



LEAGUE OF
EDUCATION
VOTERS™



Bellingham Public Schools

a collective commitment

LEVINAR

INCORPORATING
STUDENT CHOICE
INTO DUAL CREDIT
AND CAREER
TECHNICAL
EDUCATION

OCTOBER 31, 2019

HISTORY AND OPPORTUNITY

- The Bellingham Promise: our strategic plan
- 4 X 8 Schedule – solutions to 24 credit
- Student, family and staff survey data

THE BELLINGHAM PROMISE

- **Overarching Goal:**

The Bellingham Promise and the creation of the new high school schedule will enhance the experiences of high school students and support us in developing an innovative high school program that is exciting, compelling and engaging for students.

the Bellingham Promise

vision
We, as a community, make a collective commitment to Bellingham's children. We will empower every child to discover and develop their passions, contribute to their community, and achieve a fulfilling and productive life.

mission
We collectively commit that our students are cared for and respected, and that they will graduate from our schools prepared for success. All students will be exceptional in their own way, with strong character, a passion for learning, and ready for the widest range of educational and vocational options to support a diversity of life choices.

core beliefs
We believe:

- all children should be loved,
- the whole child is important,
- every child can learn at high levels,
- early learning and development are critical,
- learning is lifelong and essential to a high quality of life,
- compassion and service build community,
- teaching children to do their best involves self-reflection and reaching higher,
- diversity enhances a strong and healthy community, and
- together we achieve more than alone.

outcomes
We develop students and graduates who are...

- readers and writers,
- scientists and mathematicians,
- historians and global thinkers,
- artists and performers,
- artisans and technicians,
- multilingual readers and speakers,
- skilled users of technology and information,
- leaders, collaborators and team players,
- dependable and responsible people,
- confident individuals who continuously challenge themselves,
- respectful and compassionate humans,
- honest and ethical individuals who act with integrity,
- healthy, active individuals,
- critical thinkers and problem solvers,
- effective communicators,
- innovators and creators, and
- well-rounded community members engaged with the broader world.

key strategies
We will accomplish this by focusing on...

- Equity, Diversity and Inclusion**
We envision and strive for a more diverse, inclusive and equitable organization. Focus areas include, but are not limited to, race and ethnicity, gender identity and sexual orientation, socioeconomic status, ability, language and culture.
- Innovation and Flexibility**
We support the diverse needs and learning styles of our students by being innovative and flexible. We embrace change and creative thinking and know that this requires a high level of trust and engagement with our community.
- Great Teaching with Strong Support**
High quality instruction occurs every day in every classroom, where we establish a safe and engaging learning environment. We support culturally-responsive instruction through effective leadership, ongoing staff learning, and a diverse staff reflective of our students.
- Early Childhood Education**
We support students and families from prenatal through graduation. We invest in a strong early childhood program because of its powerful long-term return for our students and community.
- A One Schoolhouse Approach**
Our schools are part of a larger One Schoolhouse, and we focus on taking care of each other. We provide an equitable distribution of resources and services to ensure excellence for all students.
- Student, Family, and Community Engagement**
We develop partnerships and engage with a wide variety of stakeholders, including families and community partners, to support the success of all students.

KNOWLEDGE
CHARACTER
ACTION

Bellingham Public Schools
A collective commitment.

INCORPORATING STUDENT CHOICE REQUIRED REEXAMINING:

- Start and end times
- Common bell schedule, aligning four high schools
- Adding and restructuring RTI time
- Districtwide shared course catalog
- Increased focus on dual credit courses



OUR CRITERIA: THE SCHEDULE AND COURSE OPTIONS WILL SUPPORT STUDENTS IN:

- Personalizing high school educational plans – more ability to go into CTE pathways
- Being challenged and inspired to take rigorous courses; Dual Credit – AP/ CTE/ CHS/ RS
- Providing equitable access to new/more courses at their neighborhood high schools, intra-district sites and other programs in the community.
- Graduating in a timely manner while being able to explore electives.
- Addressing health and wellness issues: e.g. teen sleep patterns
- Graduating prepared for success in the global economy and ready for educational and vocational options.
- Meeting homework requirements and allowing time for family and life balance.
- Being even more inclusive of students receiving special services to also have space for electives

PROCESS AND INVESTMENT

Financial Impact

- \$2 Million additional needed to fund more teaching staff at 4 High Schools.
- 25% of teachers on prep on 4x8 vs. 16.7% on a 6-period schedule.

District Task Force

- Graduation Requirement Work Party- Credits, requirements and phasing
- Course Waivers Work Party
- Instructional Implications Work Party – homework & class load for students
- Multi-Tiered Systems of Support Work Party

FRUSTRATIONS FOR STUDENTS ON SIX-PERIOD SYSTEM



No way to build in pathway for CTE for ninth and tenth grade



Very difficult for students to complete a sequence in a CTE pathway



Non-equitable solutions – online classes, 0 or 7th period class, night school, summer school



Common quote from past juniors and seniors: “I wish I had taken this CTE or Dual Credit class sooner!”

FRUSTRATIONS FOR 2-YEAR CC OR TC PATHWAY STUDENTS



MUST DECIDE TO GIVE UP IDEA
OF A FOUR-YEAR UNIVERSITY
BY THEIR SOPHOMORE YEAR



MUS SUB OUT TWO FINE ARTS
CREDITS FOR PATHWAY
CLASSES

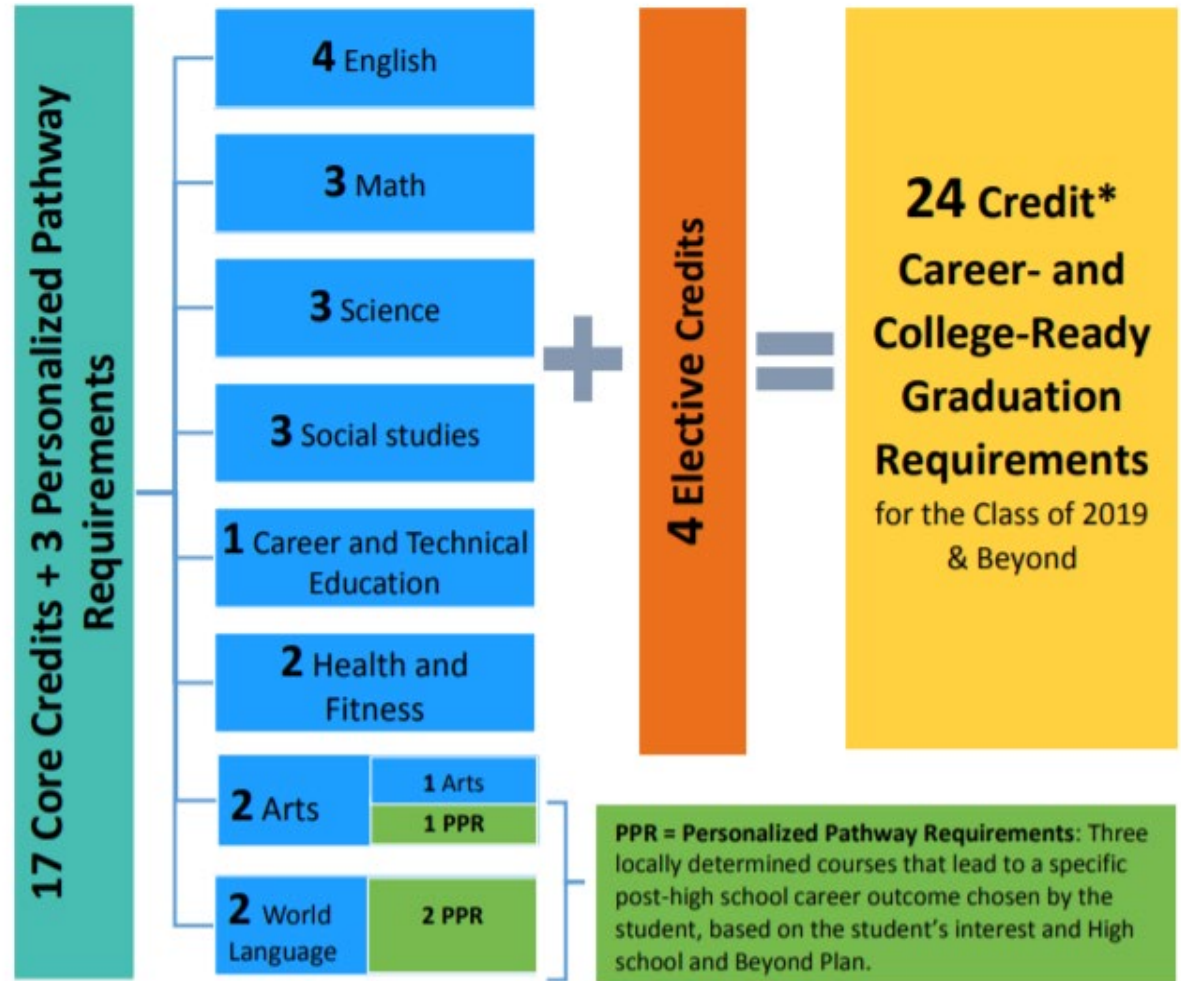


WORLD LANGUAGE GETS
REPLACED WITH PATHWAY
CLASS

4X8 SCHEDULE AND MEETING CORE 24 REQUIREMENTS

HIGH SCHOOL credits

English	4.0	Social Studies	3.0***
English 101	1.0	Contemporary World History	1.0
English 201	1.0	U.S. History	1.0
Additional English Courses	2.0	Civics	0.5
		Elective	0.5
Physical Education	1.5	*** Washington State History is required for graduation. District students fulfill this state requirement in Grade 7 Social Studies. Transfer students may need to complete this requirement prior to graduation. See counselor for details.	
Health	0.5	World Language	2.0
		Two consecutive years in the same language	
Science	3.0*	Both credits may be a Personalized Pathway Requirement	
*The recommended sequence for science is Biology, Chemistry and Physics. Two credits of lab sciences are required and the third credit is based on student interests and High School and Beyond Plan. See counselor for details.			
		Arts	2.0
Math	3.0**	1 credit may be a Personalized Pathway Requirement, which are related courses leading to a specific career or educational path, chosen by the student, based on interest. See counselor for details.	
Algebra 1	1.0	Career and Technical Education	1.5
Geometry	1.0	Technical Literacy	0.5
Algebra 2**	1.0	Elective	1.0
**Algebra 2 may be met by another third year math course based on student interest and High School and Beyond Plan, including parent/guardian signature. See counselor for details.			
		Choose from STEM, Business and Marketing, Family and Consumer Science, Health Science and Agricultural Science. Check with counselor about possible 2 for 1 credit for CTE courses.	
		Other Courses	9.5
30		REQUIRED HIGH SCHOOL CREDITS	



*For individual students, 2 credits may be waived: A district must adopt a written policy to waive up to 2 credits of the 24, based on the student's 'unusual circumstances.'

WHAT COULD A STUDENT'S FUTURE SCHEDULE LOOK LIKE – ACCESS TO MORE DUAL CREDIT COURSES

FRESHMAN YEAR

1. Heath/PE
2. World Language #1
3. Math
4. English 9
5. Bio
6. Art #1
7. Elective
8. Elective

SOPHOMORE YEAR

1. PE
2. World Language #2
3. Math
4. English 10
5. World History
6. Science
7. Elective
8. Elective

Junior Year

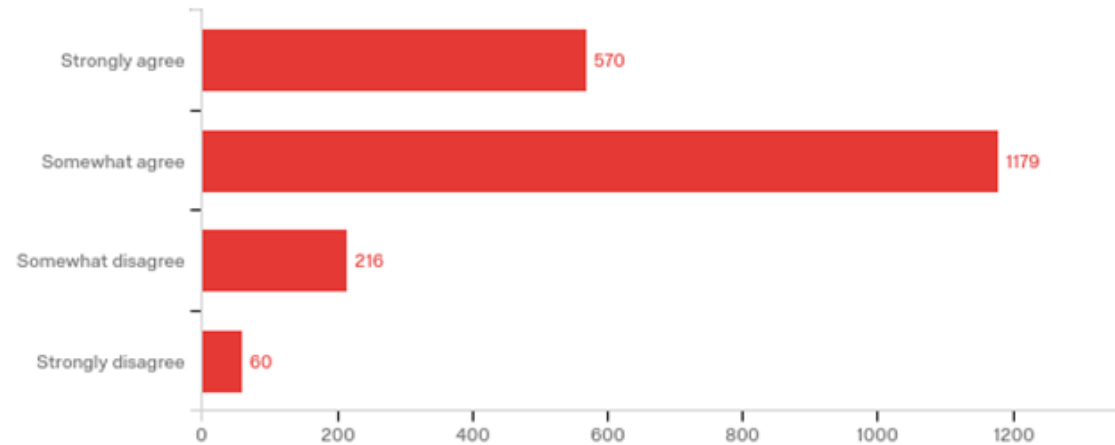
1. Math
2. English 11
3. US History
4. Science
5. Art #2
6. Elective
7. Elective
8. Elective

Senior Year

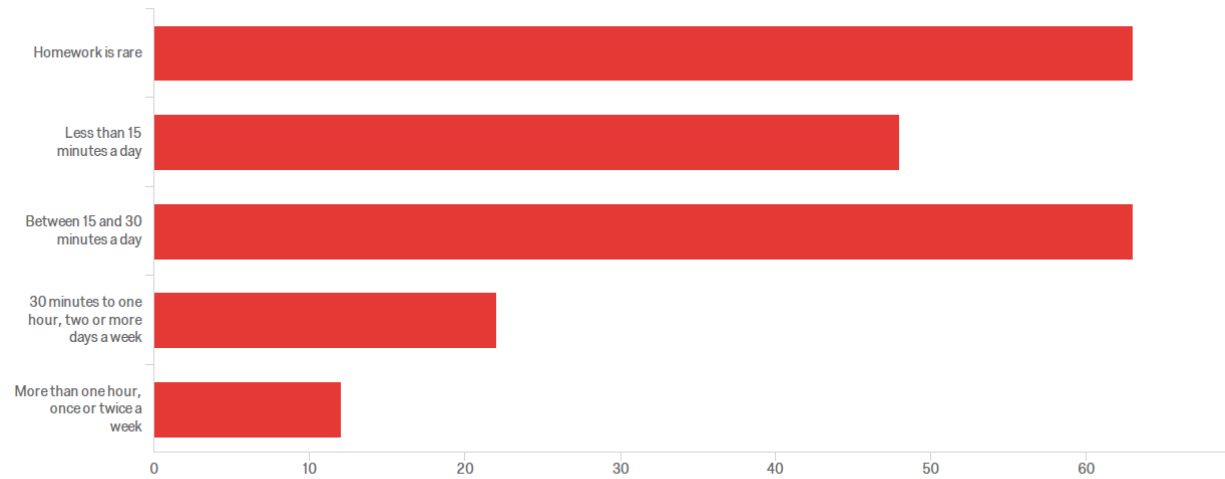
1. Math
2. English 12
3. Civics
4. Science
5. Elective
6. Elective
7. Elective
8. Elective

AM I ABLE TO TAKE ELECTIVES I WANT? – NEARLY 2000 STUDENTS SURVEYED

Q3 - During my high school experiences so far, I have been able to fit in and register for elective courses that I am excited about taking.

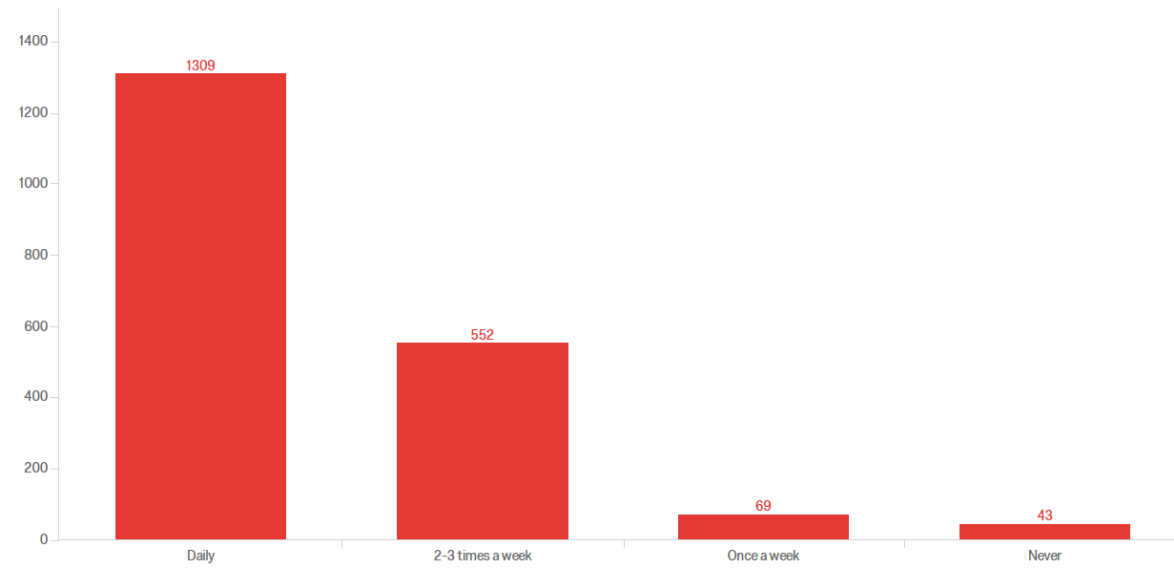


STAFF RESPONSE TO HOW THEY ASSIGN HOMEWORK



HOW OFTEN SHOULD WE HAVE RTI TIME?

How often should we schedule designated time for these support periods?



START TIME AND SCHEDULE

RTI PERIOD DAILY

1/5	8:30-9:50	(80 minutes)
THOR	9:55-10:20	(25 minutes)
2/6	10:25-11:45	(80 minutes)
1 st Lunch	11:45-12:20	(35 minutes)
3/7	12:25-1:50	(85 minutes)
3/7	11:50-12:30	(40 minutes)
2 nd Lunch	12:30-1:05	(35 minutes)
3/7	1:10-1:50	(40 minutes)
4/8	1:55-3:15	(80 minutes)

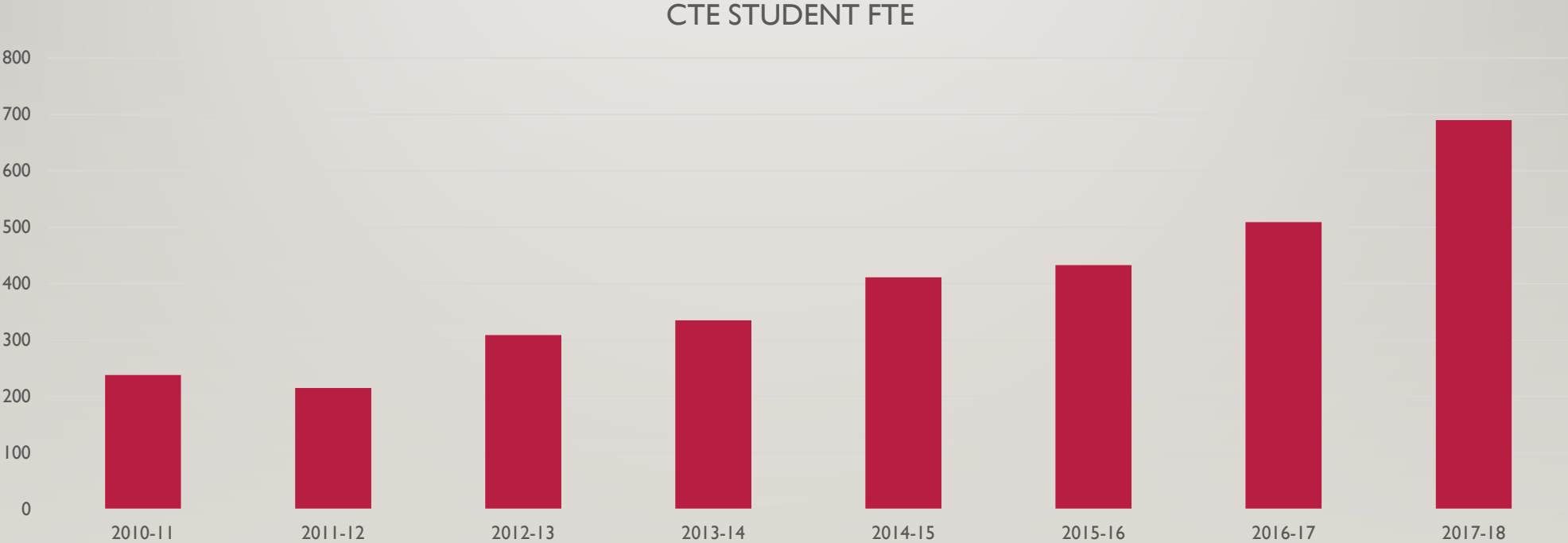


DEPARTMENT SPECIFIC ELECTIVE INTERESTS - CTE



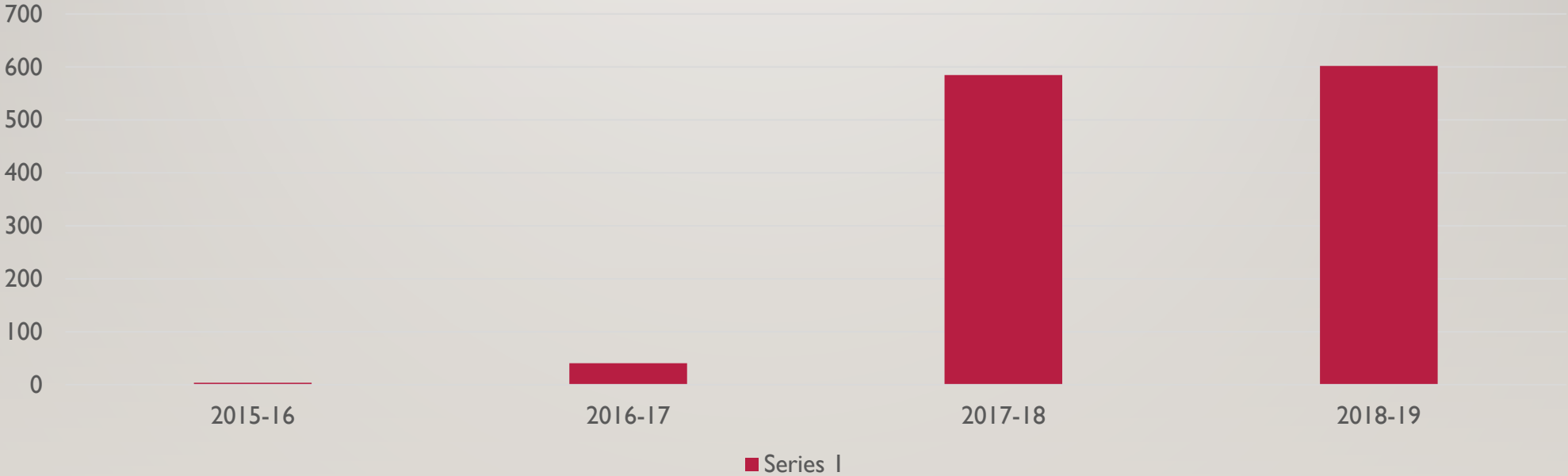
SIGNIFICANT INCREASE IN CTE ENROLLMENT

180 FTE GAIN



ALMOST 600 STUDENTS EARN CTE DUAL CREDIT EVERY YEAR UNDER THE 4X8 SCHEDULE FOR FREE.

Students who Earned CTE Dual Credit



REFLECTIONS ON THE SCHEDULE

- <https://bellingham.wistia.com/medias/uepcm1dkat>