

REVISED

REPORT

BOARD OF EDUCATION OF HOWARD COUNTY

Board Agenda Item

TITLE: High School Scheduling

DATE: January 10, 2002

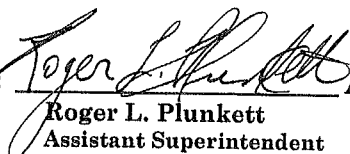
OVERVIEW:

In March 2001, Dr. Phyllis Utterback, former Supervisor of Assessment, presented a high school scheduling report to the Board of Education. That extensive report found major inconsistencies with the current high school scheduling models. As the report indicates, we have become a system of schools, rather than a school system. Yet, one of the leading questions that has guided our school system for the past two years is simply, **"What do we want for our children?"** The answer is simple. We want to be able to implement the curriculum consistently throughout all high schools in the Howard County Public School System. Having a set of scheduling parameters will allow us to achieve that goal.


RECOMMENDATION/FUTURE DIRECTION:

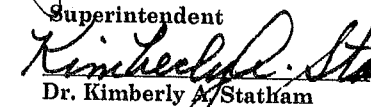
The parameters outlined on the attached pages be adopted so that all students have equal learning opportunities throughout the Howard County Public School System

Submitted by:


Roger L. Plunkett
Assistant Superintendent

Approval/Concurrence


Mr. John R. O'Rourke
Superintendent


Dr. Kimberly A. Statham
Associate Superintendent



The March, 2001 report made the following recommendation:

Establish a countywide High School Scheduling Committee to develop parameters which....

- Enable students to earn seven credits.
- Enable teachers to cover the curriculum.
- Provide for flexibility of needed instructional time to maximize learning for all students.
- Provide for a balance of planning time for teachers.
- Meet the needs of students in special programs - Gateway, G/T Mentor, Cooperative Work Experience, Special Education, Technology Magnet
- Recognize that the Technology Magnet program can be implemented in a 7-credit schedule.
- Provide for year-long daily instruction (September to June) for core courses (Courses to be tested on the high school assessments).
- Provide for year-long instruction (September to June) for mathematics, foreign language and advanced placement courses.
- Enable students to transfer between public schools in Howard County without losing credits.
- Make it evident that Howard County has a high school system rather than a system of high schools operating independently.

The major objective of the high school scheduling committee was to develop parameters that would enable all high schools to consistently implement the Howard County Public School System curriculum. Our goal was not to dictate to schools what their schedules should be. Yet, there is an overwhelming commitment to serving all students in the best possible way. We believe that having parameters will allow each school community to meet the academic needs of its students.

Listed below are members of the High School Scheduling Committee:

- Roger L. Plunkett, Chair
- Sandy Adkins, Teacher, Wilde Lake High School
- Debbie Blomme, Parent-River Hill High School and PTSA Representative
- Rosalie Bowen, Assistant Principal, Howard High School
- Dan Desmond, Teacher, Centennial High School
- Janice Doherty, Teacher, Oakland Mills High School
- Clarissa Evans, Coordinator of Secondary Science
- Ellyn Giles, Parent-Atholton High School
- Addie Kaufman, Principal, Reservoir High School
- Lynda Mitic, Principal, Centennial High School
- Zelena Morris, Teacher, Long Reach High School
- Kathy Nawrocki, Teacher, Hammond High School and HCEA Representative
- Tom Payne, G/T Resource Teacher
- Scott Pfeifer, Principal, River Hill High School
- Pat Saunderson, Assistant Principal, Wilde Lake High School
- Mary Kay Sigaty, Parent and Equity Council Member

- Rick Wilson, Assistant Principal, Glenelg High School
- Daniel Furman, Student Representative, Student Associate to Board of Education

Below is a listing of current schedules at each of the high schools.

Atholton High School - 4 Period Day - Alternating Day
 Centennial High School 4 Period Day - Rotating Day
 Glenelg High School - 4 Period Day - Alternating Day
 Hammond High School 4 Period Day - Alternating Day
 Howard High School - 4 Period Day - Semester
 Long Reach High School - 4 Period Day - Semester
 Mt. Hebron High School - 4 Period Day - Alternating Day
 River Hill High School - 4 Period Day - Semester
 Oakland Mills High School - 4 Period Day - Alternating Day
 Wilde Lake High School - 6 Period Day with College Style Overlay

Parameters

1. Students will register for a minimum of seven credits in a year-long schedule. There will be no semester programs {4 x 4's}.
2. Assessed courses will maintain a minimum of 150 clock hours. This recommendation was made by our curriculum staff in order to implement the essential curriculum, with particular attention to the High School Assessments.
3. Technology Magnet Program will be reformatted to work within the parameters. Movement from an eight-credit to a seven-credit schedule creates significant challenges for the technology magnet staff in reformatting the program in a way that maintains the high academic standards upon which the program was founded. The most significant challenges involve making an effective transition to a seven-credit schedule. Program modifications, undoubtedly, will be required. But most immediately, concern exists in addressing concerns expressed by students and their parents regarding changes in four-year plans that were constructed with an expectation that students would earn 32 credits while in the program.

When applying for the technology magnet program, students complete a four-year plan with parents and guidance counselors. That plan has been based on an eight-credit schedule allowing students to earn 32 credits. The magnet program, as currently formatted, allows students to meet all magnet requirements while still allowing students to take additional academic courses. Many students choose to pursue three to four foreign language classes beyond magnet requirements, and that leaves only two to three additional course options. Parents and students in entrance interviews have stated that the availability of additional academic courses is an important consideration for them as they decide whether or not to choose the magnet. For some families, taking

additional advanced placement courses are a priority. For other families, the arts are a priority. For others, additional computer science and business courses are a priority.

A two-year phase in of the seven-credit schedule addresses the issues discussed above. It allows current tenth graders to complete the program with the original expectation of 32 credits. Current ninth graders would have 31 credit options. Though this could cause a problem for some families, guidance staffs could address these concerns on a case by case basis. Incoming magnet students would know that a seven-credit year long schedule would limit credit options, but they could be fully armed with important information before they are required to make a decision to attend the magnet.

Therefore, the two-year phase-in of the seven-credit schedule seeks to value the decisions that 600 families have made in crafting a four-year plan to attend the magnet.

4. The implementation timeline will be as follows:

2002 - 2003 School Year - Reservoir High School

2003 - 2004 School Year - Atholton, Centennial, Glenelg, Hammond,
Howard, Mt Hebron, Oakland Mills, Wilde Lake

2004 - 2005 School Year - Technology Magnet Schools - Long Reach &
River Hill

*During the 2002 - 2003 SY, I will work closely with the administrations at Long Reach High School and River Hill High School to ensure that we meet the need of every student so that no one is adversely affected by the timeline.

*Long Reach , River Hill, Howard will need additional textbook allocations to fund materials for a year-long academic program.

5. Rotating day schedules will implement a daily schedule for High School Assessment classes.

During the 2002-2003 School Year, the scheduling process at Reservoir High School will be closely monitored so that all schools benefit from the implementation of its high school schedule. Please note that Reservoir High's schedule will not be a pilot; however, the process used by the administration and staff will, no doubt, assist our remaining schools in working within the established parameters.

Possible Bell Schedule that is Consistent with Parameters

Period 1	7:30 - 8:20	50 minutes
Period 2	8:25 - 9:15	50 minutes
Period 3	9:20 - 10:10	50 minutes
Period 4 - Rotating A/B Classes	10:15 - 12:10	115 minutes with lunch - 85 minute class
A	10:10 - 10:40	Class - 10:45-12:10
B	10:40 - 11:10	Class - 10:15-10:40 / 11:15-12:10
C	11:10 - 11:40	Class - 10:15-11:10 / 11:45-12:10
D	11:40 - 12:10	Class - 10:15-11:40
Period 5	12:15 - 1:05	50 minutes
Period 6	1:10 - 2:00	50 minutes

As we face High School Assessments, we must remain committed to doing all that we can so that "no child is left behind."

There remain two additional questions which have guided our school system:

"How do we provide for it?"

The voices of our students, parents, and teachers, and curriculum specialists clearly state that students must be able to transfer from school to school and not lose credits, teachers should be able to work with their students consistently throughout the year, and there must be consistent clock hours as designed by the HCPSS.

"How will we know that we've done it well?"

Clearly, as teachers implement the essential curriculum consistently throughout the school system, the results of the required high school assessments will indicate that we are doing all that we can to meet the academic needs of every child in the Howard County Public School System.