



AGENDA

Wisconsin Rapids Board of Education
Educational Services Committee

510 Peach Street · Wisconsin Rapids, WI 54494 · (715) 424-6701

Anne Lee, Chairman
John Benbow, Jr.
Katie Bielski-Medina
Larry Davis
Sandra Hett
Mary Rayome
John Krings, President

January 6, 2014

LOCATION: Board of Education, 510 Peach Street, Wisconsin Rapids, WI
Conference Room A/B

TIME: Immediately following the Business Services Committee and Personnel Services
Committee meetings, but not before 6:15 p.m.

- I. Call to Order
- II. Public Comment
- III. Actionable Items
No actionable items.
- IV. Updates
 - A. Lincoln High School Schedule Study Update
 - B. Skylert
- V. Consent Agenda Items
- VI. Future Agenda Items/Information Requests

The Wisconsin open meetings law requires that the Board, or Board Committee, only take action on subject matter that is noticed on their respective agendas. Persons wishing to place items on the agenda should contact the District Office at 715-424-6701, at least seven working days prior to the meeting date for the item to be considered. The item may be referred to the appropriate committee or placed on the Board agenda as determined by the Superintendent and/or Board president.

With advance notice, efforts will be made to accommodate the needs of persons with disabilities by providing a sign language interpreter or other auxiliary aids, by calling 715-424-6701.

School Board members may attend the above Committee meeting(s) for information gathering purposes. If a quorum of Board members should appear at any of the Committee meetings, a regular School Board meeting may take place for purposes of gathering information on an item listed on one of the Committee agendas. If such a meeting should occur, the date, time, and location of the Board meeting will be that of the particular Committee as listed on the Committee agenda.



BACKGROUND

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- IV. Updates

- A. Lincoln High School Schedule Study Update

In April of the 2012-13 school year, a representative committee of Lincoln High School teachers, counselors, and administrators was formed to explore scheduling options. The committee was formed to explore scheduling options that would best meet the educational needs of students at Lincoln High School. The commitment to examine different schedules became even more focused with the implementation of a six out of seven period teaching load beginning in the 2013-14 school year.

The committee examined several high school scheduling options, consulted with high schools that utilize these options, and weighed the positives and negatives of each. The committee also established a list of priorities or “sacred cows” that the schedule had to encompass in order for the committee to consider it. The list of priorities included:

- Maintain a plethora of options/choices for students
- Allow more than 7 credits per year
- Preserve and enhance opportunities for courses/electives/credits
- Consider the number of courses a student had in one day
- Provide common planning time for teachers
- Provide time for Special Education students to access the LRC
- Provide time to set up and finish lab work

- Provide as long a class period as possible
- Provide the opportunity for accelerated students to travel to LHS
- Consider the demand on athletes that often leave school early
- Provide additional prep and collaboration time for teachers
- Create flexibility to meet the needs of various departments
- Eliminate the obstacles to learning created by the six out of seven schedule
- Provide time for RtI
- Insure teachers see a reasonable number of students per day

Types of schedules the committee examined included:

- 7 period day (current schedule)
- Block
- Modified Block (4 and 8 periods dependent upon the day of the week)
- A/B Block
- Modular System
- Block with Skinnies
- 8 period day
- 6 period day
- Trimesters
- 6 day rotation
- 7 period with 5 and a mandatory study hall
- Year Round (45-15 or 60-30)
- 6 week rotation
- 2 semesters with a Winterim

After much study, consultation, and discussion, the committee elected to focus on the trimester, five period day schedule. The committee shared information about their study with Lincoln High School teachers. In addition, visits were made to Homestead High School and West DePere High School, both schools that have a trimester, five period day schedule. Lincoln High School teachers, students, a School Board member, and East Junior High School teachers attended these visits. Attachment A is a handout created by Homestead High School which shares information about the trimester, five period day schedule.

Ronald Rasmussen, Principal of Lincoln High School, will be present to share the work of the scheduling committee, including the process they used in examining various schedules, their reasons for focusing on the trimester, five period day schedule, and the next steps they will take to implement a schedule that will best meet the educational needs of students at Lincoln High School.

B. Skylert

Skylert is a district mass notification system and may be purchased as an add-on module to Skyward. The system enables texts, e-mails and phone messages to be delivered from individual buildings or the District to all parents/guardians listed in Skyward. Parents/guardians are able to designate how they wish to receive messages, whether through texting, phone calls, e-mail, or any combination of the three. In addition, parents can designate additional parties to receive notifications such as emergency contacts or relatives. Examples of how the Skylert system may be used include:

- School closures and cancellations
- Emergencies including codes yellow and red
- Announcements, information and reminders such as conferences, concerts, and student events
- On-line verification reminders (student registration)
- Newsletters
- "Just in Time" Information
- Public Relations Possibilities

The administrative team has discussed the purchase of the Skylert mass notification module and is enthusiastic about the system. The team has agreed to utilize Skylert for one year, and then re-evaluate its use at year end. The contract would run from January to December of 2014. The cost of the contract for one year is \$9,503.00. Funding for the first year will come from curriculum and technology referendum dollars.

V. Consent Agenda Items

VI. Future Agenda Items/Information Requests

- Rtl Update (February)
- Keyboarding Pilot Evaluation (February)
- Strategic Plan Update (February)
- Elementary I-Pad Update (February)

Information from Mequon High School

What is a Trimester Schedule?

Length of the School Year

A school year in the trimester schedule is no longer or shorter than school in a semester schedule. Like all schools in Wisconsin, Homestead's classes begin on approximately September 1 and end in mid-June.

Length of an Academic Term

In a semester schedule, the school year is divided in half, with each 90-day half representing one instructional term. At the end of first semester, students receive final grades for their classes. Then, they start second semester. In a trimester schedule, the school year is divided into three terms or trimesters. Each trimester extends for approximately 60 days. So, students receive final grades three times each year: in mid-December, again in mid-March, and finally in mid-June.

Number of Classes Per Day

Each school schedule is different. For example, in some semester schedules, students have six classes per day. In others, they have seven, eight, nine or even ten. In a typical "block" schedule, students have four classes each day. Homestead's trimester schedule allows students to take five classes per day. With the school day divided in fifths, each class meeting is approximately 73 minutes long.

Length of Classes Over the Course of a Year

In semester schedules, classes typically run for 90 or 180 days, with each instructional period lasting approximately 45-50 minutes. In Homestead's trimester schedule, some classes run for 60 days (one trimester), others run for 120 days (two trimesters), and still others run for 180 days (three trimesters). Again, each period lasts approximately 73 minutes.

Opportunity to Enroll in Courses

The number of courses that a student can take in a given school year is dependent on the number of slots available to be filled in the student's schedule. If a student attends a school with a semester schedule (two terms) and seven classes per day, that student has 14 slots to fill with classes each year. In Homestead's trimester schedule, students have three terms, each of which includes five classes per day. So, a student can enroll in 15 courses in a given school year.

REGULAR DAY (MONDAY, WEDNESDAY, FRIDAY) BELL SCHEDULE

Period	Time
Extra Help	7:10 - 7:20
1	7:25 - 8:39
2	8:45 - 10:03
Lunch A	10:09 - 10:39
3A	10:09 - 11:23
Lunch B	11:29 - 11:59
3B	10:45 - 11:59
4	12:05 - 1:18
5	1:24 - 2:37

FLEX DAY (TUESDAY, THURSDAY) BELL SCHEDULE

Period	Time
Extra Help	7:10 - 7:20
1	7:25 - 8:33
2	8:39 - 9:52
Lunch A	9:59 - 10:29
3A	9:59 - 11:07
Lunch B	11:13 - 11:43
3B	10:35 - 11:43
4	11:49 - 12:57
5	1:03 - 2:11
Flex Time	2:16 - 2:37



**MEQUON-THIENSVILLE SCHOOL DISTRICT
BOARD OF EDUCATION
EXECUTIVE SUMMARY**

Subject: Initial Report on the HHS Trimester Proposal	Category: <input type="checkbox"/> Action <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Information
Attachments: HSST Trimester Report and Recommendation	Date for Consideration: May 16, 2011

Background

In Spring 2010, the School Board and MTEA agreed at the conclusion of collaborative negotiations to create a study team to address unanswered issues regarding the current six of seven period day. The six of seven period began in the 2008-09 school year as a result of a \$1 million financial decision by the School Board to reduce high school staffing.

Analysis of the Current Schedule

Pros: 6 of 7 Schedule	Cons: 6 of 7 Schedule
<ul style="list-style-type: none"> • One of most cost-efficient schedules possible (86%) • Class period length represents the greatest amount of time possible in a seven or eight-period daily schedule • Understood by the community and students • Current curriculum was developed around this schedule 	<ul style="list-style-type: none"> • Teacher load (number of students and courses per term) results in less teacher time available per student • Teacher load results in split attention among more students, educational support staff/teachers, and parents at one time • Teacher load necessitates compromises in educational quality (reduction of writing-based assessments, for example) to manage volume of student work • Requirement of teaching six classes in a term requires some teachers to be prepared to teach up to five different courses daily, reducing the amount of time that can be invested in any one course • One 50-minute teacher preparation period limits amount of time available for student support • One 50-minute teacher preparation period limits amount of time available for set-up and take-down of hands-on learning experiences like science labs • One 50-minute teacher preparation period limits amount of time available for non-classroom responsibilities that impact student learning (meeting with educational support personnel and Special Education Teachers, serving on committees or work teams, etc.) • Teacher energy must be committed almost exclusively to maintenance of current performance, not improvement • Faculty morale is low due to a sense of diminished efficacy in meeting students' needs

Recommendation:

We recommend that the Mequon-Thiensville School Board adopt a trimester schedule for Homestead High School beginning with the 2012-2013 school year.

Organization of Report:

- Research and decision making approaches of the study
- Findings of the study (assets and limitations, student achievement data, etc.)
- Analysis of recommendation on HHS
- Current challenges for HHS
- Analysis of current schedule and rationale for recommendation

Strengths of the Trimester Schedule	Limitations of Trimester Schedule
<ul style="list-style-type: none">• Anticipated improvement to school climate and continuous improvement culture compared to the status quo• Teachers have smaller student loads per term and can focus on fewer students' needs at a time• Increased ability for teachers to provide feedback on assessments in a timely manner• Increased ability for teachers to assign authentic and writing-based assessments with regularity• Teachers focus on planning fewer courses at a time• Reduced impact of possible class size increases in future years• Students have fewer subjects of study at any one time• Acceleration opportunities for students are easier to manage than in the semester schedule• Positive student reaction to the schedule (reduced stress, increased academic focus, ability to take courses of interest, seasonal study halls)• Most students will be able to fill an additional slot in their schedules compared to the semester schedule (14 vs. 15 slots)• Fewer periods in a day reduces the loss of instructional time during early release days• Longer class periods to maximize instructional time for labs and other hands-on coursework• Longer class periods provide opportunity for real guided practice and in-class feedback• Creates authentic need for curriculum alignment among teachers• Jumpstarts curriculum reconsideration and updating across content areas	<ul style="list-style-type: none">• Class size increase compared to current semester schedule• Instructional gaps can exist between trimesters• A gap between the end of two-trimester AP courses and AP exams exists• Students can carry no more than five AP courses on their schedule in a year (currently, six Homestead students are enrolled in five AP courses; none are enrolled in six)• Students likely change in teachers between trimesters of the same course• Instructional pace may be quicker in some courses• Requires curriculum alignment and reconsideration• Is unfamiliar at Homestead• Student scheduling is more challenging and intense• Five-period terms create some scheduling inflexibility• Fewer total minutes of instruction compared to semester (4,500 vs. 4,380)• Fewer nights and weekends compared to the semester schedule (60 vs. 90)

- Homestead teachers are committed to the schedule and are driven to be effective within it
- Unanimously supported by members of the school community (students, parents, teachers, other faculty, administrators) who were on the HSST
- If/when the district's financial situation improves, the schedule has more assets that can be implemented

Action Steps/Timeline	Funding	Responsible Leadership	Status
July School Board Approval	N/A	School Board	
Implementation Plan (see report for specifics)	N/A	School/District Admin.	
Begin Trimester Schedule 2012-2013	N/A	School/District Admin.	

Submitted By: Brett Bowers and Eric Dimmitt

Board of Education Action:

- Approve**
- Reject**
- Research/Report Back**

Homestead High School

5000 West Mequon Road
 Mequon, WI 53092
 Phone 262 238-5900
 Fax 262 238-5901

2013-2014 School Year Student Schedule

Student Name
 Student Number
 Grade 12
 Counselor Todd Reineking

Term	Period	Course	Teacher	Room
T1	1(A)	GEOLOGY	Grace, Tracy	102
T1	2(A)	MULTIMEDIA 1	Connelly, Kathleen	207
T1	3(A)	FRENCH 4 A (H)	Clark, Meg	305
T1	4(A)	AP HUMAN GEOGRAPHY A	Grimm, Anna Mae	907
T1	5(A)	THEATRE-1 ACT	Figg-Franzoi, Amelia	703
T1	HR(A)	HOMEROOM	Ogier, Karen	405
T1	LU(A)	A LUNCH	Teacher, Staff	Cafe

Term	Period	Course	Teacher	Room
T2	1(A)	AP US GOV'T/POLITICS A	Lueders, Susan	905
T2	2(A)	AP HUMAN GEOGRAPHY B	Grimm, Anna Mae	907
T2	3(A)	FRENCH 4 B (H)	Clark, Meg	305
T2	4(A)	MODERN LIT	Gaebel, Christopher	806
T2	5(A)	DATA ANALYSIS A	King, Kristina	210
T2	HR(A)	HOMEROOM	Ogier, Karen	405
T2	LU(A)	A LUNCH	Teacher, Staff	Cafe

Term	Period	Course	Teacher	Room
T3	1(A)	AP US GOV'T/POLITICS B	Lueders, Susan	905
T3	2(A)	FALL/SPRING LIFETIME SPORTS	Krueger, John	GYM
T3	3(A)	ADV CREATIVE WRITE/READ SEM (H)	Cicero, Angellina	813
T3	4(A)	CONTEMPORARY ISSUES	Millard, Ernest	904
T3	5(A)	DATA ANALYSIS B	King, Kristina	210
T3	HR(A)	HOMEROOM	Ogier, Karen	405
T3	LU(A)	A LUNCH	Teacher, Staff	Cafe

Important Notes

Lunch Period Schedule

If you have **LUNCH A**, report to the cafeteria after hour 2.
 If you have **LUNCH B**, report to the cafeteria after hour 3.

Any course corrections for the first trimester must be completed by the end of the day on September 4.

Any level changes for the first trimester must be completed by the end of the day on September 24.