

# INNOVATIVE SCHEDULE COMMITTEE MINUTES

**Meeting Date: February 20, 2018**

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

## **Decisions Made:**

- ISC unanimously selected a new schedule for 2018-19, pending approval by the PAUSD Board of Education.
- ISC decided that ongoing evaluation data should be collected on the effectiveness of the new schedule in achieving desired outcomes so that adjustments can be made as necessary in future years.

## **Issues Bin:**

- Investigate any contract language related to teachers being available to students before school.
- Investigate busing options for flex start time

<b>Action</b>	<b>Who's Responsible?</b>	<b>By when?</b>
Work on written report document for Board and public	Andrea	3/7/18
Convene Board Presentation Subcommittee and prepare Board presentation	Subcommittee members	TBD
Develop a public communications plan and guidelines for speaking to media	Kim	TBD
Schedule a final celebration, including appreciations activity & debrief	Facilitator	TBD

## **Additional Notes:**

### **Welcome and Team Building**

- This was the final ISC meeting. Time was provided for public comment at the beginning of the meeting, with speakers advocating for their schedule preferences regarding start times, end times, consistency, extracurricular programs, sleep, "C days" and the availability of Paly mentors for after-school programs at the middle schools.

## Schedule Decisions

- The following guiding questions framed ISC’s decisions today about a new schedule:
  - What schedule will ISC select to best serve the overall interests of Paly students, staff, and families?
  - How does our selected schedule reflect, support, promote and/or contribute to ISC’s Desired Outcomes, Required Criteria, community feedback and key research in the field? *(Note: The Desired Outcomes and Charge/Deliverables/Required Criteria documents provide key criteria that any selected schedule must meet, and can be viewed on the ISC website, <http://paly.net/ISC>)*
- The committee affirmed guidelines for consensus decision making and clarified some schedule parameters that were uncertain in the prior meeting. Advisory period length can be 40 or 45 minutes. 25 minutes per week must be allocated for InFocus, in either 5 or 10 minute lengths. Brunch can’t be scheduled before 9:30 because that would incur additional unbudgeted staffing costs.
- ISC members engaged in discussion about a set of schedule options. In the past month, ISC has analyzed and debated 11 different schedule types and over 30 versions that “tweaked” different features of these types. As articulated in the Desired Outcomes document, it was noted that there is no “perfect schedule”, and that every schedule establishes a structure that requires different trade-offs, making certain goals and activities easier and others more challenging.
- ISC reached a unanimous decision on a new schedule for 2018-19, pending approval by the PAUSD Board of Education. This schedule is available on the ISC website, <http://paly.net/ISC>. Two ISC members were ill and unable to attend today, but they subsequently affirmed their support and consensus on the schedule decision.
- The new schedule rotates between “odd days” (Periods 1, 3, 5, 7) and “even days” (Periods 2, 4, 6), with a “O Period” that offers only PE classes on Mondays through Thursdays. Other key features include:
  - 80 minute lengths for Periods 1 – 7; 50 minutes for “O Period”
  - No “C days” (7-period days) to reduce stress caused by weekend homework overload, test stacking, and too many transitions
  - A start time of 8:30 a.m. on odd days and 10:05 a.m. on even days
  - Student Flex Start, from 8:30-9:50 on even days (optional attendance)
  - Teacher PLC/Staff Flex start on even days, 50 minutes minimum
  - An end time of 3:35 every day
  - Consistency throughout the school day including lunch
  - Shorter tutorial, four days per week, with attendance taken. We envision tutorial to be a time for additional academic supports, while allowing for increased student-teacher connections and/or to simply get a head-start on homework.
  - Advisory period once a week, increased to 40 minutes, to include social-emotional learning curriculum
  - One 10 minute InFocus every other day

- The most innovative feature of the new schedule is a “Student Flex Start” every other day from 8:30 to 9:50 a.m., and a “Teacher PLC/ Staff Flex Start” for at least 50 minutes within that time. The flex start is a creative solution that enables students and staff to make their own choices about how to best address a range of diverse needs, interests, and preferences related to their well-being.
  - Students will have complete autonomy to decide if and when to arrive at school before their first class on even days, and how to use that time. No attendance will be taken or credit awarded, but there will be a variety of supports, activities and facilities available to students whenever they arrive. The library, testing center, peer tutoring center, student center, Peery Family center, and Wellness Center will be open and accessible to students during student flex start. Other options may include bringing in community partners to do informal enrichment activities, as well as student-directed projects or community service activities. Generally, students will not have access to teachers during student flex start unless special arrangements have been made, as teachers will be in staff or PLC meetings (professional learning communities) during this time.
  - Flex start addresses many of the concerns and features the community has asked for and the research supports. ISC was challenged to resolve conflicting preferences between those who prioritized more consistency in wake-up times and school start times, even if that required an earlier start vs. those who prioritized a less hectic schedule and later start times consistent with the research on adolescent sleep and the recommendations of many medical and educational professionals, even if that required a more variable start. The Flex Start bridges these preferences by providing students with a choice on even days to 1) arrive at a consistent time, i.e. at the same time they arrive on odd days, or 2) arrive any time before their first class at 10:05, or 3) not arrive at school until their first class at 10:05. This accommodates a student, for example, who prefers a consistent morning schedule or needs to be dropped off by parents at the same time every day, as well as a student who prefers to arrive part way through flex start to avoid the traffic crunch, but still have some time on campus before the first class. Those who choose to arrive just before their first class on even days can choose how to use their time before coming to school, including whether or not to have a consistent wake up time every day and whether or not to sleep in on even days.
  - Teacher PLC/Staff Flex Start provides more weekly collaboration time for teachers, which will benefit the quality of instruction, and gives staff choices about when to meet within the flex period. Teachers will be expected to meet for at least 50 minutes during their flex start, but can choose to meet longer if desired. This additional collaboration time was recommended in the WASC report. It will help Paly make substantial progress on school wide goals, which in turn support student learning.
- ISC decided that ongoing evaluation data should be collected on the effectiveness of the new schedule in achieving desired outcomes so that adjustments can be made as necessary in future years.
- ISC considered a number of additional features that were not adopted, but that could be considered in future years, including:

- Rotation of periods within a half day so that the advantages and disadvantages of start times for each class period are spread more evenly among all classes, e.g., to mitigate the effects of students always coming tired or hungry to the same class, or missing the same class for athletics.
- An intersession/May term that would provide several weeks of special electives between semesters or toward the end of the school year. More study and discussion is needed before considering this further.
- A 2-3 week pilot of the new schedule at the end of the 2017-18 school year. ISC members rejected this idea and preferred instead that good evaluation data is collected as part of the plan for implementing the new schedule.
- No decision was made about special or minimum day schedules because they will first need to be adjusted to ensure that the state’s annual instructional minutes requirement is met. ISC decided to cancel its previous decision to pilot an “Innovative Day” once each semester during a special day schedule for this same reason.

**Board and Public Communications Plan**

- Andrea will send a first draft of the Board report document to ISC members for feedback around the first week of March, with a goal of having a final draft by March 7.
- ISC doesn’t know yet when the schedule will be presented to the PAUSD Board of Education, and whether or not there will be a formal presentation. A Board Presentation Subcommittee was formed in case the presentation is needed. Subcommittee members will create a PowerPoint presentation and be prepared to answer questions from Board members.
- Volunteers for the Board Presentation Subcommittee include: Misha, David, Maurice, Sam M., Radhi, Erik, Sam H-B, Samantha, Kristina, and Nathan.
- The discussion on a public communications plan and guidelines for speaking to the media was postponed until Kim returns.

**Closure**

- ISC members agreed to defer the appreciations activity and final debrief discussion to a future date to be determined when all members could be present, and to combine it with a celebration of our work together.
- When the new schedule is approved by the Board, a smaller working group will be formed to assist with the rollout, implementation and ongoing evaluation of the schedule for next year.