HS Day Committee
Meeting Agenda
October 19, 2023
5:00 PM – 7:00 PM

Time	**Topic** - Responsibility	Description / Materials / Notes - ***Notes on discussion including focus questions and any materials needed.***
10 Min	Welcome and Agenda Overview	Meeting began at 5:00 with a welcome from Deputy Superintendent Scott Beebe who will be serving as a facilitator for the work. Agendas are developed with best thinking at the time, but the timings and the topics are to be considered flexible. More content likely planned for tonight than we will be able to accomplish. Mr. Beebe shared the meeting objectives with the group: 1. Understand committee purpose, responsibilities, and scope of work by reviewing information and generating input and questions for further study. 2. Build common background on the shift to 7-period day by sharing information from board study session and engaging in discussion. 3. Begin to share and synthesize our collective interests for the high school day by using interest-based process and discussion protocol. Committee members introduced themselves one by one including what role they represented on the committee. There was a mixture of district and school administration, parents, teachers, classified staff, and a student. Mr. Beebe acknowledged a desire to increase the student representation on the committee and asked committee members to reach out and have any prospective student participants contact him directly. Keeping students centered in the conversations as we move through this work is critical. Mr. Beebe shared we will be using an interest-based process as we engage further in this work, which is a process designed to focus on the stakeholder interests rather than specific positions. He shared a lot of tonight will be building the story behind our work, so we can begin to generate and revisit pre-existing interests. This committee is also not currently tasked with a specific timeline to arrive at any recommendations, rather it is intended to have a long runway before any implementation if there is one. That first implementation would be the 25-26 school year, so we have this year and the next to do our work. Any change would require a long runway to give the system and stakeholders time to adjust, but we are a long ways from that point right now.
45 Min	Scope of work, how we will work together, a little history of the 7-period day	Mr. Beebe shared policy connections to Operational Expectation 5 and 11j, fiscal responsibility and instructional program respectively. The governance structure of our district is slightly different than many. Our School Board sets Results and Operational Expectation policies which are then interpreted and implemented through administrative policy by the Superintendent. The Results and Oes are reported on annually and include specific metrics of performance. Mr. Beebe will continue to bring relevant policy connections to our group throughout the process. The fiscal policy connections will be described in greater detail later in the presentation. LWSD has a commitment to equity in values and in practice, and part of our work will be to evaluate our current and any future state with that lens. OE 14 specifically speaks to issues of equity and will be discussed as we get deeper into our work. Furthermore, the district values and commitments that will guide our work will be centered around equity, sustainability, and community engagement. It will be important for our work to be transparent and engage stakeholder voices throughout the process, especially if or when we begin to discuss any recommendations. We will

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		need to pay particular attention to the voices who are not in the room and ensure that we are gathering and bringing those voices into the discussions. Sustainability also refers to the operational and fiscal sustainability of any of our work. Mr. Beebe shared the roles of various people on this committee. He is a facilitator and will be responsible for preparing agendas, bringing in data or resources to aid our discussions, and continuing to provide perspective and connections to other work. He does not "vote" and is not here to direct us to a specific outcome. Committee members are to be engaged and in the moment and participatory in conversations and discussions throughout the process. They are here to represent perspectives but also to identify interest and remain flexible and open as they learn and know more about the complexity of our work. A board member will be joining the committee also. The Board Member is a listener and has a specific role to keep the whole board informed of the process and work towards outcomes. They are not committee members in the sense of guiding discussions or imposing a preferred outcome. They are learning with us. The superintendent's role is to receive feedback from the committee on the recommendations the committee makes. Ultimately decision-making authority rests with the superintendent. Committee members did an activity to connect with each other and the work answering and then discussion four questions: • Share a time / place / lesson you loved learning. • What is a skill you have that would surprise people? • What interested you in joining this committee? • What do you hope our committee accomplishes together? Members shared with each other in a rotation, and then Mr. Beebe collected the index cards members used to write short responses. The committee will use a set of group conditions to guide the work that include patience, openness, listening, and empathy to guide our conversation and work together. Mr. Beebe discussed the need to call into conversation rather than call out and focus on asset-based language. A member asked what asset-based language meant, and Mr. Beebe described that as focusing discussion on strengths and people first, not speaking about ideas or people with deficit. Again Mr. Beebe reiterated that our work be centered on positive outcomes for students. The scope of work for the committee is focused first on understanding the impacts of the 7-period day, which was implemented in the 18-19 school year. There has not to date been an evaluation of that change to see if it accomplished intended outcomes and what the unintended outcomes may be. That is our first task and that will include some perceptual data collection from students, parents, and staff in addition to digging into data sets the district has that would show comparison before and after the change. Current high school day is 7-periods and there are limited opportunities for zero and 8th period options, so some students are taking up to 9 classes, although not capacity for everyone to do that. Some students take less than 7, which is a data point we will explore later. Committee formed in 2015 to look at pending changes to state graduation requirements that would go into effect in 2018. Moved from a 20 credit requirement to a 24, although LWSD had a 22 Credit requirement for several years in between after implementing a local requirement for 2 years of the same world language. This was based on UW admission requirements and became a state

		mandate when the 24 credit requirement went into effect. The PowerPoint from this evening has several slides dedicated to explaining this history. The committee in 2015 looked at both start times for high schools, based on the body of research around adolescent sleep, and the shift to the 24 credit requirement. The sleep time conversation was postponed until last Fall, 2022, and a change implemented this school year. The 7-period day was recommended by the committee after looking at different options including block schedules. It was recommended not necessarily because it was the overwhelmingly preferred option, but it was most alike the 6 period day that was already happening. 20 minutes was added to the school day to accommodate the extra period, and classes were also shortened a bit. Mr. Beebe shared it is also important as we work through this together to focus not on categorizing decisions and impacts as good or bad, rather just understanding what they are and what the impacts have been. We will look at a cost benefit and gap analysis of sorts later in the process. Mr. Beebe revisited the OE 5 fiscal responsbility conversation from earlier. In full disclosure, one reason we need to revisit this and understand the impacts of the shift to 7-periods is the financial implications. With declining and flat enrollment and a shift from the period of rapid growth that was in place when the original decision was made, we are in this place, as most district are, of needing to adjust our expenditures to come into alignment with our revenues. The largest, by far, driver of revenue in school districts is enrollment. When we made the decision to move to the 7-period day, enrollment in the district was growing by 400-600 students on an annual basis and was projected to continue. That leads to a positive financial outlook in a way, because staffing lags slightly behind enrollment, so the district was in a place where there was additional revenue each year. Some of that was added to the ”fund balance”, which is like a family savings account but at a district level. A lot was used in the staffing needed to accommodate additional students, and some of it was used to fund practices, including a 7-period day. Even if not directly funding it, it created capacity for the district to make decisions that had ongoing economic impact to the general fund. Mr. Beebe shared a chart, included in the PowerPoint, of the district’s financial outlook for the next several years that shows a deficit spending plan and realignment resulting in between 11 and 15 million dollars in annual expenditure, meaning needed cuts. Mr. Beebe shared there are not a lot of places that can be cut in a district that are large enough to account of that, and while LWSD is a better financial position than most districts, cuts of that size were substantial. The 7-period day has an annual cost of approximately $8 million that is not funded by the state, so it all comes from local levy. As inflationary and other pressure, including capped levy collections, have contributed to increasing misalignment of revenue and expenditure, all large, discretionary expenditures must be evaluated for ongoing sustainability. That’s in part why this committee exists, and the district, according to Mr. Beebe, wants to be up front about that fact. While we are not specifically being asked to approach the work from a budget savings standpoint, there is a potential to meet our interests of supporting students in different ways than a single option. That’s what we are being asked to look at and consider in terms of the financial outlook moving forward. We will see more data on enrollment and budget in future meetings, all of which is publicly available. Mr. Beebe ended this portion of the agenda by revisiting a presentation slide from a 2017 board presentation that outlined what LWSD hoped to achieve with the 7-

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		period day. The group in 2015 was looking to align the structures with the future requirements. That is also our task, and it is important we recognize we're not planning for the next year, rather we really need to be thinking 10 years out. If we get to a point where we recommend any change, the goal would be not to "whip lash" from making a change that was not enduring. That's also why fiscal and operational sustainability need to be considered throughout this process.
30 Min	Looking Forward: where will our graduates be in 2030 and beyond?	After a short break, Mr. Beebe engaged the committee with information from the World Economic Report from 2023 on the nature of work in the next 5-10 years. Aligning to the mission for LWSD of "each student will graduate prepared to lead a rewarding and responsible life as a contributing member or our community and greater society" and vision of "every student future ready," having a sense of what world we are preparing our students for is important in our conversations. The slides in the PowerPoint have details. Mr. Beebe spoke about being on the cusp of a potential educational revolution with the advent of large language model AI in providing students with direct feedback and even 1:1 tutoring. He asked the committee to view a Ted Talk by Sal Kahn from April of 2023 on this topic for next time. The meeting ended with an opportunity for committee members to leave feedback. Mr. Beebe thanked the committee members for volunteering and expressed excitement for the work with the group. Meeting ended at 7:00 PM.
30 Min	Story: What does data tell us? Where to start?	Moved to next meeting.
30 Min	Policy Connections	Moved to next meeting.
40 Min	Interest Based Process	Moved to next meeting.

Next Meeting Items: See above

In the feedback, members expressed an interest in learning more about enrollment projections and budget. Also would like to have more time to process information, acknowledging also that is the plan moving forward.

Future Meeting Dates:

~~10/19/2023~~	2/15/2024
11/16/2023	3/7/2024
12/14/2023	4/25/2024
1/25/2024	5/16/2024