Scenario

What is the problem?
- 20% of the student population has been tardy to school at least four times this month, and
- 70% of the students who have been tardy to school at least four times this month ride the bus

In this scenario, many of the adult team members rode the bus to school as kids and they didn't have any problems getting to school on time. They each knew other kids who regularly missed the bus and picked up the message that it was because their parents couldn't get the kids out of the house on time. Some team members had to set their own alarm clocks and managed to get up and get ready and got on the bus with no problems. Another team member has children that get on the bus on time every day.

Approach 2
First, the team acknowledges that they come to the problem with their own experiences and ideas, but that they don't have direct experience with what's happening here. They're going to be intentional in putting those experiences aside by checking their assumptions. They make a real effort to go into problem solving with an inquiry mindset to learn more and to hold off on creating solutions even though they have ideas and recognize that there's urgency to do something.

In approach 2, the team *reviews* documents, *interviews* stakeholders, and conducts *observations* to strategically collect data to illuminate parts of the problem unknown to those sitting around the table. Some team members agree to review the bus schedules, tardy policies, and school values to learn more about the school's written and official documentation on these related processes. Other team members locate a validated survey about "reasons for tardiness" they can use with all impacted families and draw up a simple interview plan to talk with a sampling of those directly involved with the issue. Two members of the team agree to gather first-hand observations of impacted students' experience. They make arrangements to do a ride-along on the bus through all of its stops and then to shadow students to see what happens when they enter the building and classrooms late.

At the next team meeting, each group shares its findings. The team works together to identify what they've learned, focusing intentionally on the aspects of the issue that the school has control over.

Through document review, interviews, and observations, the team:
- was reminded of the school's values of belonging and inclusion for all
- found multiple issues with the bus schedule
  - some kids had pick-up times as early as 5:30 a.m.
  - bus transfer issues
- found some tardy policies that were unknown to the team, for instance, students who:
  - rode buses that arrived at school after 7:30 a.m. were not able to get breakfast
  - were late to school, had to wait in a long, single file line to get a tardy slip from the office secretary (who was simultaneously managing phone calls and school visitors)

Through document review, interviews, and observations with stakeholders, they discovered from:
- families that their student management system was set to automatically generate punitive letters to families once they reached a tardy threshold
- several classrooms that students arriving late to class were not brought into learning when they entered
- their school policy that students with more than two tardies in a month were not allowed to attend assemblies