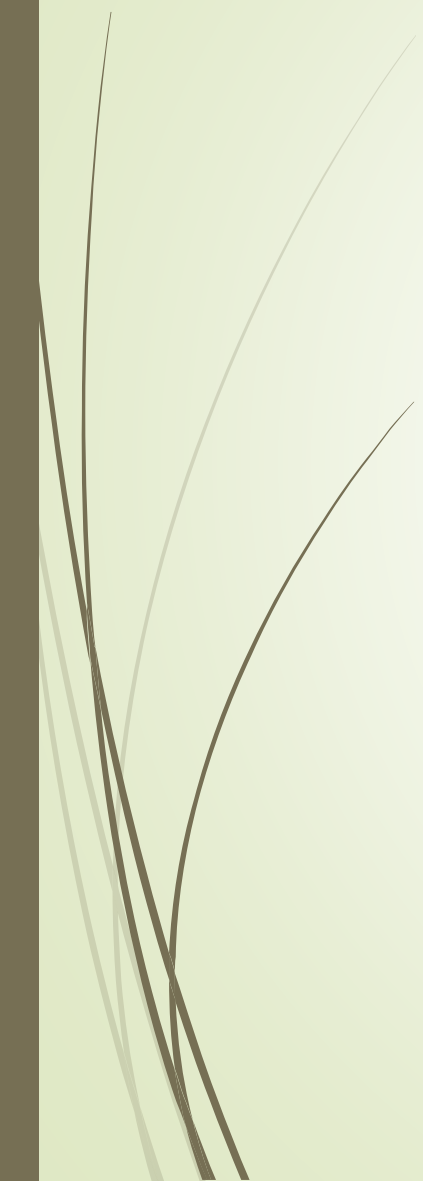
#6 Schedule Committees Need Clear Guidelines

Schedule committees must have a clearly articulated district charge and parameters plus access to reliable legal counsel (ideally a combination of a CDE consultant, district legal counsel, and a district auditor) so they don't waste valuable time, energy and resources.



#7 Extensive Research & Models Are Available

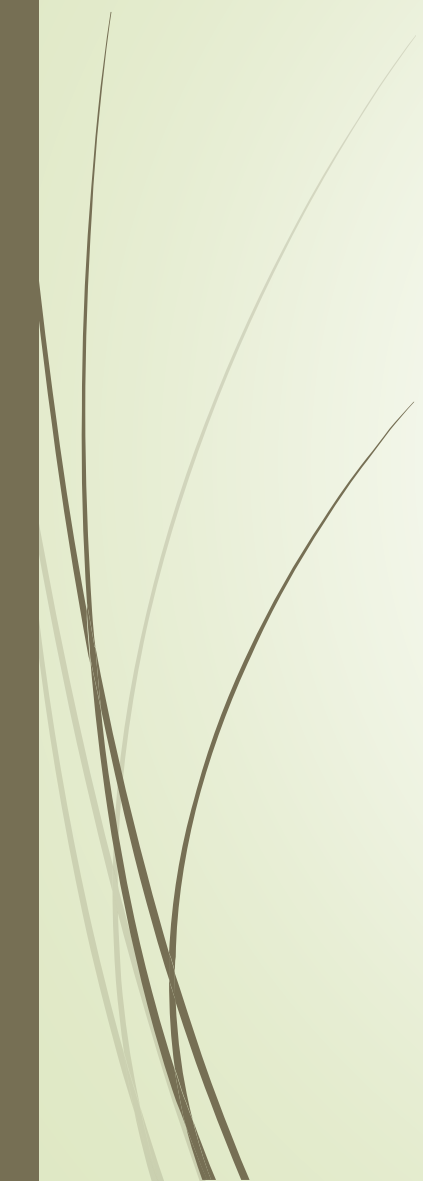
Schedule committees can tap into a national body of educational and scientific research on many aspects of schedule design.





#8 There Is No Perfect Schedule

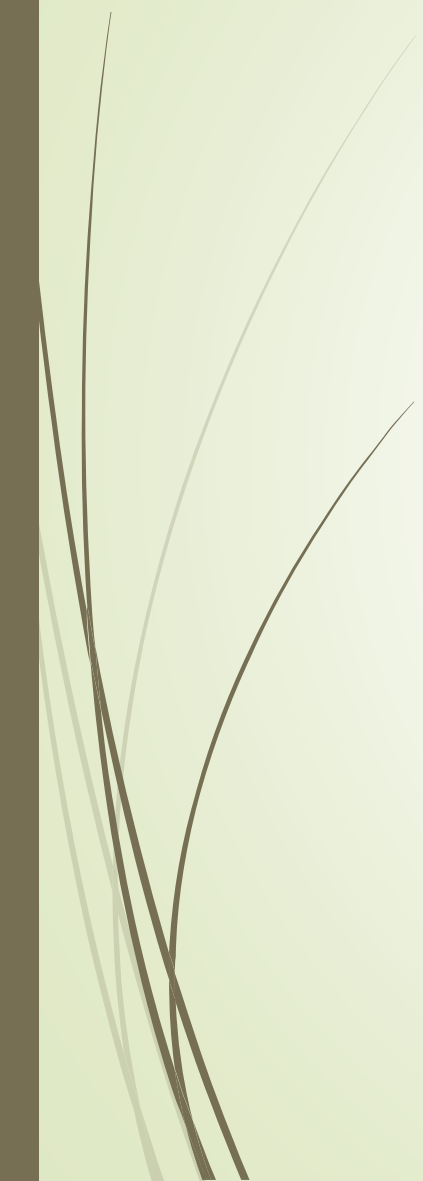
Every schedule option establishes a structure that requires different trade-offs, making certain activities and goals easier and others more challenging.







#9 Be Prepared For Challenging Transitions

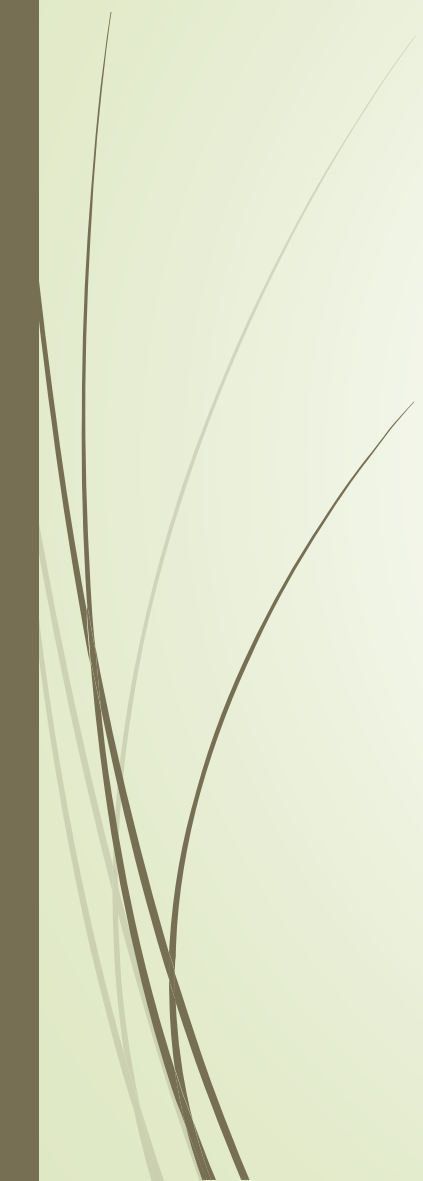


Have a solid public communications plan and work patiently and respectfully with the community to address their concerns while facilitating an often challenging transition, especially when the schedule change is initially decided and implemented.



10 Plan For Ongoing Evaluation & Adjustments

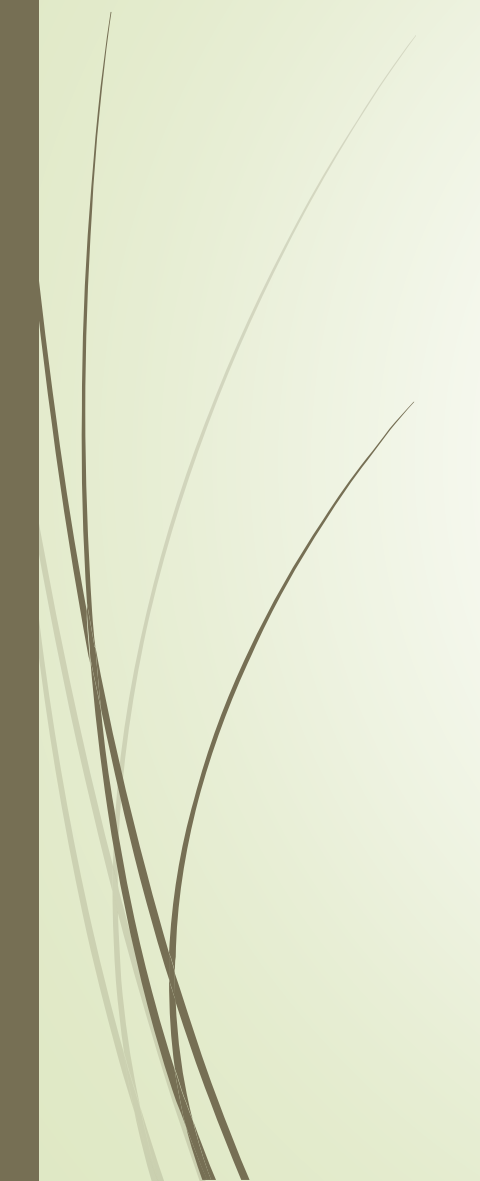
Develop a plan for ongoing data collection and evaluation of the new schedule to determine how effectively it is supporting the desired outcomes and what further adjustments may be needed






BOARD FEEDBACK

Which of these core concepts do you believe are most relevant and meaningful for the district community in the months ahead?



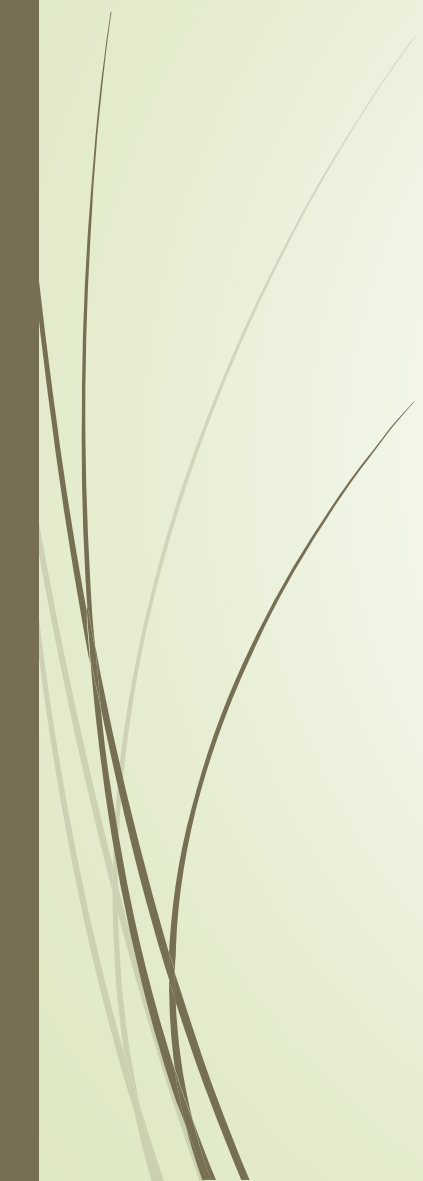


DESIRED OUTCOMES

- ▶ overarching goals any schedule should promote, contribute to, or support
 - ▶ core drivers of schedule design & evaluation
 - ▶ basis to build unity among diverse constituencies & interests
 - ▶ criteria for prioritizing schedule design features
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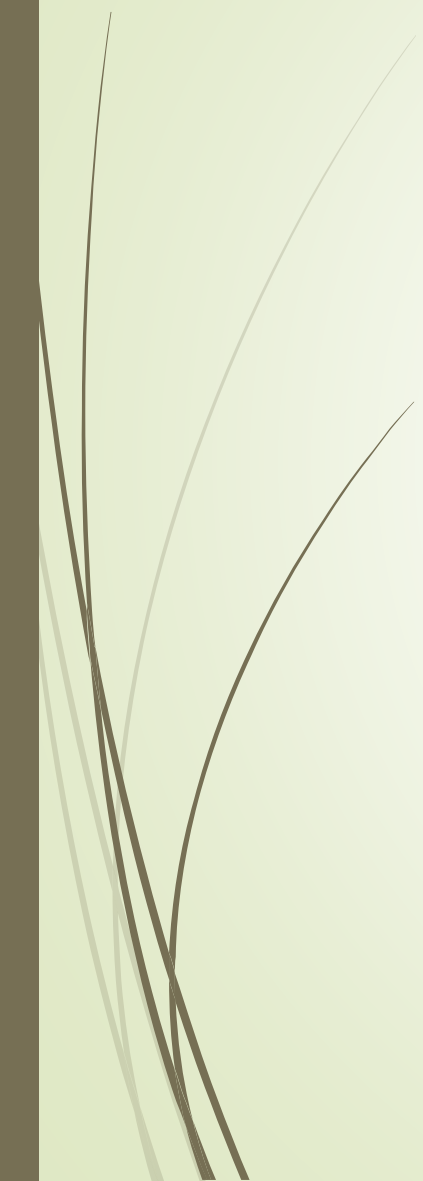


BOARD FEEDBACK & COMMITMENT

- *Can you commit to support the Desired Outcomes document as the set of prioritized outcomes any schedule revision should promote?*
 - *If not, what changes would be necessary for you to commit to these desired outcomes?*
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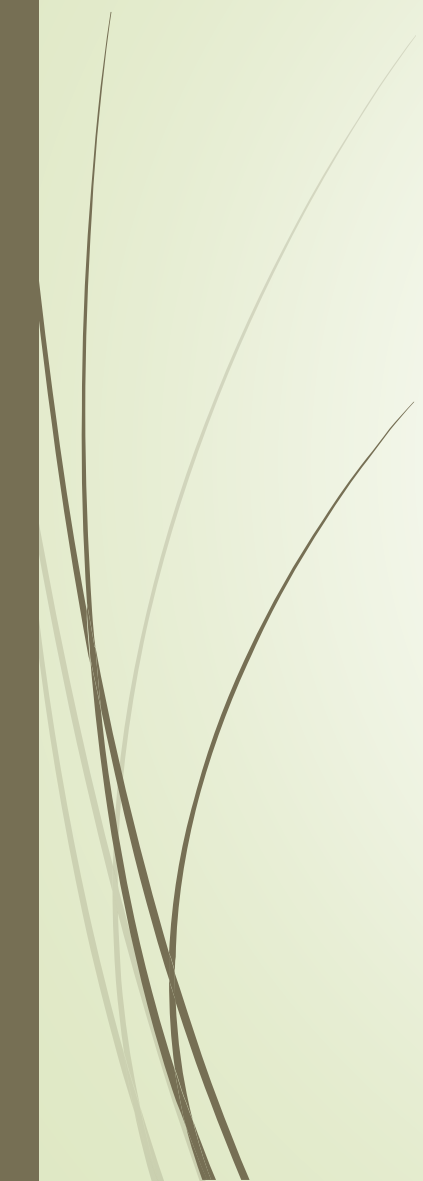


SCHEDULE CHANGE STAGES

- *Stage 1: Recommendation*
 - *Stage 2: Decision making*
 - *Stage 3: Preparation*
 - *Stage 4: Implementation*
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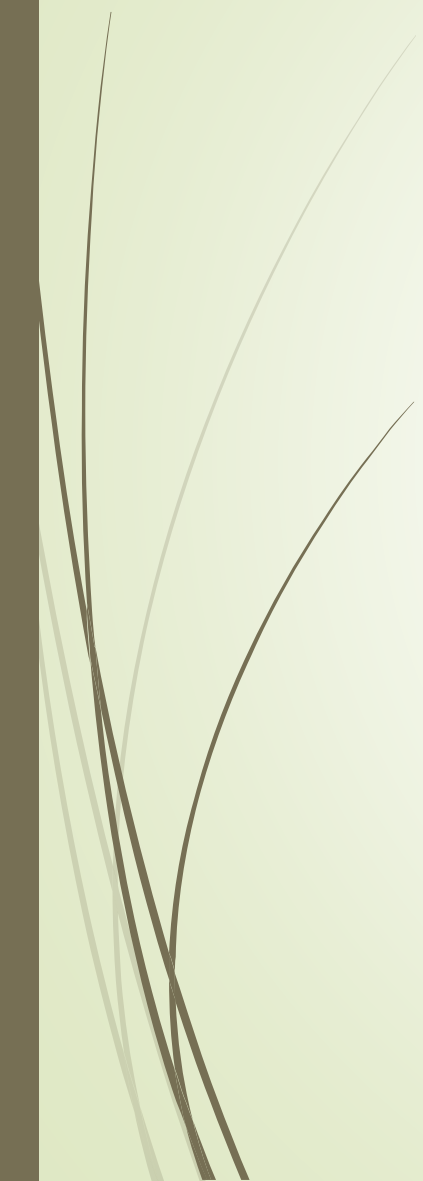


BOARD FEEDBACK & COMMITMENT

- ▶ *What comments or suggestions do you have about the proposed process for engaging the district community in an evaluation of the current schedule and the development of a potential recommendation for a schedule change?*
 - ▶ *Can you commit to support this process, including assigning two Board representatives to the Bell Schedule Committee?*
 - ▶ *If not, what changes would you need to see to commit to a process agreement?*
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BOARD FEEDBACK & COMMITMENT

- *What comments or suggestions do you have about the proposed process for decision making after the Bell Schedule Committee makes its recommendation?*
 - *What commitment can you make tonight about who will make the final decision on a potential schedule change?*
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FINAL REFLECTIONS



- ▶ *What was most meaningful to you about today's schedule discussion?*
- ▶ *How are you feeling about moving forward with this process?*