

### School Start Time and High School Schedule Survey: Open-Ended Analysis

In this summary is an analysis of high school teachers' responses to open-ended questions in Lake Washington School District's School Start Time and High School Scheduling Survey.

Responses to the open-ended questions related to each of the three options were analyzed and categorized into considerations for the task force. Considerations are broad areas to be reviewed to make the option works. Below is a ranking based on the number of mentions under each consideration.

<b>Option I: 7<sup>th</sup> period + 25 minutes</b>	<b>Option II: 7<sup>th</sup> period + 15 minutes</b>	<b>Option III: Trimesters + 30 minutes</b>
Teachers (110)	Teachers (89)	Academic Quality (170)
Academic Quality (88)	Academic Quality (84)	Three Options Presented (85)
School Schedule (84)	School Schedule (76)	Teachers (61)
Students (33)	Three Options Presented (54)	Students in Advanced Courses (50)
Three Options Presented (18)	Students (25)	School Schedule (26)
Additional Information Requested (12)	Students in Advanced Courses (7)	Students (26)
Students in Advanced Courses (11)		

Options I and II have the same top three considerations based on number of mentions. Also, the number of mentions for each of the top three considerations are very close. For Option III, academic quality received double the number of mentions than the second-ranked consideration, mostly attributable to a range of concerns raised about the potential effect of the trimester schedule on academics.

Considerations were further broken down into themes where related comments were put together to see what was most important to respondents. Themes make it easier to get a general idea of concerns or guidance contained in the respondents' comments. Below is a ranking of the topic six themes for each option based on the number of mentions.

<b>Option I: 7<sup>th</sup> period + 25 minutes</b>	<b>Option II: 7<sup>th</sup> period + 15 minutes</b>	<b>Option III: Trimesters + 30 minutes</b>
Assign teachers five periods with two prep periods. (46)	Ensure schools have the flexibility to design their own schedule including blocking periods and length of class time. (43)	This is not my preferred option. (72)
Ensure schools have the flexibility to design their own schedule including blocking periods and length of class time. (38)	Assign teachers five periods with two prep periods. (34)	Look at the impact on students taking advanced courses focusing on challenges with the trimester schedule. (50)
Consider how changing school start and end times impact students, extra-curricular activities and staff. (38)	Consider how changing school start and end times impact students, extra-curricular activities and staff. (33)	Ensure continuity of learning. (34)
Clarify the number of assigned classes and prep periods teachers will have. (31)	This is not my preferred option (33)	Ensure the credits required to graduate are appropriate for all students. (31)
Provide adequate compensation and staffing. (26)	Provide adequate compensation and staffing. (27)	Hold core academic classes all three trimesters. (28)
Consider what will be offered in 7 <sup>th</sup> period including an expansion of elective offerings (24)	Ensure the reduction in instructional time doesn't negatively impact student achievement (26)	Provide time for teachers to revise the curriculum. (22)

Options I and II share four common themes based on the number of mentions in the open-ended questions. Option III does not share any common themes with the other options.

**SECTION I: OPTION I THEMES**

The following section summarizes comments regarding a high school scheduling option that consists of adding a seventh period and 25 minutes to the high school day. This scheduling option would provide students the opportunity to earn seven credits a year, with 28 total credits over four years. This schedule would provide for 135 hours of instruction per credit.

**If the task force selected Option 1, what should we consider to make it work?  
Considerations, Themes, Number of Mentions, Sample Quotes**

Consideration	Major Themes/Number of Mentions	Sample Response
Teachers (110)	Assign teachers five periods with two prep periods. (46)	<p>“Teachers should have five periods of classes and two planning periods. The increased hours of instruction compared to option two is much better for students and teachers.”</p> <p>“Teachers will want to only teach 5 periods. 1.0 FTE should be 5 periods.”</p>
	Clarify the number of assigned classes and prep periods teachers will have. (31)	<p>“What does the student load look like; how many periods teachers will have to teach each day.”</p> <p>“Figuring out teacher schedules (1-6 vs. 2-7, adding a prep period, etc.).”</p>
	Provide adequate compensation and staffing. (26)	<p>“Providing adequate compensation for teachers' additional time.”</p> <p>“Hire enough teachers to offer a variety each period.”</p>
	Provide time for teachers to revise the curriculum. (7)	<p>“Time and work involved in cutting standards to eliminate 15+ hours of instruction from our current curricula.”</p>
Academic Quality (88)	Consider what will be offered in 7 <sup>th</sup> period including an expansion of elective offerings. (24)	<p>“Require PE, art/music as one of the 7 each year = don't let students overload on academic (AP) courses, they are already overstressed.”</p> <p>“Provide options for upper class men to do internships opportunities with local businesses.”</p> <p>“Make sure to keep zero period as an option for classes such as Jazz Band to allow access to all students who would like to participate in this advanced offering. Check in with music teachers to see how alternate start times effect the elementary band and orchestra programs.”</p>
	Keep homeroom, study hall and intervention time. (21)	<p>“HR-type options. Many students benefit from this time. If cut significantly, it will end up cutting into class time.”</p> <p>“maintaining study hall/intervention time.”</p>

Consideration	Major Themes/Number of Mentions	Sample Response
	Reduce or eliminate homeroom/intervention time (5)	"rethinking the effectiveness/need for homeroom and ACT time"
	Ensure the reduction in instructional time doesn't negatively impact student achievement. (18)	"The lower number of instructional hours per credit will lower the academic achievement of all students, especially in core academic classes."
	Ensure the number of credits required to graduate are appropriate for all students. (18)	"Don't raise the credit requirement so high that students will struggle to graduate again."  "Assure that additional credit options are appropriate for college bound and work bound students."
	Consider making 7 <sup>th</sup> period optional. (8)	"make sure that most kids have 6 periods except for kids who need to make up credits or kids who want to take higher level classes."
School Schedule (84)	Consider how changing school start and end times impact students, extra-curricular activities and staff. (38)	" No earlier start time....truancy would increase."  "Do not start the HS day so late that students/teachers have difficulty with after school sports and clubs."  "The impact of a later start time and adding minutes to the day on athletics."
	Ensure schools have the flexibility to design their own schedule including blocking periods and length of class time. (38)	"Allow school to set their individual bell schedules (block, modified block, or standard schedule).  "Consider blocking as the best way to do this, as seven periods each day will overwhelm many students and teachers, and as one seventh of a school day is inadequate time for a thorough lesson plan."  "Block schedule is not a good option for all courses because some of us need to see students more frequently but for shorter amounts of time due to cognitive burn and needing to practice the skills more frequently."  "Schools need to have the option to block this schedule as many days a week as they want (including every day, with alternating weeks)."  "Make sure the classes are at least 50 minutes and not 45 minutes. 50 minute classes is more important than ACTime."

Consideration	Major Themes/Number of Mentions	Sample Response
	Consider expanding Metro bus use for high school students. (8)	<p>“Please consider using Metro busing as an option, this would allow a more flexible daily schedule.”</p> <p>“I believe it is important to make sure that the transportation system operates around the bell schedule and not the other way around.”</p>
Students (33)	Ensure students have a balanced and manageable workload in terms of classes and homework. (22)	<p>“All of these options will increase student's workload. This is less contact time, for more classes- this will mean most teachers will need to assign more work for students to do outside of class (since we will see them in the classroom less and we are not reducing the curriculum).”</p> <p>“Teachers will need to keep in mind that students now have an extra class, so please do not overload kids with HW.”</p>
	Provide support for students who struggle to keep up with the workload. (11)	“The ability of a struggling student to pass 7 classes is less likely than passing 6. The reduction of contact time makes for more work to be done outside of school and the struggling students do not do work at home.”
Three Options Presented (18)	This is my preferred option. (18)	<p>“I like this options. It would work for the students.”</p> <p>“This is the best option of the three. IF we do this we can make sure that we lose as little instruction time as possible compared to our current schedule. It will keep most of our same structure and be the least disruptive to students.”</p>
Additional Information Requested (12)	See outstanding questions posed by survey respondents (12)	<p>“Do our schools have space for more staff that will be needed to teach these additional classes?”</p> <p>“What is the difference other than time between option 2?”</p>
Students in Advanced Courses (11)	Look at the impact on students taking advanced courses. (11)	<p>“Schools limit the number of Honors/AP courses students take.”</p> <p>“That there is enough class time for AP Classes.”</p> <p>“Start the school year earlier so having fewer class hours doesn't impact AP/Cambridge testing.”</p>

**SECTION II: OPTION 2 THEMES**

The following section summarizes comments regarding a high school scheduling option that consists of adding a seventh period and 15 minutes to the high school day. This scheduling option would provide students the opportunity to earn seven credits a year, with 28 total credits over four years. This schedule would provide for 130 hours of instruction per credit. Due to the similar nature of the first and second scheduling options presented in the survey many of the common themes are similar.

**If the task force selected Option 2, what should we consider to make it work?  
Considerations, Themes, Number of Mentions, Sample Quotes**

Consideration	Major Themes/Number of Mentions	Sample Response
Teachers (89)	Assign teachers five periods with two prep periods. (34)	<p>“Teachers will expect to only teach 5 classes like they normally do. Asking them to teach 6 classes would cause a lot of acrimony and would be very contentious.”</p> <p>“Teachers receive 2 prep periods or staggered start and end times.”</p>
	Provide adequate compensation and staffing. (27)	<p>“If teachers will be required to stay longer, due to the extended day, make sure they are paid for their extra time.”</p> <p>“hire enough staff to accommodate 1-6, 2-7 schedules.”</p>
	Clarify the number of assigned classes and prep periods teachers will have. (21)	<p>“How does it affect teachers' schedules/FTE's? Will teachers' schedules be considered at all?”</p> <p>“a 7th period does create more work for our students and teachers. How would planning periods work, and how would pay be affected?”</p>
	Provide time for teachers to revise the curriculum. (7)	<p>“Time and work involved in cutting standards to eliminate 20+ hours of instruction from our current curricula.”</p>
Academic Quality (84)	Ensure the reduction in instructional time doesn't negatively impact student achievement. (26)	<p>“Impact of less instructional time.”</p> <p>"consider how this will affect the content that can be covered in much less amount of instructional time."</p>
	Keep homeroom, study hall and intervention time. (21)	<p>“Our students already have too much going on in their lives. Adding an additional class just adds to the problem. If this option is chosen, then a study hall period would be helpful for students who are on track to graduate.”</p> <p>“Make sure there is intervention time – this is a must.”</p>
	Consider what will be offered in 7 <sup>th</sup> period including an expansion of elective offerings. (16)	<p>“That there are enough electives offered throughout the day (not AP classes) for students to take. Currently electives are</p>

Consideration	Major Themes/Number of Mentions	Sample Response
		<p>really hard to get, this would make it even harder.”</p> <p>“Providing quality options for the additional 4 credits beyond the current graduation requirements in all areas.”</p>
	Ensure the number of credit required to graduate are appropriate for all students. (11)	<p>“Students who want to take only 24 in a 28 credit system.”</p> <p>“What to do with seniors second semester senior year.”</p>
	Reduce or eliminate homeroom/intervention time. (7)	<p>“Do not add in more school time with homeroom and intervention time. That makes the day too long. Reduce HR and intervention to just once a week.”</p>
	Consider making 7 <sup>th</sup> period optional. (3)	<p>“Students should not be forced to take 7 classes, it should be an option and it should not be allowed for 9th graders. 1 more class of homework doesn't help students graduate, and it allows our high-end kids to take an additional AP class, which will further their pressure and stress.”</p>
School Schedule (76)	Ensure schools have the flexibility to design their own schedule including blocking periods and length of class time. (43)	<p>“Allow individual high schools flexibility in how they schedule the periods (full block, modified block, no block, etc.)”</p> <p>“This needs to be blocked to increase the amount of instructional time with students.”</p> <p>“That each class is at least 50min.”</p> <p>“Schools need to have the option to block this schedule as many days a week as they want (including every day, with alternating weeks).”</p> <p>“The challenge is to create a block schedule that works well. The Bellevue model would be my preference. This also doesn't change very much, and I feel that the classes may not result in as much learning as otherwise might happen.”</p>
	Consider how changing school start and end times impacts students, extra-curricular activities and staff. (33)	<p>“Keep start times for high schools as they are.”</p> <p>“Start the school day as early as possible. I believe getting up early builds character. Also, it is important for students to have a balanced life. Getting out of school sooner rather than later allows students’ the opportunity to participate in extracurricular activities, and even to get a part time job.”</p>

Consideration	Major Themes/Number of Mentions	Sample Response
		<p>“If we could do the 7:45 start time, this would change the schedule the least, which would make transition smooth for our students.”</p>
<p>Three Options Presented (54)</p>	<p>This is not my preferred option. (33)</p>	<p>“Don't really understand why we would opt for less instructional time than Option 1, putting even more pressure on us to make up for lost time “</p> <p>“This option is bad. Classes would average to be 50 minutes long if we can afford 25 minutes why do 15?”</p>
	<p>This is my preferred option. (15)</p>	<p>“By only our adding 15 minutes it reduces impact on everyone involved.”</p> <p>“This schedule is my favorite because I feel an alternating block schedule could really prepare students for college. They won't have every class every day, so this will help prepare for that type of schedule, time management, and focusing during longer classes.”</p>
<p>Students (25)</p>	<p>Ensure students have a balanced and manageable workload in terms of number of classes and homework. (17)</p>	<p>“This is a really, really, low amount of time per credit- it would increase the homework load of students a ton because the amount we have to teach has not decreased.”</p> <p>“The administration would need to put into place a culture of less homework. One more period per day, along with shorter periods, means students would have a lot more homework with our current culture. If you think we have stressed and anxious students now, wait until a 7 period day.”</p>
	<p>Provide support for students who struggle to keep up with the workload. (8)</p>	<p>“How will 7 periods of work, with less class time for learning (and therefore more homework time each day to make up for it), benefit the students who are not able to learn the content in 6 classes (with more time and less homework?)”</p>
<p>Students in Advanced Courses (7)</p>	<p>Look at the impact on students taking advanced courses. (7)</p>	<p>“For all options: Lower contact hours will impact AP courses, consideration for school start dates relative to AP Exam dates would help ensure lower contact hours are put to good use. Longer school days may increase burnout/fatigue for students, especially with regards to homework expectations for an additional course.”</p>

<b>Consideration</b>	<b>Major Themes/Number of Mentions</b>	<b>Sample Response</b>
		"Schools limit the number of Honors/AP courses students take."

**SECTION III: OPTION 3 THEMES**

The following section summarizes comments regarding a high school scheduling option that consists of adding 30 minutes to the high school day and moving to a trimester schedule with five classes per trimester. This scheduling option would provide students the opportunity to learn 7.5 credits per year, with 30 total credits over four years. The schedule would provide for 130 hours of instruction per credit.

**If the task force selected Option 3, what should we consider to make it work?  
 Considerations, Themes, Number of Mentions, Sample Quotes**

Consideration	Major Themes/Number of Mentions	Sample Response
Academic Quality (170)	Ensure continuity of learning. (34)	<p>“Make it so that students do not have 2 trimesters of science and then a 1 trimester break before summer. That would mean almost 6 months without studying science or math, or world language. That kind of a gap in learning could be hard for GPAs and retention.”</p> <p>“The number of issues with this schedule are varied and intense. You would need to consider continuity - students already forget what we teach them over the summer, now you’re going to add ~3 more months to that?”</p> <p>“How is this going to work with sequential math classes or World language classes be able to work? Sometimes a student wouldn’t could have a huge lag time between the next class.”</p>
	Ensure the credits required to graduate are appropriate for all students. (31)	<p>“How can we give the same amount of credit to a student for less seat time? Or would a trimester class only be 0.33 credits?”</p> <p>“Plan for more options for students who want to stop attending high school after earning 24 credits (on track seniors will only need 3 classes their entire senior year).”</p> <p>“If the district credit requirement increases (to prevent early graduation), be sure the increase is minimal, or can be adjusted for struggling students.”</p>
	Hold core academic classes all three trimesters (28)	<p>“All core classes must run for all 3 trimesters.”</p> <p>“Math and Language classes should be in back-to-back trimesters.”</p>

Consideration	Major Themes/Number of Mentions	Sample Response
		<p>“Not taking core classes for a full year will be quite detrimental to student learning and progress from grade level to grade level.”</p>
	<p>Look at the impact on electives. (22)</p>	<p>“Figure out how traditional year-long classes like Band will work.”</p> <p>“How will a student take 4 years of math, science, social studies, English, foreign language, while also taking ANY CTE, PE, Fine/Performing Arts classes?”</p>
	<p>Determine the number of trimesters needed per class and identify challenges with class scheduling. (21)</p>	<p>“Core classes should go all 3 trimesters. Current semester classes that are required for graduation should go 2 trimesters or standards should be reduced.”</p> <p>“Which classes will be considered year-long - 3 trimester classes, which will be 2, and which will be 1.”</p>
	<p>Ensure the trimester schedule and the reduction in instructional time doesn't negatively impact student achievement. (17)</p>	<p>“With the reduction in course hours, it should be an expectation that the amount of content taught is reduced.”</p> <p>“Work hard with departments and teachers to best pack curriculum into 10% fewer hours.”</p>
	<p>Assess impact on students transferring in/out of LWSD. (13)</p>	<p>“We have a lot of students transferring in and out of our school to attend semester classes. Students transferring out may not be able to recover core classes and student transferring may be repeating material.”</p>
<p>Three Options Presented (85)</p>	<p>This is not my preferred option. (72)</p>	<p>“Not a good option for helping kids succeed in high school.”</p> <p>“Please do not consider this option.”</p> <p>“Strongly Do Not want this option: doesn't match up well with other districts and our LWSD middle schools.”</p>
	<p>This is my preferred option. (13).</p>	<p>“I like how this aligns with most post-secondary institutions schedules.”</p> <p>“While trimesters would probably cause the largest headache in terms of curriculum, I think this is the best option as it avoids overloading students with too many classes at once.”</p>
<p>Teachers (61)</p>	<p>Provide time for teachers to revise the curriculum. (22)</p>	<p>“Allow for teacher planning to change curriculum to meet the lower instructional hours.”</p> <p>“Teachers are going to need release time to figure out how to reduce class content down to 130 hours per credit!</p>

Consideration	Major Themes/Number of Mentions	Sample Response
	Provide adequate compensation and staffing. (21)	<p>“Additional FTE is provided, teachers are not teaching more preps than they already are, compensation for extra time.”</p> <p>“Compensation for teachers.... those who teach semester classes are adding a huge number of students to their work load each year!”</p>
	Clarify the number of assigned classes and prep periods teachers will have. (19)	<p>“How are teacher schedules going to work? Do we teach 4 periods every trimester? Still only teach 10 and have a couple preps during some trimesters? Which classes get 3 trimesters vs 2 vs only 1?”</p> <p>“Teachers could be teaching 12 classes in one year. This is a huge difference from 10.”</p>
Students in Advanced Courses (50)	Look at the impact on students taking advanced courses focusing on challenges with the trimester schedule. (50)	<p>“AP class planning is a concern - how will this be addressed in a fair and balanced way between trimesters while accommodating the May testing window?”</p> <p>“For this particular option, which I believe is the least feasible for high school, how would AP classes work in a trimester model. Whether put into 2 shorter trimesters or 3 trimesters, that greatly affects the scheduling and preparation of students.”</p> <p>“How will AP courses be run? I'm guessing many classes will have to run all three semesters - so what will parents say about less course options for their students?”</p>
School Schedule (26)	Consider how changing school start and end times pact students, extra-curricular activities and staff. (18)	<p>“I would like to see the start time at the high school to change and start a tad later as most of the kids I have found aren't morning risers. Thus, the start time at the elementary and middle school would follow suit as well. I think that we would find less late arriving students up at the high school due to this.”</p> <p>“The impact of a later start time and adding minutes to the day on athletics.”</p>
	Ensure schools have the flexibility to design their own schedule. (8)	<p>“Plan how the school will be able to determine which courses are 1 vs. 2 vs. 3 trimesters. Provide admin and teachers with support to be able to teach a 1.0FTE schedule all 3 trimesters (training and resources for all the new electives that will have to exist).</p>
Students (20)	Consider special education, ELL and students who struggle academically. (17)	<p>“How will this schedule effect Special Education students? Specifically, will it actually lessen their options as they must</p>

Consideration	Major Themes/Number of Mentions	Sample Response
		<p>receive specially designed instruction throughout the year.”</p> <p>“If this is the chosen option, accommodations will need to be made for students who learn at a slower pace. This will be difficult for ELLs and SpEd students.”</p>
Additional Information Requested (15)	Outstanding questions posed by survey respondents (15)	<p>“I don't get the sense there is a clear understanding of what this would look like in practical terms nor how it further limits options for our students.”</p> <p>“No details have been provided about what this actually looks like for teachers and students. In particular, what do year-long core classes look like? Are they reduced to two trimesters? We need SO MUCH MORE DETAIL to make a good and informed decision.”</p>

**SECTION IV: OPEN-ENDED RESPONSE**

**Is there anything else that would be helpful for the task force to consider?**

Consideration	Major Themes/Number of Mentions	Sample Response
Three Options Presented (113)	Option Three is not my preferred option. (66)	<p>“Trimesters are a terrible option. I thought that this idea was dismissed already, not sure why it is back in the options. Do not consider this idea.”</p> <p>“ Trimester schedules ask students and teachers to fit the content previously taught over 90 days into a trimester of 60 days. With additional testing requirements, more curricular content, and the current push for high rigor, there is no way that this would be a successful schedule. Some classes may be offered over all three trimesters, but then the purpose of the schedule (to provide flexibility for students to take additional credits for either credit retrieval or exploration) is lost.</p>
	Look at other options not presented. (28)	<p>“ A lot of teachers are wondering why we even need to change our system. How many students are currently failing? Is it worth disrupting the schedule for every student in high school (and elem. and middle) to accommodate the needs of a few students who fail? Couldn't there just be a required 7th period for those students who are failing?”</p> <p>“The focus group of teachers recommended keeping the current 6 period schedule, with additional 0 and 7th period offerings and free summer school. Why is this not even an option? The teachers are the ones who have to implement the schedules. I believe their recommendation should be considered as number one priority. Having to go to summer school was a reason to not fail classes. Now we are trying to figure out a way to "encourage" failure, rather than discourage it.”</p>
	Prefer options with 7 periods. (10)	<p>“Go with the 7 period day and semesters - it will end up giving kids more options for electives.”</p>
	Suggestions for next steps and implementation. (6)	<p>“The district needs to keep in mind that once a choice is implemented, consistency is very important, so that students and families</p>

		know what to expect and can plan accordingly.”
School schedule (82)	Don't want a later start time or dismissal time. (20)	<p>“ If school started later most students I've talked to would just stay up later working on homework. They wouldn't get anymore sleep than they do now unless their homework decreased.”</p> <p>“Pushing the school day back 15-30 minutes doesn't meet the amount of extra time needed for sleep according to the studies you analyzed. It does however, add an extra wrinkle of teachers who commute having to sit in worse traffic. I know many amazing teachers who would consider moving to schools closer to their homes if they were asked to stay an extra hour (between extra time for a 7th period and start time moving), causing other, more drastically impactful issues.”</p>
	Want a later start time. (19)	<p>“Later start time should be considered for immediate implementation. Based on research, high school start times should be no earlier than 8:35am! 8am is still too early.”</p> <p>“ Also why are we not considering "swapping" the elementary and high school start times? This would make much more sense for working parents.”</p>
	Don't make change for 15 to 30 minutes. (16)	<p>“ I don't imagine that starting 30 minutes later will actually have a positive impact on students' total hours of sleep.”</p> <p>“The high school start time might be getting moved by 15 min. 15 min is not a significant amount of time to account for all the changes needing to happen. In reality, I don't think the 15 min later start time would give students "more" time to sleep.”</p>
	Ensure schools have the flexibility to design their own schedule. (9)	“What are some example schedules that high schools could use? Or, would each school be able to write their own schedule?”
	Consider impact of a start time change on other levels. (6)	“Start time changes often impact before and after school care for working parents. Will later start times at elementary school mean students will be dropped off unsupervised? perhaps creating unsafe conditions at elementary schools and leading to office staff watching children?”

	Start elementary schools before high school. (5)	"Why don't we have the elementary schools start at 8 and the secondary schools at 9 or 9:30 like Seattle."
	Other considerations regarding start time. (5)	" Please remember to consider before-school high school music classes (jazz band/choir, etc.) when looking at start times!!!"
	LWSD Transportation (4)	"I know that transportation is a huge part of changing class times. Please consider how early bus riders are asked to arrive on campus. Does it really need to be 30 minutes before class starts or could it be 15 - 20 minutes?"
	Consider expanding Metro bus use for high school students. (3)	"It would be great to have later start times for high schools without affecting elementary. Can LWSD contract with Metro for JHS, EHS, and RHS for special routes? There has to be a way - Bellevue SD does it and it must be less \$\$ than buying busses/hiring drivers."
Teachers (28)	Provide adequate compensation and staffing. (12)	"Teachers that take on these extra classes would receive compensation for their work."  "Staffing-trying to avoid teacher super schedules."
	Clarify the number of assigned classes and prep periods teachers will have. (12)	"The number of preparations for teachers must be considered including limiting the number of classes to prepare for as well as maintaining planning time and the number of hours allowed to teach the district curriculum. Currently, it is difficult to meet state standards in the given hours and all of these options reduce the number of contact hours in each class which makes our job harder to see successful results."
	Impact on bargaining agreement (4)	"There seem to be several contingencies with the schedule that need to be dealt with in bargaining, seems like either the schedule or bargaining are going to get the short end of the stick."
Additional Information Requested (24)	Provide more examples and details on the schedule. (18)	"It is impossible for me to understand these three schedule options without seeing a potential weekly or daily bell schedule. Does the estimate of the number of instructional hours per credit account for leaving Wednesday LEAP the same, leaving the passing periods and lunches the same length, and not include time in tutorial spent on catching students up rather than on instructional?"  "There seems to be a lot of questions and concerns that have not been considered in

		terms of the impact on teachers and students. During the presentation, the majority of our questions were answered with "we haven't considered that". In order to be able to give accurate feedback, we need to see sample schedules from the teacher perspective and how it would impact student's workload."
Academic Quality (23)	Ensure the credits required to graduate are appropriate for all students. (9)	<p>"Adding a 7th period does not necessarily address our students who are credit deficient and have a hard enough time "keeping track" of 6 courses."</p> <p>"All three of these options redefine a credit to be less than our current credit (is 1.00 and will be ~0.90). Can this work the other direction (is 1.00 and will be ~1.10)? Is changing the definition of a credit actually going to help/enable students be successful, or are we redefining success so that more students meet (lowered) requirements?"</p>
	Make 7 <sup>th</sup> period optional. (4)	"I hope that a conversation is started (or continued) about an optional 7th period where students that need the extra support are able to receive this."
	Consider what will be offered in 7 <sup>th</sup> period including electives. (4)	"Please don't forget about electives. These classes give students the ability to find passion, apply knowledge from other classes, find real world skills, and find out what they are good at."
	Look at homeroom/tutorial time. (3)	"Before reducing class-time minutes, homeroom and tutorial time should be reduced."
Students (6)	Ensure students have a balanced and manageable workload in terms of classes and homework (3)	"Please consider all scenarios of students, levels of support, alternative programs (Running Start, WANIC, etc.) to make sure that all students can "fit" these models keeping in mind their health and well-being."
	Consider special education, ELL and students who struggle academically (3)	"Please remember special ed and ELL needs/schedules!"