# High School Day

## Online Forum

October 23, 2024

Lake Washington School District



# Scott Beebe

Deputy Superintendent

Lake Washington School District



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Lake Washington School District

# Shifting to a 6-Period HS Schedule

Putting the Pieces Together

## The Work to Date

- Decision to move to 6 periods
- How we got here
- Where we are going now

## Schedule A

- 4 block day
- Transition Times
- Homeroom
- Tutorial



## Opportunity Webs

- Finding and Exploring Interests
- Getting Future Ready
- Flexible Credit Options and Grad Support

## Schedule B

- 2 block days
- Transition Times
- Homeroom
- Tutorial

# Shifting to a 6-Period HS Schedule

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# Recommendations:

**Design Conditions**

**Budget Impact**

**Comm. Plan**

**Credit Options**

How did we get to this point?

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**Design Conditions**

Considerations as the technical workgroup examines options. Criteria to guide their work.

**Budget Impact**

**Comm. Plan**

**Credit Options**

How did we get to this point?

# Recommendations:

## Design Conditions

Considerations as the technical workgroup examines options. Criteria to guide their work.

## Budget Impact

Options should reduce overall local cost of the high school schedule by minimum of 50%

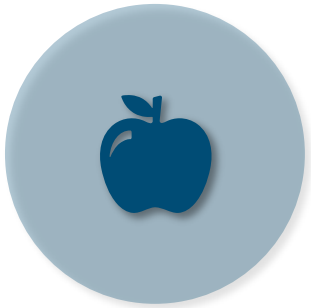
## Comm. Plan

## Credit Options

How did we get to this point?

# 23-24 Unfunded Cost of the 7-Period Day

*FTE = Full Time Equivalent = Teacher*



**7-Period Day Cost**

Staffing difference between a 7-period day and a 6-period day



**Cost Per FTE**

$145,000 / FTE * 61.5 FTE

**+61.5 FTE in 2024-2025 = $8.9 million (2024-2025)**

*More Info:*
*https://www.lwsd.org/get-involved/committees-workgroups/budget-advisory-committee*

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# Strategic Reinvestment

# $4.5 mil

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# Recommendations:

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Regular communication on credit options, middle school options for credits, summer credit options, WANIC, Running Start

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How did we get to this point?

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## Credit Options

Additional options and easier access to HS credit from accredited public / private secondary institution for enrolled students

How did we get to this point?

# Design Conditions

1. Continue and expand credit retrieval options $
2. Create in-school intervention and academic support $
3. Provide options for academic advancement beyond a traditional six-period schedule $
4. Explore transportation options to improve equitable access to classes beyond the regular school day. $
5. Identify strategies to support mental health and well-being, enhancing student agency and self-efficacy $
6. Plan intentional and strategic middle to high school transitions
7. Expand co-teaching models $
8. Align **comprehensive** high school schedules across the district to:
    a. Improve equitable access to Running Start, WANIC, and externships
    b. Examine possibility for cross-enrollment between schools



2025-2026
6-period day

2024-2025
Technical
Workgroup

# 2023-2024
# HS Day Committee Recommendation

- Recommendation Report

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2025-2026
6-period day

# 2024-2025 Technical Workgroup

- Examine schedule options
- Components of schedules
- Understand constraints
  - 1027 hours
  - 20% rule
  - 135 hours
  - Alignment with CBA

# 2023-2024 HS Day Committee Recommendation

- Recommendation Report

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# 2023-2024 HS Day Committee Recommendation

- Recommendation Report

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# 2024-2025 Technical Workgroup

- Examine schedule options
- Components of schedules
- Understand constraints
  - 1027 hours
  - 20% rule
  - 135 hours
  - Alignment with CBA

=

# 2025-2026 6-period day

- Opportunity webs
  - Running Start
  - Policy Changes
  - 0/7 Period
  - College in the High School
  - CTE
- Transition Planning
- Student Registration
- Staffing Timelines

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# Shifting to a 6-Period HS Schedule

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# Shifting to a 6-Period HS Schedule

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## Schedule A

- 4 block day
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## Schedule B

- 2 block days
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## Fiscal Reality:

- Only the 6-period day could meet financial parameter

## Other Considerations:

- Funding aligns with 6-period schedule
- CBA aligns with 6-period schedule
- New opportunities exist now
- Opportunity to innovate



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Period 1

Period 2

Period 3

Period 4

Period 5

Period 6

# Requirements

- Instructional Hours *(1027 1-12 Average)*
- Credit Hours *(135)*
- SBE / OSPI Rules
- Contract Language
- Intervention / Support
- Financial Parameter



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Period 1

Period 2

Period 3

Period 4

Period 5

Period 6

Homeroom

In Day Supports

Transition Time

Lunch

## Requirements

- Instructional Hours
- Credit Hours
- State Board Rules
- Contract
- Intervention / Support
- Financial Parameters

## Criteria:

- Credit retrieval?
- In-school intervention and academic support?
- Transportation?
- Mental health / well being?
- **Common Schedule @ 4 Comprehensive HS**

# Blocked Day

| | |
|---|---|
| Period 1 | Period 2 |
| Transition | Transition |
| Period 3 | Period 4 |
| Transition | Transition |
| Period 5 | Period 6 |

?

Homeroom

In Day Supports

Intervention / Extension



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# Opportunities



**In-depth Learning Time:**

- Longer class periods allow for more comprehensive instruction, hands-on activities, and deep learning experiences

**Reduced Daily Workload:**

- Students have fewer classes to focus on each reducing the pressure of preparing for multiple subjects and decreasing homework load on any given night.

**Improved Teacher-Student Relationships:**

- Teachers have more time to work individually with students, offer feedback, and foster stronger connections.

**Fewer Transitions:**

- Fewer class changes can help reduce distractions, time lost between periods and improve overall classroom behavior.

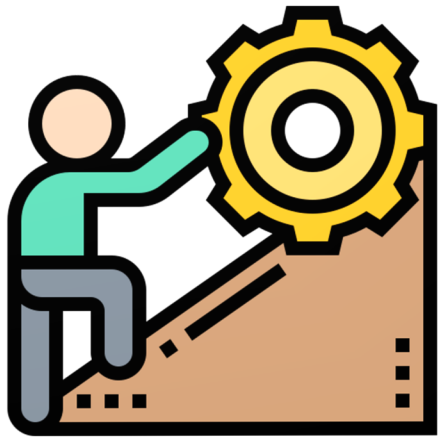
**Flexibility for Diverse Learning Needs:**

- Provide opportunities for more varied teaching methods, including collaborative learning and project-based activities that don’t fit into shorter periods.

**Focused Teacher Preparation:**

- Fewer classes to plan for each day, allowing for more focused and potentially higher-quality lesson planning and delivery.

# Challenges



**Attention and Engagement Challenges:**

- Additional strategies may be required to support students' attention and engagement for the extended blocks.

**Gaps Between Classes**

- Touchpoints between classes are longer and the impact of absence is increased, potentially.

**Teacher Training:**

- Teachers may need to adjust instructional planning to utilize fewer but longer blocks of time.

**Access to Outside Programs**

- Block schedules require additional considerations and flexibility to allow students access to outside programs (ie. Running Start and WANIC)

SAMPLE - A

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# HIGH SCHOOL SCHEDULE OPTIONS

## SCHEDULE A

| BLOCK AB | BLOCK BA | BLOCK A | BLOCK B | ALL |
|---|---|---|---|---|
| Period 1 | Period 2 | Period 1 | Period 2 | Period 1 |
| *Transition* | *Transition* | *Transition* | *Transition* | *Transition* |
| Period 3 & Lunch | Period 4 & Lunch | Period 3 | Period 4 | Period 2 |
| *Transition* | *Transition* | *Transition* | *Transition* | *Transition* |
| Period 5 | Period 6 | Period 5 | Period 6 & Lunch | Period 3 |
| Tutorial | Tutorial | Lunch | Homeroom/ Intervention | *Transition* |
| | | LEAP | Tutorial | Period 4 & Lunch |
| | | | | *Transition* |
| | | | | Period 5 |
| | | | | *Transition* |
| | | | | Period 6 |
| | | | | Tutorial |

SAMPLE - B

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# HIGH SCHOOL SCHEDULE OPTIONS

## SCHEDULE B

| BLOCK A | BLOCK B | C - ABBREVIATED | C | C |
|---|---|---|---|---|
| Period 1 | Period 2 | Period 1 | Period 1 | Period 1 |
| *Transition* | *Transition* | *Transition* | *Transition* | *Transition* |
| Homeroom/ Intervention | Homeroom/ Intervention | Period 2 | Period 2 | Period 2 |
| *Transition* | *Transition* | *Transition* | *Transition* | *Transition* |
| Period 3 & Lunch | Period 4 & Lunch | Period 3 | Period 3 | Period 3 |
| *Transition* | *Transition* | *Transition* | *Transition* | *Transition* |
| Period 5 | Period 6 | Period 4 | Period 4 & Lunch | Period 4 & Lunch |
| *Transition* | *Transition* | *Transition* | *Transition* | *Transition* |
| Tutorial | Tutorial | Period 5 | Period 5 | Period 5 |
| | | *Transition* | *Transition* | *Transition* |
| | | Period 6 | Period 6 | Period 6 |
| | | Lunch | Tutorial | Tutorial |
| | | LEAP | | |



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# Shifting to a 6-Period HS Schedule

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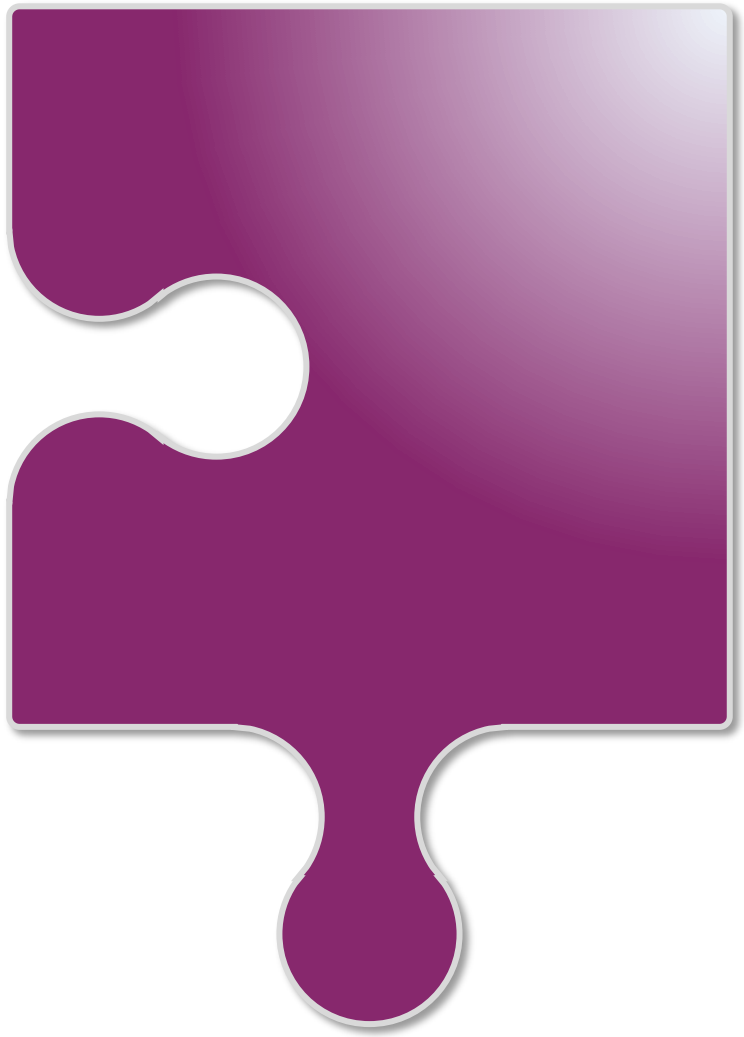
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## Opportunity Webs

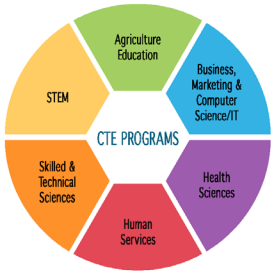
- Finding and Exploring Interests
- Getting Future Ready
- Flexible Credit Options and Grad Support

Opportunity Webs

# OPPORTUNITY WEBS: FINDING & EXPLORING INTERESTS

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- **CAREER & TECHNICAL EDUCATION (CTE)** Offers hands-on programs in fields like Health Science, Information Technology, Agriculture, and Engineering, where students can follow their interests and gain industry-relevant skills and knowledge.
- **CAREER AND TECHNICAL STUDENT ORGANIZATIONS:** Clubs and organizations that enhance learning from CTE classes, allowing students to apply their skills in real-world settings and connect with peers across the state.
- **WANIC (WASHINGTON NETWORK FOR INNOVATIVE CAREERS):** A regional CTE Skills Center offering diverse programs like firefighting, game design, and healthcare, with classes that earn both college and high school credit. Summer programs are also available at no cost to students.
- **0/7 PERIOD CLASSES:** Schools can explore additional learning opportunities in 0 or 7th period. These periods may be available to extend a student's day with potential classes in electives including arts and performing arts classes, high interest classes that aren't offered during the school day, or support students who may be off-track for graduation in core classes.
- **OTHER OPPORTUNITIES:** Options like Work Site Learning and Work-Based Learning tied to CTE courses. We are exploring performance-based credits and expanding opportunities for outside credit options.









AP®



Opportunity Webs

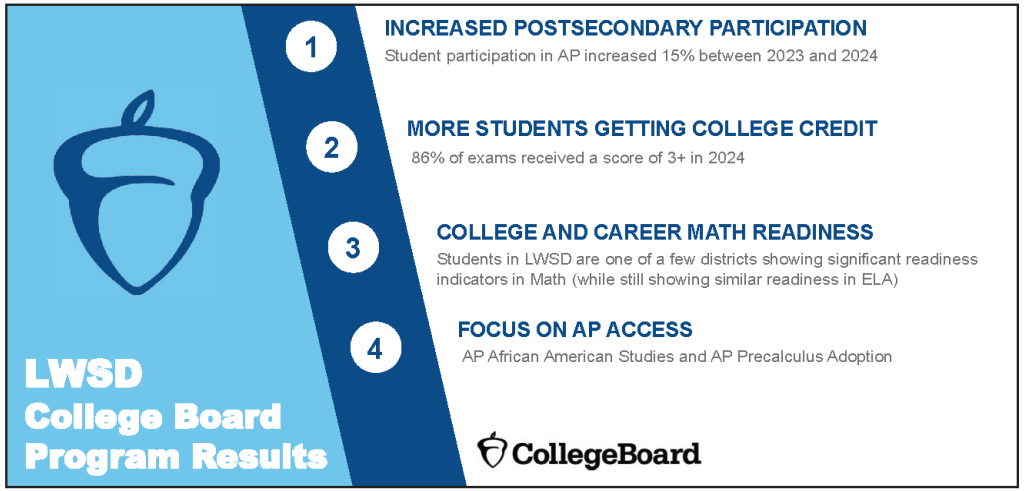
# OPPORTUNITY WEBS: GETTING FUTURE READY

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Students can earn both high school and college credits through programs like Running Start, College in the High School, and Advanced Placement.

These programs allow students to meet graduation requirements AND get a head start on college coursework.

DUAL CREDIT




- **RUNNING START:** This dual-enrollment program lets juniors and seniors take college courses at local community or technical colleges, earning both high school and college credit. Students can attend part-time or full-time and potentially graduate high school with an associate degree. The program is tuition-free, and full-time students may earn up to 12 high school credits. Partner colleges include Bellevue College, Cascadia College, Lake Washington Institute of Technology, and Central Washington University-Sammamish.

- **COLLEGE IN THE HIGH SCHOOL:** Students take college-level courses at their high school, earning dual credit through partnerships with local colleges or universities. These courses, taught by high school teachers, offer the experience of college-level coursework without leaving campus. Students usually pay a reduced fee for credits or take the courses at no cost. Partner colleges include the University of Washington, Central Washington University, and Bellevue College.

- **ADVANCED PLACEMENT (AP):** AP courses provide rigorous, college-level learning in subjects like math, science, history, and language arts. At the end of each course, students take an AP exam, and high scores may earn them college credit or advanced standing at universities, depending on the college's policies.

**Colleges consider the opportunities a school offers and to what extent students take advantage of them when evaluating students for admission.**

Opportunity Webs

# OPPORTUNITY WEBS: FLEXIBLE CREDIT OPTIONS & GRADUATION SUPPORT

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**Flexible and individualized opportunities to meet graduation requirements are provided through multiple options.**





- **CTE EQUIVALENCY COURSES:** Some CTE classes count as both CTE and core academic credits, allowing students to earn "two-for-one" credits that meet both academic and technical standards.
- **WORLD LANGUAGE COMPETENCY TEST:** Students who are proficient in one or more world languages can earn up to 4 credits on their transcript by taking assessments in world languages. A student who earns 4 credits on the WLCT and completes their English graduation pathway may be eligible for the Seal of Biliteracy.
- **CREDIT RETRIEVAL:** Students needing to make up credits to graduate can do so through options like online courses, summer school, or programs during the school day to stay on track.
- **OUTSIDE CREDIT OPPORTUNITIES:** With prior approval, students can accrue additional credits in a tremendous variety of courses from outside providers.
- **EQUIVALENCY CREDIT FOR ALTERNATIVE LEARNING EXPERIENCES:** Students can utilize a process to gain credit for alternative learning experiences, including non-high school courses, work experience and community service.









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# Frequently Asked Questions

- Why is the district moving back to a 6-period day?
- How will this change affect my ability to meet the 24-credit requirement?
- What happens if I can't fit everything I need into a 6-period day?
- Will there still be electives?
- Will there be an impact on students taking AP or other rigorous courses?
- How will this change affect a college-bound student who wants to take more rigorous coursework?
- What considerations were made regarding the impact on students' mental health and workload?
- Will students have access to summer or online courses to make up for the lost period?

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# How can I share my perspective?

## Complete the HS Day Survey

Moving to the 6-Period High School Schedule - Parent

https://forms.office.com/r/ZC1aDnVQPH

Moving to the 6-Period High School Schedule - Student

https://forms.office.com/r/QXDkJjdmqm

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# How do I stay Informed?

www.lwsd.org

Search for High School Day

https://www.lwsd.org/get-involved/committees-workgroups/high-school-day-evaluation-committee

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- What resonates with different groups?
- What might we offer in 0 / 7 period courses?
- What options are families aware of currently?
- What schedule elements feel most supportive?
- What ideas have we missed?