

Recap from School Day Task Force Session 3

January 29, 2026

1) What we discussed? (Topic)

Building a shared understanding of the current state of high school schedules, with a focus on:

- Equitable access to completing Life Ready opportunities
- Equitable access to opportunities for peer connection

During the discussion, we heard from students on the Task Force about the opportunities for peer connection they have (or don't have) during the school day. We also looked at three sample student profiles and the different opportunities and challenges they face within the current typical 6 period schedule. We discussed an initial set of potential scheduling options focused on increasing credit access opportunities, improving quality of existing supports and increasing the consistency and quality of peer connections. Finally, we discussed using the Fist to Five voting method to transparently surface concerns and move toward consensus as a group.

2) What the data for that topic told us?

In session 3, we explored how different student profiles of students might experience a 6-period schedule to identify what aspects are working well, and for whom. (As a reminder, [in session 2](#), we saw that the average SPS high school student earns enough credits each year to stay on track for graduation - no matter their schedule type).

- When a student fails a course, the primary support is online credit recovery, which doesn't always result in recovered learning
 - When students do have access to proactive supports – e.g., Math Lab support courses in 9th grade – SPS has seen improved outcomes for students
- Students with IEP's (and other students) who need to be scheduled for specific interventions, have experience less “choice” throughout their high school career. In particular, they are less likely to access a full world language sequence or enroll in advanced coursework.

- Kids who get access to high school credits (typically Algebra 1 and world languages) in middle school end up with more schedule slots for other choice electives and access to advanced coursework over their high school career
- Students on the Task Force reported that current opportunities for peer connection are insufficient, particularly given the shift to two lunch periods

3) What was the feedback from the group?

We continued our very productive discussion on the current state of the schedule and began transitioning toward potential recommendations and solutions. Hearing from students helped ground the data in lived experience and clarified how current scheduling structures play out across the district.

Feedback we heard from the discussion included:

- **Student tradeoffs:** Participants echoed data findings that current schedules force difficult choices. For example, students with IEPs may need to choose between support services and access to pathways and electives aligned with their interests.
- **Credit Recovery Model:** The group discussed the challenges that come with a primarily online model of credit recovery, including meaningful content retention, forming strong connections, and sustaining student engagement.
- **Structured vs. flexible time:** Participants expressed a need for flexible time within the school day to support academic help, assessment retakes, or clubs, while also valuing structured opportunities for social development through core classes and advisory.
- **Suggestions for further exploration:** The group shared a range of potential solutions to explore further, including alternative crediting structures, flex periods, opportunities outside of the school day, and earlier integration of career planning.

4) Facilitation Improvements for Next Time

In response to this great discussion and feedback, going forward, we plan to:

- **Clarify voting language:** In this session, we proposed a "Fist to Five" voting method to come to a recommendation. We will refine and clarify the language to address questions raised about how specific levels are defined and applied.
- **Strengthening ES/MS connections:** When possible, we will continue to draw clearer connections to elementary and middle school experiences to better situate

the Task Force's work in a larger context, reflecting feedback that challenges may emerge far earlier than high school.

- **Grounding discussions in examples:** As we transition to exploring recommendations, we will begin exploring more concrete examples and, where possible, highlight data from national peers that may have implemented similar approaches.

5) What recommendations were made (if any)?

- No recommendations were made at this meeting. The Task Force will begin drafting recommendations in late February, with next session focusing more on exploring options for different schedule structures but not yet putting a stake in the ground.