

INNOVATIVE SCHEDULE COMMITTEE MINUTES

Meeting Date: November 7, 2017

Members Present: Radhi Dhall, Kimberly Diorio, David Foster, Aimee Fuller, Jenny Gardiner, Sam Howles-Banerji, Samantha Hwang, Sue La Fetra, Sam Moore, Erik Olah, Susan Shultz, Corrie Sid, David Simoni, Misha Stempel, Nathan Strope, Andrea Struve, Kristina Vetter, Maurice Wang **Members Absent:** Steve Sabbag **Support Staff Present:** Christa Brown, Ken Yale

Decisions Made:

- ISC approved the Desired Outcomes statement by consensus

Issues Bin:

- Is it realistic to do a 4/4 semester schedule, where students take only 4 classes per semester, each for a full year of credit?
- How would our decisions around InFocus impact the class that it's connected to?

Action	Who's Responsible?	By when?
Read the 2 remaining required readings for the next ISC meeting	All ISC members	11/14/17
Send PowerPoint of research findings to facilitator for distribution to ISC	Research Subcommittee	11/14/17
Send WASC schedule recommendations to facilitator for distribution to ISC	Kim	11/14/17
Send additional sleep research study to facilitator for distribution to ISC	Kristina	11/14/17
Send final Desired Outcomes, Chalk Talk synthesis & Hot Button survey tally to ISC	Ken	11/14/17
Implement subcommittee action plans	All subcommittees	Ongoing

Additional Notes:

Welcome & Team Building

- Today's meeting will focus mainly on reaching consensus on the Desired Outcomes statement and reviewing schedule research.
- The terms and rationale for the ISC Participation Agreement were reviewed. As a condition of ISC membership, all members are expected to attend all meetings, even when unanticipated schedule conflicts arise, unless there is a serious medical situation,

personal emergency, or urgent professional matter directly related to Paly. Remote attendance is not an alternative to being physically present and does not fulfill the requirements of the Participation Agreement, except in those limited circumstances. A few exceptions were made for individual situations at the time the Participation Agreements were signed.

Desired Outcomes: Consensus

- ISC discussed a revised draft on the desired outcomes of any new schedule. The document address the outcomes for students, parents and staff that we want a new schedule to contribute to, promote, and support. After some editing, consensus was reached on the document, “Desired Outcomes For A New Bell Schedule”, which is posted on the “About Us” section of the ISC website.
- The Desired Outcomes statement is a second milestone in the overall consensus process, after the ISC Community Agreements. The Desired Outcomes statement is a basis of unity for the committee, an agreement among all members on what we are trying to accomplish, even though there may be different ideas at this point on the best schedule to accomplish these outcomes. The Desired Outcomes statement provides a framework and criteria for evaluating alternative schedule models. It will be an important tool for publicly messaging the rationale for our work and decisions.

Learning From Schedule Research

- ISC’s Research Subcommittee reviewed dozens of articles over the past month and presented a summary of their findings to the full committee today. The key points are highlighted in their PowerPoint presentation, which is posted on the ISC website. This was the second session on schedule research, following the presentation by Dr. Denise Pope at the retreat. A third discussion on schedule research is planned for the next meeting.
- The Research Subcommittee sent a list of required and recommended readings to all members before the meeting. ISC discussed three of the required articles today, focusing on the impact of adolescent sleep on student learning and well-being. The articles:
 - “Sleep Insufficiency, Sleep Health Problems and Performance in High School Students”, by Ming, et al.
 - “Sleep Patterns and Mental Health Correlates in U.S. Adolescents”, by Zhang, et al.
 - “Delayed School Start Times and Adolescent Sleep: A Systemic Review of the Experimental Evidence, by Minges & Redeker
- Comments from individual ISC members during the discussion included:
 - The research shows that overall, a later start time results in students getting more sleep, rather than just delaying bedtimes and getting the same amount of sleep.
 - I’d like to see how it would work to make a change in start time to as late as 9:30 a.m.
 - A 15-minute later start time may not seem that significant, but it still shows we’re encouraging more sleep
 - If ISC demonstrates an effort to promote a healthier sleep schedule, it sends a message that others will hopefully follow
 - What impact would a 15-minute later start time have at the end of the day?

- Would teachers be opposed to leaving school later?
- What if the staff PLC time was switched to the morning before school so students could sleep later?
- We tend to want to keep the current start time, but there are other important factors to consider
- It's important to have a consistent wake and sleep time. An inconsistent start time, even if starting at 9 a.m., can have negative effects on sleep patterns.
- A later start time will be beneficial, no later how much later.
- Some Paly courses include curricula on healthy sleep. The school community needs to understand more about the brain research and science of sleep.

Hot Button Issues: A Deeper Dive

- The next step toward ISC consensus will be working on building agreement on as many hot button issues as possible. Hot Buttons are issues that could have a major impact on schedule design AND are potentially controversial within ISC and/or the school community. At a previous meeting, ISC identified and ranked 13 key hot button issues, which are posted on the ISC website.
- Today the committee took a second survey on the 13 hot buttons to gauge the current range of opinion on each, and identify the areas of greatest agreement and differences in perspective. The survey will be tallied by the facilitator and used to focus future ISC discussions and subcommittee work on the most controversial and impactful issues.

Issues Bin Revisited

- Most of the remaining Issues Bin items from previous meetings were addressed:
 - Q: Can “free and reduced” breakfast be served before school starts?
 - A: This is an important equity issue, but policy issues are beyond ISC’s purview.
 - Q: How will the starting date of any schedule change be determined, and by whom?
 - A: Any schedule change will go through 4 phases: recommendation, decision, preparation, and implementation. The starting date would depend on how different the new schedule was from the current schedule, which would impact how much preparation time is needed for implementation. It is expected that the key decision makers on starting date would be the principal and whomever is involved in implementation planning.
 - Q: In the “Decision Making” document that provides a definition of consensus process, what is meant by the statement that members make “a sincere effort to address all legitimate concerns”? How do we know which concerns are “legitimate”?
 - A: We’ll be addressing consensus process in much more detail in a few meetings.
 - Q: What were the WASC recommendations related to the schedule?

- A: The full WASC report was emailed to ISC members. Four key recommendations were:
 - “Explore use of a revised bell schedule or creative ways to capture additional collaboration time”
 - “Reconsider use of tutorial time to maximize learning opportunities for students and teachers on campus. (examples may include Genius Hour or 20% time)”
 - “Pilot revised bell schedule with embedded time for PLC’s”
 - “At end of the year, assess effectiveness of revised schedule in terms of providing teachers with additional time for collaboration”

- Q: What are the concerns about “C” day?
- A: Many of these were raised in the ISC Chalk Talk activity and addressed in Dr. Denise Pope’s presentation. They include stress caused by homework and test loading, excessive number of transitions each day, and the depth of teaching and learning. This will be discussed further when we get to schedule design.

- Q: Timing and location of InFocus?
- A: This is now on the Hot Button list for future discussion.

- Q: What kind of schedule would reduce stress for students?
- A: That’s part of ISC’s charge, and the committee’s decision will be its answer.

- Q: Why do students choose certain classes, e.g., 2 sciences, 4 AP’s, etc.?
- A: This is an important question that gets at some root causes of stress and the district culture, but it’s beyond ISC’s purview.

- Q: Policy issues regarding no homework days, etc.?
- A: Policy making is beyond the purview of this committee.

- Q: How is ISC defining “learning” and “wellness” as stated in the ISC charge and related documents?
- A: For our purposes, see our proposed Desired Outcomes. The PAUSD SEL committee (SCC) and the Paly WASC report address these issues in greater detail.

- Q: Should staff well-being be explicitly included as an overall desired outcome of the schedule in addition to student well-being?
- A: Yes, the committee reached consensus on this today.

Closure

- The next meeting will be held on 11/14. It will focus on further discussions of the schedule research and the hot buttons.