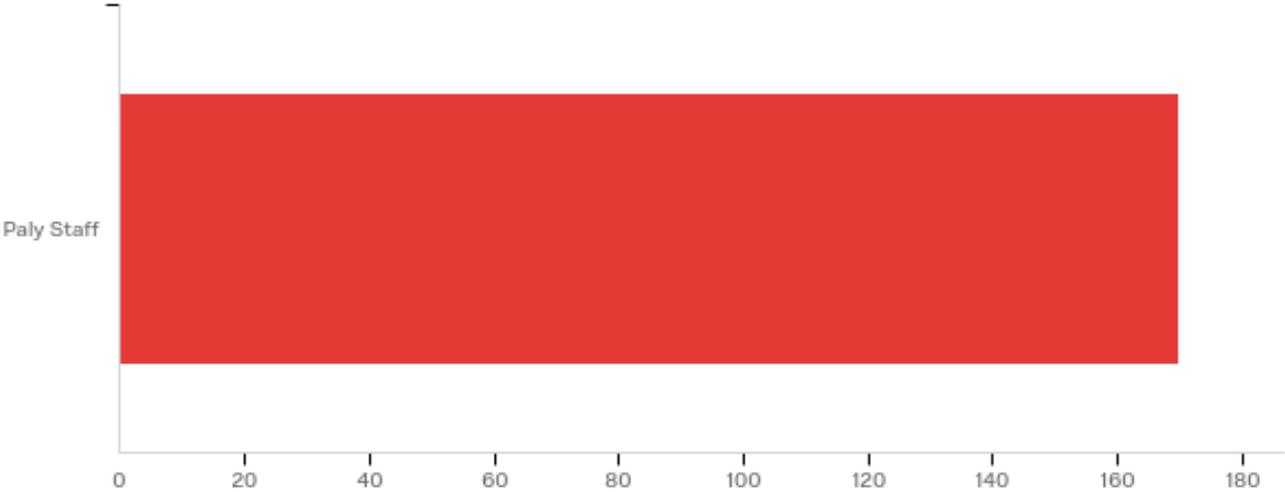


Default Report

2017 Paly Bell Schedule Survey 2

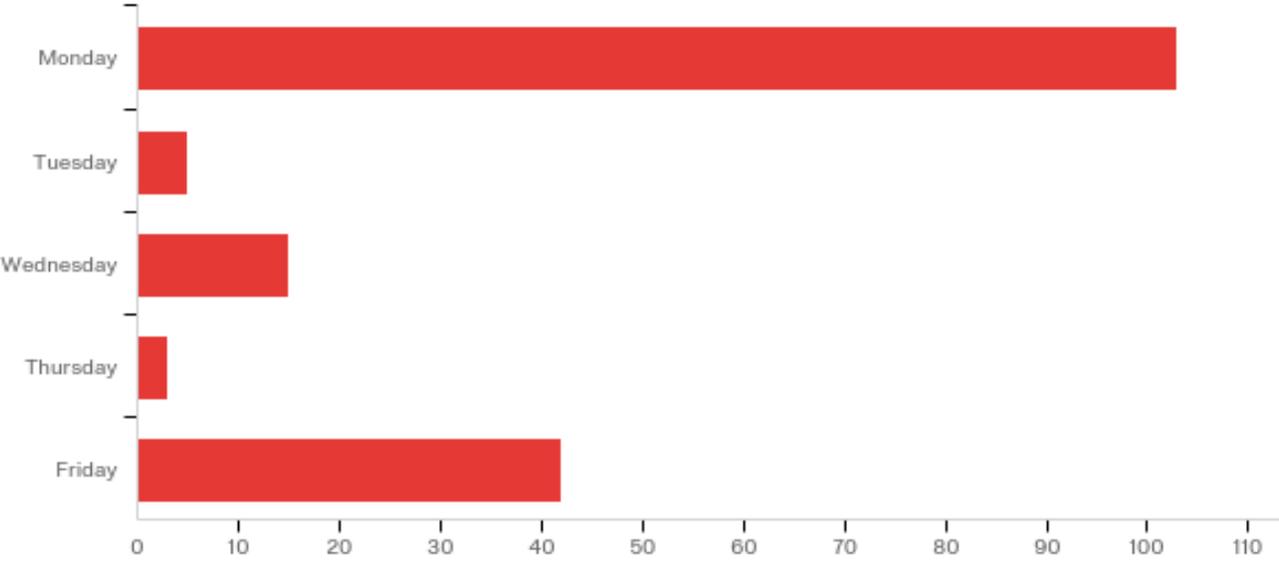
April 13th 2017, 9:42 am PDT

Q2 - What is your role?



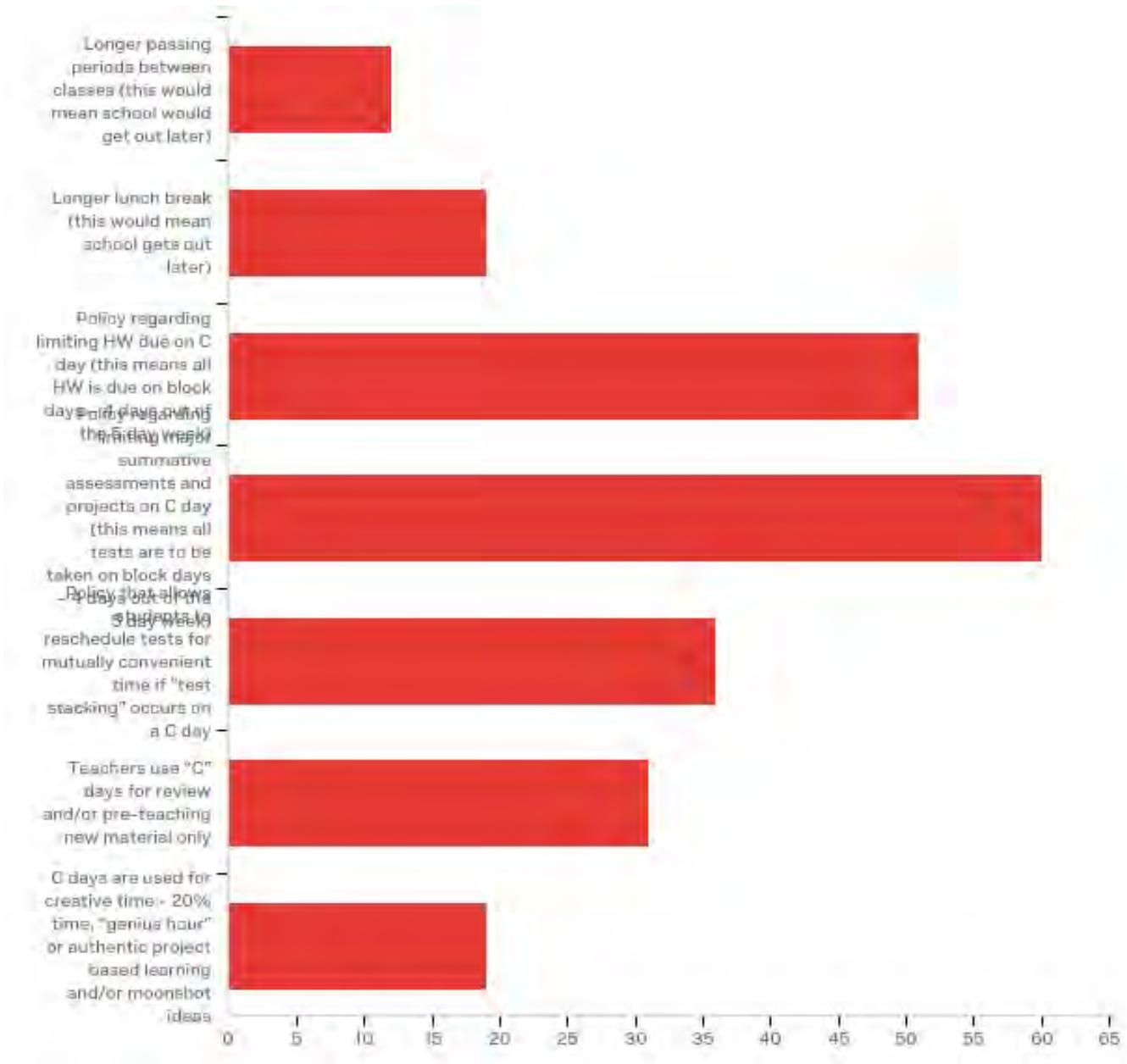
#	Answer	%	Count
1	Paly Staff	100.00%	170
	Total	100%	170

Q4 - Given that the Minimal Change Option contains a C day, please indicate the day of the week that would be your preferred placement for the C day:



#	Answer	%	Count
1	Monday	61.31%	103
2	Tuesday	2.98%	5
3	Wednesday	8.93%	15
4	Thursday	1.79%	3
5	Friday	25.00%	42
	Total	100%	168

Q9 - There are several recommended enhancements to C days. Please indicate up to two that you would like to see in the bell schedule:



#	Answer	%	Count
1	Longer passing periods between classes (this would mean school would get out later)	9.30%	12
2	Longer lunch break (this would mean school gets out later)	14.73%	19

3	Policy regarding limiting HW due on C day (this means all HW is due on block days - 4 days out of the 5 day week)	39.53%	51
4	Policy regarding limiting major summative assessments and projects on C day (this means all tests are to be taken on block days - 4 days out of the 5 day week)	46.51%	60
5	Policy that allows students to reschedule tests for mutually convenient time if "test stacking" occurs on a C day	27.91%	36
6	Teachers use "C" days for review and/or pre-teaching new material only	24.03%	31
7	C days are used for creative time - 20% time, "genius hour" or authentic project based learning and/or moonshot ideas	14.73%	19
	Total	100%	129

Q5 - Please share any suggestions you may have in order to make the C day a more-valuable contribution to your learning.

Please share any suggestions you may have in order to make the C day a more...

****A reminder--extending the hours of the teacher work day is subject to bargaining under PAEA. **** Re: start times I do not believe nor have I come across any evidence that a 10-15 minute difference in the start of the school day is sufficient for 'more sleep' or stress reduction make a significant impact for the student body other than rhetorically. In my opinion there are other factors (i.e. use of phones/monitors/tv's/device screens late into the evening, over-involvement in extra curricular activities and academic choices (AP's)) that contribute to student stress and sleep problems. 10-15 minutes is a mere placebo/band-aid to a much more significant and complex problem we have in our school climate. A later end time to the work day, however, significantly impacts a majority of your faculty who are super-commuters because they cannot afford to live in Palo Alto or less than 45 minutes away by car. This is particularly difficult for caregivers (of children or senior citizens) or single-parent homes.

None of them

Longer lunch break? Isn't school ending late enough already

I don't understand why C days are being limited

No restrictions

This means more hw for those four days

This is the only useful pick

Please don't extend infocus the way plan a currently proposes.

i have no idea what genius hour or 20% time means. Sounds like filler. minutes should be devoted to instruction, not flex or InFocus. Please keep In-focus to 5 minutes.

Don't extend time wastefully. It should be used towards instruction, not flex or student news

Please don't inflate instructional minutes with extended advisory, flex or infocus.

Maximum time for Infocus must be five minutes.. NO LONGER THAN THAT.

Encourage teachers to move toward making C-days either REVIEW or Enhancement days, esp. for students, sort of like a "Flex Day" instead of Flex Hour, but imbedded in each class period. This would mean we'd all have to have hard conversations about slowing down and "doing" less content, but do better to support struggling and stressed learners, but allow for more creative projects and such for those needed that as well. Obviously, teachers who need those days for content & instruction should continue to use them in that way (esp. APs and such)

Since space is not made available for comments or considerations regarding bell schedule, I'm including my thoughts here:

With changing the start time (and accordingly, the end time) of school, you disadvantage large groups of people. Athletes already miss my classes. In many cases, they have needed to leave my class at 1 PM - in particular for cross country and soccer. By changing the start time, you further deprive those students of access to their education. This will force students to choose between academics and extracurriculars. while I support the view that school should focus first on changes that improve academic performance, there is a strong indication that it is necessary to show breadth to colleges, for which these activities are often deemed necessary (whether this is appropriate assignment of necessity is not the question - necessity has been assigned in this way). Teachers will be forced to leave school later; the difference in traffic from 3:30 to 3:45 can translate to over an hour in additional commute time. This will force teachers to pay for extra child care, request 7th period preps, need to skip staff time, further resent the 5 minutes over that staff meetings often run, and refuse to meet with students after

school. While many schools have established later start times, they also have normal end times between 3 and 3:15. They, however, have only 6 class periods with an "optional" zero period.

A fellow teacher proposed that C-Days are rebranded to Zen Days. I like this idea, especially if we, as a school culture, start to consider the C-Day as either a review day, check-in day or project based learning day. I also like the idea of having a later start time on C-days. I actually wish that we could start every day later, as research will support, it is healthier for our students.

I am strongly against limiting the teaching that can be done on a C day - including HW being due and tests that can be given.

Although I understand the value of many of the suggestions above, to mandate some of these suggestions would seriously limit teachers' ability to develop and implement the curriculum at a pace they find appropriate. I have not assigned homework over the weekend nor have I given tests on Mondays for the past 2 years. As such, students have not had as much practice as in the past and I have had to rearrange material I am teaching--not for the benefit of the students' learning, but rather to fit the homework and testing schedule. I do this of my own accord and still find it frustrating.

We should keep in mind that the biggest issue of C days is not the shorter class periods, which can actually be seen as a positive in many ways, but rather the constant transitions, both physical and cognitive, that the students undertake.

C-Day Policies reviewed regularly with teaching staff so that there is clarity and consistency - like a new fun AD about C-day each meeting.

I would appreciate a combination of the above policies. Rebrand the C day a "Z day" (for Zen) and implement a school-wide policy for C days that includes no new material introduced, no homework due and no formative or summative assessments. As part of the Z-day plan, classes could be only 40 minutes long, and the 70-minute-a-week deficit can be made up by lengthening each block period by 5 minutes (so 95 minutes). School could also start later so students have an opportunity to consolidate their sleep debt mid-week. This would result in a 3:55 dismissal on B days. See <http://tinyurl.com/4zendayschedule> for what this might look like in practice.

I worked at a school where each department had a testing day so as to ensure that assessments wouldn't be stacked. This might be a good way to ensure there is limited overlapping.

1. I think students can be expected to read on the weekends -- to say that reading cannot be due on a C day would really slow down the curriculum and make lesson planning for C days harder, especially in English classes.

2. However, I would support a rule about how much something due on a C day can be worth in the gradebook -- for example I can give a reading quiz worth x% of the semester grade but I cannot give a test worth more than x%. Or I can have reading due and a class activity based on the reading that might be worth a few points but not a quiz or a test. One problem I foresee with that though is that students typically WANT their essays to be due on Mondays/C days so to disallow that would be problematic for English I think. Really it seems we are having this conversation because of Math and Science, no?

3. I like C days on Mondays so I can "set up" the week ahead, touch base with all of my students after not seeing them over the weekend, and we can ease into the week (50 minute periods are easier for kids than 90).

4. Another thing to consider is traffic for some teachers -- Friday C days would keep many teachers with 5th or 7th preps here later and traffic increases exponentially on Friday afternoons. It seems petty, but the struggle is real.

I'd be happy with all of the above. These would all be big improvements to our current C day. Thank you for bringing these ideas to everyone's attention so we can continue conversations around the student experience.

Don't make start time any later than 8:15!

It could be a flex day with required attendance, where all students have to go to all their classes on a C schedule for teacher meetings and check-ins or in-class work time. It would replace the need for so many after school and lunch meetings. Parents could be told that Mondays are the best days to schedule appointments for their students, so absences would cause less of a negative impact. etc

None

I would go to Moonshot Mondays and have students have flexible time to work on projects--not have to see all 7 classes, but teachers in rooms available to help for most of the day.

To clarify above, limit homework/major summatives on C days ONLY WHEN C day is on Monday. And/or what if we institute a testing calendar (like particular departments can test on particular C days) only for C days?

Any policy you create will be violated by at least some teachers on campus. As a result, this will create more problems than it solves unless the admin is willing and able to enforce the policy fairly. Given the history at the school of enforcing HW and testing day policies, I don;t believe any of these are good ideas.

You don't give the option to have no changes, which is my preference. Most of your ideas add more time to the day but take instructional time away which may add more stress.

Allow review of test and/or quiz questions for student understanding. Pre-teaching new material only. Class work assigned for practice of previously taught lessons.

Normal learning on C days. No exams on C days.

C-days are valuable. It's a lack of an attendance policy that would affect changes across the school to address the issues above.

In the English Department, we discussed having "C days" as flexible days where students would be able to go to their various teachers and classrooms in each period to receive help and support on homework, studying, and assignments (kind of like an extended flex time or flex day). This way, students not only have time to get caught up with all of their work, but we felt it would reduce stress as well as give students an opportunity to meet and communicate with their teachers more often.

The "C day" flex day could occur on any day of the week (does not need to be a Monday). For example, the "C-day" flex day could occur on a Wednesday, with Monday, Tuesday, Thursday, & Friday being traditional block days.

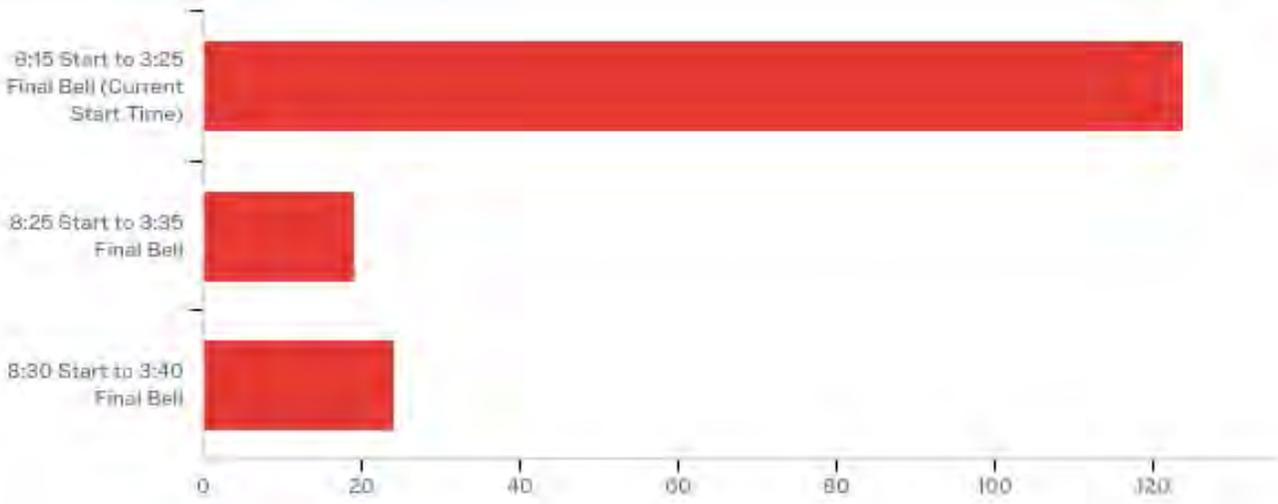
If the schedule indicates that teachers are only to use the Monday for pre-teaching or "genius hour" you are severely impacting the flow of our teaching. "Genius hour" is a great idea for some classes and would incredibly challenging for others. In cases were it didn't work well it would mean that teachers would need to fit the same content into fewer days. That would not have a positive outcome for students. Please be wary of dictating what the C day type of teaching should look like.

On the other hand, I would be fine with an ENFORCED policy regarding test stacking rescheduling, or a ban on big projects due on Mondays etc. Key thing here is that admin would have to be willing to get involved with those teachers that choose not to follow the policy.

All of the above suggestions will hamper my ability to provide quality instruction to my students.

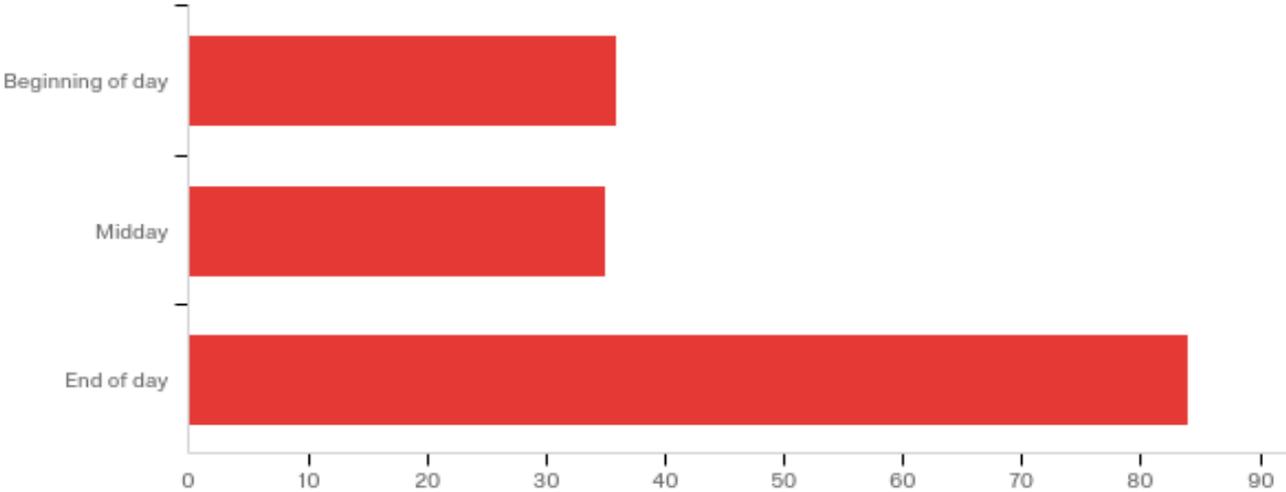
I think C days must be kept to normal teaching and learning if we are to have enough minutes per class to teach our material. I do not think exams should be given on C days.

Q3 - Were Paly to change the school day start time, the end of the scheduled day would also need to be changed. Please indicate your ideal time frame for the school day for next year's schedule (2017-18):



#	Answer	%	Count
1	8:15 Start to 3:25 Final Bell (Current Start Time)	74.25%	124
2	8:25 Start to 3:35 Final Bell	11.38%	19
3	8:30 Start to 3:40 Final Bell	14.37%	24
	Total	100%	167

Q6 - Please indicate your preference for time of day for Flex and Advisory:



#	Answer	%	Count
1	Beginning of day	23.23%	36
2	Midday	22.58%	35
3	End of day	54.19%	84
	Total	100%	155

Q7 - Please share any suggestions you may have in order to make the scheduling of Flex/Advisory a more-valuable contribution to your learning.

Please share any suggestions you may have in order to make the scheduling o...

Students need to be in a classroom with a teacher for this to be instructional hours. Not hanging out, gaming, socializing in public areas (i.e. MAC, the quad, town and country) or being disruptive (i.e. the MAC atrium). Having a well-communicated policy that faculty and students understand with support from campus supervisors and admin will be helpful. For this to work, consequences for lack of or tardy attendance will be of equal importance.

Students should not be able to go home during flex

End of school is more useful

Schedule after first period of the day but before second period of the day. Not directly before or after lunch. Brunch to follow advisory, not precede it.

don't count it as instructional minutes.

Get rid of the title Flex - If this is to be included as instructional time it needs to be seen as mandatory and not optional.

If we have FLEX at the beginning of the school day, students simply will not come and parents will excuse them. Having it in the middle or the end of the day at least ensures that most students will still be on campus.

Make more places available for actual QUIET study and homework (supervised); have other places where students can find all kinds of help, minimizing their need to go see so many different teachers esp. if they've been absent or are behind. Right now, for me, Flex is NUTS- full of students needing help or a place to "study" with friends (which is okay too, but noisy), but I see for many of my colleagues, it has become a quiet place for teachers to help a student or two, and then to work. That doesn't seem very fair to me. What can be done to incentivize teachers to help MORE kids in the best possible environment?

A better system for checking students in, and perhaps one to make appointments with students (or for students to make appointments with teachers) would be useful. Consider looking at the app that was created for Fremont High School in Sunnyvale (<http://www.fhs.fuhd.org/flextime>) on the right side of the page, there's a link to their web app, as well as a video of how it gets used.

I would love Flex to happen 2 times a week. Maybe one day could be a full FLEX period and the second day could be an Advisory first part/Flex second part of the period. Flex needs to some how be designed so that students are obligated to be in attendance.

This year, my students have primarily used FLEX time to make up assignments. Although I suggest they come by, rarely do students come to FLEX for extra help. Some times I am told that they cannot come to my room for FLEX because they "have" to go to another class either for instruction or rehearsal. I do not know if the obligation is real or perceived, but I have heard this response numerous times.

FLEX/ADVISORY WORKS BEST AT THE END OF THE DAY

I like Flex at the end of the day because students can take a minute and decide what they need help on and then go to that class.

FLEX at the beginning of the day allows students to actually DO something to prepare for the schoolday. Currently 95% of students are just marking time until they can leave the building because there is nothing tangible that Flex can connect with. If FLEX is at the beginning of the day - they will do that homework or paper that they sneak doing during other classes now! I had a FLEX period at the beginning of every day in my high school (30 minutes) and you can believe that EVERY student used that period to complete work to make their school day less stressful - it also helped me to learn to BE an organized students surrounded by other focused students USING that class period to complete assignments. FLEX at the end of the day you might as well call it PLAYTIME - because that is all that it is for the vast majority of students - WALK around campus some FLEX period and LOOK in classrooms and

notice where all the students are.

Have a way to make students accountable for showing up to a specific FLEX class, if requested by the teacher.

Advisory should take place just after lunch. In the implementation of the C day I linked above, Advisory lands on Fridays, and the period after lunch on Fridays always seems to be the most energetic and least focused. It may benefit students and teachers to reserve this time for less academically-intense activities than students' classes. As for flex, I feel it should be longer, but Tuesday afternoon is a great place for it. Students have their block periods 1-7 on Monday and Tuesday, check in with teachers Tuesday afternoon about things they don't understand, and then can follow up further and complete assignments on the Zen day before the class meets again on Thursday or Friday.

1. An extra few minutes in the morning (later start) is not worth the traffic cost in the afternoons -- getting out later in the afternoon adds significant commute time and makes it hard for teachers to pick up their kids at school in other districts. A lot of our teachers commute.

2. Also getting out later in the afternoons presents challenges for athletes, kids with jobs, anyone who is trying to schedule a doctor or other appointment. It also cuts into homework time, and after school downtime. A 3:25 dismissal is already an hour later than some other districts. Several other high schools get out at 2:20.

Please move to earlier in the day. Research shows it's more effective for advisory/SEL.

Don't make start time any later than 8:15!

It could be a flex day with required attendance, where all student have to go to all their classes on a C schedule for teacher meetings and check-ins or in-class work time. It would replace the need for so many after school and lunch meetings. Parents could be told that Mondays are the best days to schedule appointments for their students, so absences would cause less of a negative impact. etc

I think Flex/Advisory beginning of the day would work great, but I think attendance should be taken for Flex at the beginning and then students see teachers rather than the end.

I know end of day is not ideal because students are tired and athletes miss it, but I think it's worse to have students miss class/be tired for class.

Students need to be held accountable for their time during Flex. Please check into the program used by Gunn students to plan their Flex time.

Limit just hanging out with friends. Students must be in a class room that they have a current teacher. Students must check-in with each teacher at least once per week, even if for 2-minutes.

Advisory could be so much better! Why don't we have time to really get to know our students and each other-- could we adapt them to be more like a Homeroom, which every teacher is required to have instead of applying for the job? That way we could ensure smaller Advisory classes as well

Time of School Day: I don't believe that moving the start time later is addressing the issue with students not getting enough sleep. In speaking with students who don't get enough sleep, it appears that much of the early and late evening is spent on social media or watching shows. Studying then tends to start at 11or 12pm. There are students who also have a "social media" log-in time during these late hours to "chat" online about homework and upcoming exams. Are the students who don't get enough sleep taking advantage of the flex time or class time given to them to complete work or ask questions? In addition, did parents know they can limit their student's cell phone use during the day through their cell phone plan? This plan option is available for about \$5/month. How many activities do students have after school? 1? 2? 4? With that said, there are some students whose clocks are naturally later. Perhaps these students should be encouraged to take 6 courses over 4 years and have a morning prep. All the schools I have seen who have a late start offer 6 courses with a "zero period." Are we thinking of bringing zero period back? Finally, how much sleep are parents getting? How much sleep are teachers getting? How much sleep are administrators getting? Are they modeling for their students the appropriate amount of sleep needed for their brains to recharge too? Is the district supporting the non-stop work of our counselors and administration to have "off hours" at night so they can get sufficient sleep?

Impact of later start time: Athletes will miss more class. Are you speaking with CCS and other schools about

delaying the start time of games so students won't miss so much of 6th and 7th period?

Commute for teachers: I don't personally have a long commute, but there are many teachers who do. How many teachers will this effect? Are there actually enough people interested in teaching who live close by and can afford it?

Advisory - If advisory will continue to be an after-thought, keep it in the afternoon. Students think it's a joke and many athletes miss advisory, then don't bother to figure out what they missed. What's the purpose of advisory? If it's a valuable part of a student's life at Paly, it should be put earlier in the day so that all students can attend.

A later start time would not make a difference for student sleep if they end up going to bed later. The reason students are not getting enough sleep is not because they start school at 8:15, it is because they take 7 classes, many of them honors or AP classes, and then have an exorbitant amount of extra-curricular activities outside of school. A later start would mean teachers could not stay and help students as much, and it would take away valuable after-school prep time. A teacher's day does not end at 3:25, and pushing the end time of the day back would cause enormous stress. Palo Alto High School currently gets out later than almost every high school in the state, and the only other high schools that start late also have a 0 period option. If we move the start time of the day back any further it MUST be accompanied by a 0 period option. Otherwise the start time must remain at 8:15 for the sanity of the staff. A happy and sane staff that can help students after school also benefits students and student learning. Some of the top schools in the nation start at 7:55 (Lowell for example), and most start at 8:00 WITH a 0 period option (Troy High School). Paly needs to look at other successful high schools before deciding a late start time is beneficial to student learning. I think the late end time will be extremely detrimental.

Have teachers decide on a focus each week for Flex so students can choose and can be better served with more group-help rather than multiple individual needs. It can get very chaotic when many students show up with so many different needs within a relatively small block of time. I also think that students need to commit to one classroom/location for this time. We need to get Track-a-Vike, or some other system, working and used consistently.

FLEX more frequently through-out the week
consequences for missing/ attendance policy updates

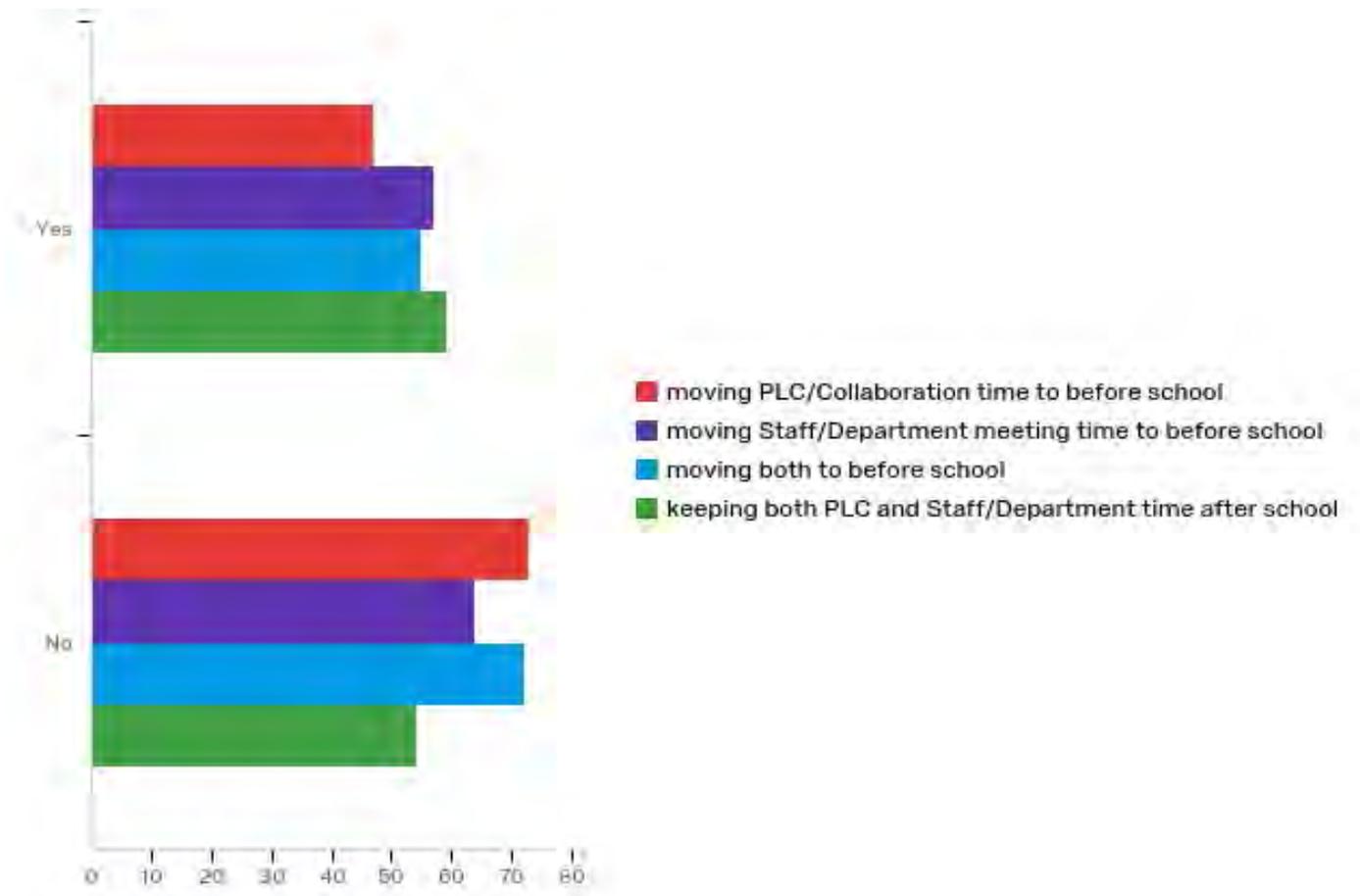
A rotating schedule on block days would be better - for example, Tuesday would have 2 then 4, while Thursday would have 4 then 2, and similarly in the afternoon Tuesday would have Tutorial then 6, while Thursday would have 6 then Advisory. Similar pattern for B days.

I think Flex at the end of the day is fine. Advisory however is a different story. A midday advisory would be fantastic. The kids might actually take it a bit more seriously.

If students are going to miss school because of sports and other after-school events, I'd rather they miss Flex/Advisory than normal instruction time.

I think a rotating block is a great way to have more tutorial and advisory time!

Q8 - If the school adopts a start time of 8:30 or later, would you endorse the following staff scheduling changes:



#	Question	Yes	No	Total
1	moving PLC/Collaboration time to before school	39.17% 47	60.83% 73	120
2	moving Staff/Department meeting time to before school	47.11% 57	52.89% 64	121
3	moving both to before school	43.31% 55	56.69% 72	127
4	keeping both PLC and Staff/Department time after school	52.21% 59	47.79% 54	113

Q10 - Please share any suggestions you may have in order to make the scheduling of teacher professional time a more-valuable contribution to your practice.

Please share any suggestions you may have in order to make the scheduling...

PLC time is valuable

I think mornings are great - much better than afternoons.

before school means there are no conflicts with parental duties, coaching, parent meetings, appointments etc. You should get full staff attendance.

A later start time is coming out of nowhere and I do not feel that this has been adequately discussed.

I'd rather keep the scheduled start time the same, but still move PLC and Staff meetings to the start of the day.

I THINK THAT PLC AND STAFF MEETINGS ARE BETTER AFTER SCHOOL

Morning time is very valuable time. It allows collaboration and refinement where it is needed. Allows staff to communicate early in the day and reflect during the day.

Please do not take minutes away from PLC time

It is important for me and many other teachers that commute from far distances, to be able to have a school day end time that is no later than it already is now.

You could address 2 problems with one solution - have staff meet from 8am-8:45 for meetings or PLC and then students get more sleep and they have the later start time that they want but not a later end time. Studies show that students need more sleep - so have the adults get their meeting and collaboration times early in the day to support that student need. Technically staff are contracted to be on campus by 8am - so let's start using that.

I feel having the PLC time and staff meetings after school allows for teachers to come from the teaching day with their students and students' needs fresh in mind. It also provides for more flexibility if events happen on campus or PLCs have some other good reason to do something else teaching-related other than have a formal meeting.

Again, getting out later presents major challenges for commuters and teachers who have kids that need to be picked up at school -- I looked at 8 other local high school bell schedules, and Paly already has a later end time than most.

I do not endorse such a late start time, period.

I would say don't change the start time until the Senate Bill is passed (if it indeed passes). I think the general public would not appreciate changes two years in a row. Also, the survey results already said keep the current end and start times; why change the poll results?

I can support PLC time anywhere, so long as we do not lose minutes from our current PLC time. This time is precious and needs to be kept as-is, if not longer. The more PLC time, the better!

Don't make start time any later than 8:15!

School gets out too late already. Kids are mentally spent by 3:00. Now were trying to keep them until closer to 4:00.

Please take note that extending the staff working day requires collective bargaining. The site cannot dictate the end time without taking this point in to consideration. Thank you.

We just need more of it--that is why I favored the other two schedules that got rid of C days.

Before school, it is really difficult to focus on anything but preparing for the day. Plus, meetings never end on time.

Have more of it!

Starting school later will cause more problems than it solves. After school commitments will be harder to manage and more missed class time will result. Please do not start school earlier.

If you shift the end-time of school to later, just be aware you will have staff attendance issues. Also, is ending the school day at a different time a bargain-issue?

Either way does not improve travel time. I prefer mornings to prepare for teaching.

NO LATE START. WE ALREADY START LATER AND END MUCH LATER THAN ALMOST EVERY SINGLE HIGH SCHOOL IN THE NATION.

Set PLC expectations for the year at the start of the year (sending out a request the morning of PLC days does not feel useful nor thoughtful). Each quarter could have an exit ticket for PLC - 1st quarter - goal setting & how to measure, 2nd qrt - alignment of grading, etc. so the PLC groups have an over-arching guideline but also flexibility to discuss what their teams need to discuss.

Question - what Paly PLC's reflect our core values? Moonshot ideas? Could that be a PLC?

This question should be a one choice answer - I don't think you'll be able to aggregate the data properly here.

If a later start time was adopted, it would negatively impact the amount of time it takes for many teachers to commute home after work. Many teachers cannot afford to live in Palo Alto or its surrounding areas due to a high cost of living factor (COL) and, thus, have to live as far as or further than cities such as San Jose, Redwood City, Campbell, and even Morgan Hill. If a later start time were to be implemented, teachers would get out of school during prime traffic hours and have to deal with an even longer commute home. This would not only affect our ability to collaborate and provide valuable contributions in our PLCs and meetings, but longer commute hours in traffic will also negatively impact mental and physical health, stress, and productivity in general.

Asking teachers to be here for meetings and PLC time before 8:00 would be incredibly challenging for any teacher who has kids to drop off. This would severely hamper family schedules.

Why should PLC/meetings move to before school and the school start time be delayed? Moving PLC/meetings to before school is a preferable alternative to a later start day.

I think the day should start at 8:15 so we can continue to have PLC and staff time after school where attendance will be better.