



High School Bell Schedule Work Group 2026

3:30-5 p.m., Feb. 3, 2026

District Office Room 102

Notes

Present:

Mike Copland, Kate Manthey, Heather Steele, Brett Latham, Laurel Peak, Dana Smith, Matt Whitten, Nicole Chang, Bethany Barrett, Joe Wooding, Sam Haley, Nick Hayes, Marty Atkins, Ronni Weston, Aimee Bachmeier, Ben Goodwin, Liz Healy, Monica Contreras, Sonia Cole, Angie Desler, Bennet Vis, Jason Bergman, Steve Settem, Dawn Oehlerich

Welcome and updates:

Mike welcomed the group and shared some updates since the previous two meetings. He also reminded the group where to find agendas, materials and meeting notes both in the group OneNote and on the committee public webpage.

- Last week the group came to consensus on the “mixed block” / CCABC schedule with advisory on the block days.
- Once this work group reaches a certain level of detail, the work will get passed on to bargaining group(s) to refine the details.
- We have been looking at the implications of the early dismissal days and the seat time / planning time hours both for high school and across the system. This may affect placement, frequency and length of advisory.

Continued discussion of seven-period options

Advisory question: Mike asked the group to consider the ramifications if there was advisory on only one block day (e.g. Wednesday has advisory and Thursday has early dismissal) with early dismissal having more planning time built in.

Group feedback included:

- It would be odd to have different length block periods
- One group suggested moving advisory to in between period 5 & 7 instead of in the morning to keep bell schedule more consistent
- Concerns about loss of intervention time and competition for time for SchoolLinks. Only one advisory a week – it’s hard to use it well. Group suggested to have a “SchoolLinks” schedule periodically, possibly using an assembly schedule for consistency. Then, advisory could have a more RTI focus.
- Additional planning time would be welcome.
- Consistency across bell schedule is a priority.

- Continued FTE questions regarding part time staff and advisory. (Mike and others noted that figuring out how advisory may work for part-time staff given their FTE is not a new challenge.)
- One table shared that if advisory is only once a week, the preference would be for a slightly longer time.
- Currently, advisory can help a student earn 1 credit over 4 years. (.125 credits / semester currently with our current amount of seat time for a full credit over four years.) A group member asked how many hours could make a once-a-week advisory yield meaningful credit. Advisory might no longer be credit-bearing, or credit-bearing ability might be reduced. This would need to be calculated. Some students do rely on advisory credit to get them over the finish line.
- Attendance and High School and Beyond Planning (SchoolLinks) during advisory are what holds students accountable to attend and engage during advisory. Should that remain in our system?
- A request was made to revisit late arrival instead of early dismissal, which Mike noted he will do, and that it will be a difficult idea to accomplish across the system due to considerations for the community, transportation and food services.

Options coordination with comprehensive schools

- Options staff shared the possibilities they created for matching up the possible comprehensive HS CCABC.
- Bottom line: OHS believes they can make it work for shared classes and students for OHS. They are looking at an intervention period daily plus four classes at a time, per quarter.
- If OHS were to host a specialized program that pulled in kids from another school, it would likely need to be in the morning.
- Under the models being shown, OHS students would continue to be able to earn eight credits per year although new grad requirement would be 28. Options staff noted that student population served by Options is typically seeking credits, and this would be a support to students reaching graduation.
- Questions to be worked through:
 - o What credit would advisory be able to earn at Options?
 - o Staff FTE and contracts: Matt Whitten noted that H.R. will figure this out.

Mike asked the group to review the draft Options alignments and discuss in small groups. Feedback from the discussions included:

- Heather Steele, CTE director, shared out some considerations for CTE programs.
 - o Morning and midday transportation for specialized programs would need attention to organize and arrange.
- The group noted that some students would need credit waivers if they attend NCTA and/or specialized programs at OHS because they may miss more classes traveling from their home base school than they replace when they attend the specialized program. Logistics would need to be figured out.

Feedback gathered:

With the remaining time, Mike invited the group to share concerns about CCABC that group members had collected from their schools. This feedback included:

- Instructional load: Schools have heard concerns from parents and students that block days would become test days. Other group members shared that, in practice, tests generally get spread out or are short enough to take in a 48-minute period.
- Many students have plans (504 or otherwise) that involve taking breaks – both staff and students shared concerns about ability to take breaks and/or whether breaks might be more impactful to learning time with shorter classes on the C days. It also may be that shorter periods might mean students need fewer breaks.
- Some departments are concerned about 48-minute classes, including the ability to prep materials for the next group of students if it is a different course. Master schedule may need to be attentive to same preps being in a row or supporting staff with strategies for setting up supplies.
- Teachers will need support and professional development to re-envision pacing, planning and preparation on the new schedule.
- The special education co-planning and co-teaching model could be affected due to less daily planning time. At the same time this may present an opportunity to partner as a system and continue strengthening the co-teaching model so it can continue to be successful.
- Student experience concerns:
 - o Balancing seven classes in one day may be challenging, including for those with disabilities and 504 plans.
 - o Should we reconsider sequencing of some courses/subjects?
 - o Should there be breaks built into the schedule for humaneness to students?
 - o Students will need to adjust to some days with all classes (bringing textbooks, etc). Some group members noted students have less need for textbooks due to 1:1 technology model.
 - o Early dismissals for athletics have potential for frequent repeated absences in certain classes.

Consensus items from this meeting:

- All schools said they could live with one advisory period vs. two (per week). The idea may have traction and should be explored further.
- OHS draft schedules would work for shared staff and students, with some logistics remaining to be worked out.
- 1:15 p.m. early dismissal is favored if it is possible and works across the system.

Mike noted that the items that need to be researched or discussed further outside of this meeting will take time to gather, and proposed that the scheduled meeting for the next day (Feb. 4) be cancelled. The group agreed to reconvene on Feb. 10.

Next scheduled meeting - 3:30-5 p.m., Tuesday, Feb. 10 at the District Office