

## **Session 7: March 26, 2026**

### **What did we discuss? (Topic)**

Building on the feedback from last session, the Task Force reviewed and refined five draft recommendations:

- Develop a Course Failure Prevention model
- Create more consistent Advisory and Mentorship experiences across schools
- Create a menu of options for schools to schedule some club time during the school day
- Prioritize investing in a 7-period schedule
- Address additional enabling conditions for recommendations 1-3 (including “digital hall pass” technology and contractual flexibility)

Each recommendation included a context/challenge statement, 2-5 primary recommendations and eventual appendix pages that outline supporting data and examples that the Task Force reviewed.

The group engaged in a detailed review of draft language, focusing on clarifying questions and proposed changes. Participants then conducted an initial consensus rating where they voted on a 1-4 scale to indicate support of the recommendation and signal any reservations with the current text.

### **What did we learn about the potential impact and feasibility of these options?**

Participants surfaced thoughtful considerations related to both impact and feasibility, with a particular focus on implementation logistics and the implications for teacher workload, capacity, and day-to-day experience. Discussions highlighted the importance of clear structures, scheduling alignment, and adequate supports to ensure successful execution. This feedback (summarized below) was instrumental in pressure-testing the practicality of the draft recommendations and will directly inform ongoing refinements as the Task Force works toward a final set of recommendations.

### **What was the feedback from the group?**

Most participants expressed support with reservations, indicating general alignment alongside a need for further refinement. Feedback focused primarily on implementation details and logistics, as well as the balance between maintaining school-level flexibility and ensuring a consistent, equitable experience across schools.

### **Develop a Course Failure Prevention Model**

*Clarity on implementation and standards:* Participants advocated for clearer guidance on how this model supports credit attainment for different student populations, and strong illustrations of when and how this happens in practice.

*Scheduling and rollout approach:* The group advocated for the recommendation to explicitly call out a piloting approach to implementing this strategy, in a subset of schools and classes.

#### **Create more consistent Advisory and Mentorship experiences across schools**

*Workload and capacity concerns:* Participants expressed concern about increased student loads and responsibilities, especially without additional staffing or structural support in place. To address this, the group emphasizes the need for stronger professional development and resources for staff on implementing advisory or mentorship.

#### **Create a menu of options for schools to schedule some club time during the school day**

*Logistics and flexibility:* Participants raised questions about scheduling and supervision and emphasized the need for flexible models that schools can adapt to their context. This was especially true for how students not involved in clubs or extracurriculars would engage during the school day.

#### **Prioritize investing in a 7-period schedule when financially possible**

*Clarity and consistency in prep time use:* There was significant discussion about how a second prep period would be used, particularly whether it is teacher- or principal-directed, and how to ensure equity across school experiences.

*Alignment with different scheduling models:* Participants want to ensure the structure remains flexible enough to work within block schedules or other alternative formats.

#### **Address addition enabling conditions for recommendations 1-3**

*Enabling conditions and implementation considerations:* Participants noted that elements like staffing, time, and resources play an important role in supporting implementation. Budget realities will also shape what is feasible, highlighting the need for thoughtful district and board-level prioritization.

### **4) Improvements for Next Time**

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

**Engagement with key stakeholders:** As needed, during the breaks between sessions, we will continue engaging teachers, school leaders, and district stakeholders to validate recommendations and support alignment ahead of implementation.

**Iterations to the recommendations:** Refine draft language to incorporate participant feedback and address key concerns raised during discussion.

**Arrive at final recommendations:** The final session will involve a structured process to build consensus on a final set of recommendations, incorporating updated drafts and participant input.

### **5) What recommendations were made (if any)?**

Participants reviewed and provided feedback on draft recommendations related to Course Failure Prevention, Advisory & Mentorship, Peer Connection, the 7-Period Day, and Enabling Conditions. While no final recommendations were adopted, participants reacted to draft language, offering suggestions and raising considerations for refinement. The next session will finalize these recommendations based on this feedback.