

HS Schedule Ad hoc Committee 2025
September 23, 2025
3:30-5 p.m.

Attendees: Mike Copland, Kate Manthey, Marty Atkins, Bethany Barrett, Stephenie Burgess, Sonia Cole, Meghan Dunham, Linda Foster, Ben Goodwin, Samatha Haley, Aramis Johnson, Katie Jones, Sonya Morrison, Gwen Nyman, Kristin O'Malley, Mary Marshall, Scott Smartt, Dana Smith, Heather Steele, Ronni Weston, Matt Whitten, Kathryn Weilage

Welcome/Introductions

Mike Copland and co-chair Kate Manthey opened the meeting and welcomed everyone. They expressed their appreciation for the committee's willingness to engage in complex conversations about high school scheduling. Members introduced themselves and their roles within the district.

Review Committee Charter & Logistics

Mike reviewed the committee charter and shared the purpose of the committee, basis for establishing the committee, decision making process and the plan of work.

Purpose. The primary purpose of the committee is to examine whether the current high school schedule remains effective and sustainable, or if there are alternative models that could better meet student needs while reducing district expenses.

Basis for Establishing the Committee. Coming out of the 2024-25 teacher contract bargaining, the high school 4x8 schedule surfaced as an area to be explored for potential cost savings to the district. It was agreed as part of the settlement to convene a committee to examine and compare the high school 4x8 schedule with other options to see if a different schedule could save the district money and potentially address some of what we know to be concerns with the 4x8 schedule.

Process. The process will involve consensus-based decision-making, with members actively gathering and bringing in staff input from their respective schools. The committee's role is emphasized as advisory, with the responsibility to recommend a schedule to the superintendent.

Decision. This committee will be the recommending body to the superintendent. If no alternative is agreed upon by the end of the committee's work in November 2025, the district will maintain the current 4x8 schedule.

Timeline. The committee is scheduled to meet six times concluding mid-November, to meet implementation timelines for the 2026–27 school year.

Financial Analysis & Implications - Schedule options

Chief Financial Officer Kathryn Weilage presented financial data comparing several scheduling models, highlighting how each impacts staffing and operational costs. A key takeaway was that all alternative schedules would require a reduction in full-time equivalent (FTE) staffing, translating to teachers, taking on a higher teaching load. A detailed Excel-based schedule calculator was shared to demonstrate the financial implications per school, including changes in teaching time, class sizes, CTE offerings and anticipated funding losses.

The group acknowledged that any cost-saving schedule changes would have complex effects on instructional time and program availability.

Discussion Highlights

Committee members discussed the pros and cons of potential schedule changes, raising questions about instructional time, planning periods, graduation requirements and alignment across the district. Several voiced concern that a one-size-fits-all schedule may not serve the diverse needs of students or staff. Others emphasized the importance of maintaining equity, especially for programs like AP, AVID and CTE. Some members supported exploring trimester or 5/7-period models, they also acknowledged trade-offs, such as reduced planning time and increased pressure on teacher schedules. Many agreed that any change must be guided by clear values and priorities.

Committee member comments/questions

- It seems important to sort out semester or trimester schedules to make decisions moving forward.
- What are implications of graduation requirements? We are currently at 30 credits (option 32) and cant' go below 24 credits. We would need to adjust and build in optional credit(s).
- Alignment with classes across schools is needed for a trimester schedule. What is taught in first, second and third trimester.
- Number of hours for AP classes with trimester schedule calculates to increased number of hours with students, not a loss.
- Is there interest as a group to explore a schedule that aligns all 4 high schools?
- Option High School schedule allows for some cross district participation in the programming; we want to maintain that.
- Alignment of the three comprehensive high schools is an important value. All 4 schools aligned would be ideal.
- Teachers currently have two planning periods out of eight. If we move to a 5-period or 7-period schedule; planning time would be reduced. How do we get planning time done is a way that is reasonable? Is it feasible to stretch/extend the day; increase early release time to allow for additional planning time.
- I wonder if part of our conversation could incorporate what is most important? The principles we want to prioritize, the values of the schedules. The difficult part is landing the priority to help focus us on a schedule that aligns. Competing interests create the challenge.
- One schedule does not fit all students. Once we prioritize one set of students, there will be another set of students who will not be served.
- When we settle on a priority/value we automatically know that there will be a group that will not be served by that schedule – students and staff.
- All this matters enormously and whatever is decided regarding values and priorities, the bottom line is budget; does the schedule put forward help us budgetarily?

Schedule Models and Research Reviewed

The committee was introduced to several schedule options, including trimester, 5-period and 7-period models. Examples and research from other districts were provided through a shared

OneNote resource. The tools included data visualizations and documents from Education Partnership, Inc. (EPI) outlining comparative impacts. Members explored how these models could affect credit attainment, instructional hours, student support services and overall course access.

The shared Excel schedule calculator allowed members to understand the numerical and logistical impacts of each option. The research highlighted that no model is perfect, and each comes with trade-offs that must be carefully weighed.

Committee members divided into groups to talk about what they have heard so far and to record questions that are surfacing along with any missing information needed to move this work forward.

Questions:

- What is the reduction in FTE if we stay with current schedule? Budget shortfall for 2627 school year is unknown. TBD
- The question on the table seems to be how do we want to have cuts? Which one supports the staff/students the best?
- How many AP students does BPS have?
- How many juniors/seniors have open periods at each school?
- With the 5-period trimester, does one class =1 FTE?
- Do we want to keep Advisory for High School and Beyond Plan?
- I would like to see planning minutes for each option.
- Would we be able to start school earlier at 8:00 am or 7:45 am? What about ending the day earlier? How would bussing figure into this?
- Would teachers with multiple schools (HS/MS, HS/ELEM) be able to juggle between both?
- Is professional development time a driver?
- If our #1 Problem we are trying to solve is money – what are our next hold fasts? Choice, etc.
- What is the status for AVID and Advisory if there are fewer periods per day?
- How complex would it be scheduling students in the trimester model?
- What is the ‘lift’ required to change? It seems like there is a cost to that, which seems ironic.
- If we choose trimesters, do middle schools also want to consider it?
- The state requires 24 credits, we require 30. Could we drop any credits?
- Could the Options High School block schedule be considered district wide?
- Could we survey students on their current schedules? What works? What doesn’t?
- Can we pull AP course data from Skyward? How many students take at least one? How many take multiple AP classes? What percentage of the district?
- Can we talk about a 4 period / 4 quarter schedule? Will that work as an option? This option would create solutions for the problem of overwhelm if keeping 4x8.

Missing Information Needed:

- Not sure of anything now -just overwhelmed at the schedule choices and even if there is a new schedule recommendation, how do we inform/accommodate bussing, sports, lunch, etc.

Engagement Strategies

To ensure district-wide input, the committee discussed strategies for gathering feedback from staff and students. Members were encouraged to initiate conversations within their schools through department meetings, staff rooms and informal discussions.

The importance of transparency was emphasized, particularly the need to frame the conversation as exploratory, not prescriptive. Committee members were reminded to listen to both support and resistance, especially as change may generate concern.

Ideas included using PTA meetings, distributing information via email and inviting structured feedback opportunities. The goal is to ensure that all voices are heard before any recommendations are made.

Next Steps

Before the next meeting, committee members are tasked with reviewing detailed documents on 7-period and 5-period schedules and initiating conversations with colleagues to gather feedback.

Members are also expected to challenge assumptions and return with insights from their school communities.

Next Meeting: Tuesday, Sept. 30, 2025, 3:30-5 p.m., District Office room 102/103