

Feedback from Parent Bell Schedule Information Meetings

Note: The statements below were collected during the bell schedule parent information meetings held on January 6, 7 and 8 in the high school South auditorium. A total of five meetings were held. The statements are listed in the order they were received.

<u>Question/Statement</u>	<u>Response</u>
Is it (the recommended schedule change) just for next year or for the whole project? What about when we are in one building?	While the high school construction project was the catalyst for the recommended schedule, it was not the sole reason for the recommendation. The schedule will continue to be evaluated in terms of its effectiveness when compared the the values and priorities determined through the information gathering done by the committee. This evaluation needs to be done on an annual basis, including when we are in the new building.
Are classes going to be cut because of block scheduling?	No classes will be eliminated due to the recommended schedule.
How many students took the PAYS (Pennsylvania Youth Survey)?	1,637 students in grades 6, 8, 10 and 12 took the most recent PAYS survey. This represents 73% of the students in those grades. 393 State High seniors took the most recent survey. This represents 64% of the students in those grades.
What percentage of students currently cross the street?	Approximately 67% (two thirds) of students at State High cross the street for at least one class.
When did you know that you were going to have to find other travel routes?	The construction phasing of the high school project became more detailed this fall. School administration became aware of the travel routes between buildings at a meeting with the construction management firm on Thursday, November 20.
Where are teachers going to park?	While specific parking assignments have yet to be determined, additional parking spaces will be made available with the construction of the road going behind the South building

	<p>from O'Bryan Lane to Westerly Parkway. During construction, every effort will be taken to provide a similar number of parking spaces as exist during the current school year.</p>
<p>Where are the busses coming in and out? Is there a chance all students will have to go to the N. bldg for busses?</p>	<p>The road being built behind the South building will allow buses to come on to campus from either O'Bryan Lane or Westerly Parkway. The exact path of travel for buses has yet to be determined. Student bus drop off and pick up will be in the back of the South building and on the Westerly Parkway side of the North building (current location).</p>
<p>How are you going to get 1200 students out of the bldg in the case of an emergency? (Question refers to emergency planning for the South building during construction.)</p>	<p>Emergency plans will need to be updated throughout the building project. The high school traumatic events team, the physical plant office and the construction management team will develop and update these plans throughout the project.</p>
<p>Who makes the decisions to ensure that safety for exiting the bldg?</p>	<p>The high school traumatic events team, the physical plant office and the construction management team will collaborate on safety planning throughout the project.</p>
<p>Is this a done deal?</p>	<p>The bell schedule committee recommendation was shared with the high school faculty on December 16 and 17, with parents and students on January 6, 7 and 8, and with the school board on January 12. The leadership council of student government (approximately 30 students) learned about the recommendation on Thursday, January 15. Additional student meetings will be held in the next few weeks. Based on review of student, parent and faculty input, a final recommendation will be shared with the school board on January 26.</p>
<p>How does lunch work?</p>	<p>There will be 3 lunch periods in each cafeteria (there is one in the North building and one in the South building). Lunch periods will occur during the third period of the day.</p>

	<table border="1" data-bbox="841 212 1416 386"> <tr> <td data-bbox="841 212 1127 279">3/A Lunch</td> <td colspan="2" data-bbox="1127 212 1268 279">11:31 – 12:01 A Lunch</td> <td data-bbox="1268 212 1416 279">12:09 – 1:39 Period 3A</td> </tr> <tr> <td data-bbox="841 279 1127 346">3/B Lunch</td> <td data-bbox="1127 279 1230 346">11:31 – 12:16 Period 3B</td> <td data-bbox="1230 279 1318 346">12:20 – 12:50 B Lunch</td> <td data-bbox="1318 279 1416 346">12:54 – 1:39 Period 3B</td> </tr> <tr> <td data-bbox="841 346 1127 386">3/C Lunch</td> <td colspan="2" data-bbox="1127 346 1268 386">11:31 – 1:01 Period 3C</td> <td data-bbox="1268 346 1416 386">1:09 – 1:39 C Lunch</td> </tr> </table> <p data-bbox="829 401 1370 499">Students will be permitted to eat in other areas of the building with appropriate approval (our current practice).</p>	3/A Lunch	11:31 – 12:01 A Lunch		12:09 – 1:39 Period 3A	3/B Lunch	11:31 – 12:16 Period 3B	12:20 – 12:50 B Lunch	12:54 – 1:39 Period 3B	3/C Lunch	11:31 – 1:01 Period 3C		1:09 – 1:39 C Lunch
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How will this impact the academic options?	<p data-bbox="829 535 1409 961">Access to classes and programs (class choice) was identified as a priority by the bell schedule committee. The proposed schedule allows all students to schedule up to 8 periods of classes and still have lunch. Our current schedule allows students to schedule up to 7 periods and still have a lunch. Some State High students (approximately one-third) currently schedule 8 classes but do not have a lunch on their schedule. The proposed schedule provides increased access to classes and programs.</p>												
Will this affect the ability for students to take PSU classes?	<p data-bbox="829 993 1398 1276">The ability for students to take Penn State courses is an opportunity that needs to be maintained. Administrators, school counselors and learning enrichment teachers will work together on individual student schedules in order to allow access to learning opportunities off the high school campus.</p>												
Is there data that talks about how block schedules impact student learning?	<p data-bbox="829 1308 1403 1486">There is research on school schedules and the impact on student learning. Please see the Parent Meeting Report “Block Scheduling Research” section for more information on this topic.</p>												
What were the thoughts behind thinking block schedule reduce student stress?	<p data-bbox="829 1518 1414 1728">As students will have fewer classes in a day, that can lead to a decrease in the amount of preparation and work for the following day. Ideally, this will allow students greater access to extracurricular, community and social activities.</p>												
Why do our students have higher levels of stress and shouldn't we be doing more than just a schedule change?	<p data-bbox="829 1759 1382 1864">As the problem of student stress has multiple variables, the approach to addressing the issue should have multiple</p>												

	<p>perspectives. The idea of reducing the number of classes students can have in a single day is only one step.</p>
<p>Will the reduced classrooms increase class sizes?</p>	<p>The number of total classrooms in the high school will be reduced during construction. By utilizing classrooms all periods of the school day and constructing additional spaces within the buildings we will be able to maintain class size.</p>
<p>Will online courses still be available?</p>	<p>The bell schedule recommendation does not impact students access to online courses. That option is still available to students and remains unchanged.</p>
<p>What are you going to do for students in sports missing long periods?</p>	<p>One impact of student participation in athletics is missing class due to leaving school prior to the end of the day for away games. While students will still leave early, they will miss fewer classes because of the longer class periods. For example, if a student currently leaves at 1:45 PM, they will miss two classes. With the recommended schedule, a student will only be missing one class. Students will have the entire next school day and the following evening to catch up on missed work and meet with a teacher if necessary. As each student will have a Chromebook/Macbook at the beginning of the second semester this year, student access to posted class notes, etc., is guaranteed. The school district is starting to put wireless access on buses as well.</p>
<p>Students are concerned about how they are going to sit for 90 minutes when they struggle to sit through 47 mins. Is there a way to reduce this concern for the students.</p>	<p>This topic is being discussed with students. Professional development activities at the high school for the last several years have focused on engaging learning activities and the concept of differentiated instruction. Teachers have many options for engaging activities to be used during a class period. Inservice time during the remainder of the school year will focus on lesson planning for extended periods and pacing course curriculum on an A/B block schedule.</p>

<p>Is it possible for students to be in a room without windows all day long?</p>	<p>While we have a number of classrooms in the South building without windows, it is not likely that a single student would be in those classrooms for an entire day. In the event that this would occur, school counselors would make a schedule change for a student.</p>
<p>How about extending the school day?</p>	<p>While this option was reviewed, there are a number of reasons why it was not pursued. We did not want to start our school day much earlier due to what the research says about adolescent sleep. Extending the school day later in the afternoon will impact how much school a student would miss if leaving early for an event and potentially a student's ability to participate in extracurricular, community and social activities. It is estimated that we will need at least 8 minutes between classes. By keeping the same number of classes in a day, students would spend 56 minutes between classes in a single day. Plus, adjusting the school day will not address most of the five values and priorities identified by the bell schedule committee.</p>
<p>This is not a recommendation...by your own language you are saying it is a done deal.</p>	<p>The bell schedule committee recommendation was shared with the high school faculty on December 16 and 17, with parents and students on January 6, 7 and 8, and with the school board on January 12. The leadership council of student government (approximately 30 students) learned about the recommendation on Thursday, January 15. Additional student meetings will be held in the next few weeks. Based on review of student, parent and faculty input, a final recommendation will be shared with the school board on January 26. The final recommendation will be determined through collaboration between the high school administration and central office administration.</p>
<p>You are promising more time but the time is the same.</p>	<p>An analysis of time in different schedules can be found *****</p>

<p>What about students who learn well this way? Are they going to be left behind?</p>	<p>The use of effective learning strategies are the keys to student achievement. Teachers will still use those strategies that lead to student success.</p>												
<p>How do we know the added time will be used beneficially and can you promise it won't be wasted?</p>	<p>Through lesson planning teachers are able to meet course objectives by teaching the curriculum using sound instructional strategies and a variety of assessment techniques. Teachers will continue to plan lessons in this manner and, consequently, use the time each class period in an efficient manner.</p>												
<p>How long will it take for the culture to change to ensure that students and teachers are ready for this?</p>	<p>Change is challenging no matter what is being changed. Supporting teachers through professional development activities is one step to managing this change. In the recommended schedule, most teachers will collaborate with other teachers in their content area every other day. This will allow teachers to share effective strategies, model lessons for one another, discuss student learning, review enrichment/remediation activities, etc. It is important to continue the dialogue about the schedule with students so they have accurate information about the changes.</p>												
<p>Is there a choice for parents to say this will not work for my child and get it stopped?</p>	<p>The continued use of quality teaching and learning strategies is vital to student success. Teachers at State High will continue to use these strategies in their work with students.</p>												
<p>What happens during lunch when they have a 7a (or b or c) lunch? What happens the rest of the period? Some classes will be broken up in the middle, but not all classes lend themselves to that.</p>	<p>Students will have a 30 minute lunch break prior to, during or after the class period.</p> <table border="1" data-bbox="837 1514 1414 1686"> <tr> <td data-bbox="837 1514 1127 1577">3/A Lunch</td> <td data-bbox="1127 1514 1268 1577">11:31 – 12:01 A Lunch</td> <td colspan="2" data-bbox="1268 1514 1414 1577">12:09 – 1:39 Period 3A</td> </tr> <tr> <td data-bbox="837 1577 1127 1640">3/B Lunch</td> <td data-bbox="1127 1577 1230 1640">11:31 – 12:16 Period 3B</td> <td data-bbox="1230 1577 1318 1640">12:20 – 12:50 B Lunch</td> <td data-bbox="1318 1577 1414 1640">12:54 – 1:39 Period 3B</td> </tr> <tr> <td data-bbox="837 1640 1127 1686">3/C Lunch</td> <td colspan="2" data-bbox="1127 1640 1268 1686">11:31 – 1:01 Period 3C</td> <td data-bbox="1268 1640 1414 1686">1:09 – 1:39 C Lunch</td> </tr> </table> <p>Administrators, department coordinators and teachers will work together to schedule courses that are conducive to a break (lunch) in the middle of the period during that time.</p>	3/A Lunch	11:31 – 12:01 A Lunch	12:09 – 1:39 Period 3A		3/B Lunch	11:31 – 12:16 Period 3B	12:20 – 12:50 B Lunch	12:54 – 1:39 Period 3B	3/C Lunch	11:31 – 1:01 Period 3C		1:09 – 1:39 C Lunch
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<p>Are the cafeterias going to be able to serve everyone in this short time period? Will there be adequate seating?</p>	<p>The school cafeterias are able to serve students during a thirty minute time period. While the South building cafeteria has appropriate seating, the North building cafeteria is undersized. We will continue to use the additional seating in the North building auditorium lobby area and will consider additional seating options for other areas. Students will be permitted to eat in other areas of the building with appropriate approval (our current practice).</p>
<p>Will the school make the determination which lunch the student will have? How will the scheduling be made for that?</p>	<p>Currently, student schedules are built using a computer software program. We will continue using that program to create student schedules as it is adaptable to a variety of schedule options.</p>
<p>How early will courses and schedule be posted? And available for perusal and choice selection?</p>	<p>The process and timeline for course scheduling will not change. It is estimated that student schedules will be available for review on August 1.</p>
<p>Student's concentration an issue? Can we have a committed break time for the students during a 90 minute class?</p>	<p>Professional development activities at the high school for the last several years have focused on engaging learning activities and the concept of differentiated instruction. Teachers have many options for engaging activities to be used during a class period. Inservice time during the remainder of the school year will focus on lesson planning for extended periods and pacing course curriculum on an A/B block schedule. In addition to allowing students to use the bathroom, get a drink, etc., in the same manner as is currently used, teachers can utilize transitions between learning activities and other opportunities for students to "refresh" during class periods.</p>
<p>A student is concerned with longer class period - what if I get confused at the beginning of class? Will they be lost for 90 minutes?</p>	<p>As part of the lesson planning process, teachers build in assessment opportunities throughout the class period. Some teachers have expressed a greater ability to help students who are struggling with a concept since they will be in the class for 90 minutes.</p>

<p>My son is in all advanced classes. How will this affect homework? Will the amount of homework increase?</p>	<p>The learning goals for classes will remain the same. Homework should serve the purpose of helping students reach their learning goals and reflect meaningful tasks. As teachers begin planning for their lessons they should be able to provide homework activities that allow for practice, reinforcement of skills, etc. As teachers are able to work together during collaborative time, they will be able to monitor the amount and type of homework they are giving to students.</p>
<p>How will the flipped classroom be impacted by the schedule?</p>	<p>Teachers will still have access to the activities that they find meaningful and effective for student learning. The “flipped classroom” model is still able to be used with extended learning periods.</p>
<p>How will the students be able to learn with all of the construction noise?</p>	<p>Massaro Corporation, the construction management firm who will be coordinating the project, has extensive experience working with schools and other educational institutions. Their priority is to prevent the construction from interfering with teaching and learning activities.</p>
<p>Seniors will primarily be in the North building? Will things be very different next year in terms of what is in the North and what is in the South? Will there be less of an impact on the North building in terms of noise, etc.?</p>	<p>As it is now, the majority of classes for seniors will still be in the North building. It is not anticipated that this will be very different during the 2015-2016 school year. As the construction project continues, classes will continue to be relocated to varying degrees. As the North building is further from the main construction area, it is possible that construction noise will make less of an impact.</p>
<p>Student stress: What about not having three tests in one day, etc.? Will teachers be looking into that and coordinating better?</p>	<p>As a school we need to continue to work to allow for effective communication between teachers regarding the scheduling of assessments, projects, etc. As a student will have a maximum of four classes in a single day with the proposed A/B block schedule, the chance of having multiple assessments in the same day is decreased.</p>

<p>Where does the access for extra time with teachers happen in this schedule?</p>	<p>In the proposed schedule, teachers will be asked to teach three classes each day. There planning time will be 90 minutes one day and 45 minutes the opposite day; 45 minutes during this day will be devoted to collaborative time with other teachers (i.e. - Professional Learning Community). This teaching schedule will result in teachers within each content area being available for “extra help” throughout the day. Teachers can collaborate about both enrichment and remediation strategies during their professional learning community time. Currently, the only opportunity for extra help during the day is in the tutoring center which is open for half of the school day. It is staffed by a paraprofessional and peer (student) tutors.</p>
<p>What if a student ends up with all core subjects in one academic day? That does not seem like lower stress.</p>	<p>In the event that a student ends up with all core subjects in one day, school counselors will work with the student to balance those subjects over two days.</p>
<p>Do you have examples of other schools using block schedule?</p>	<p>There are many schools in Pennsylvania using various types of block schedules. Fox Chapel High School in suburban Pittsburgh and Pennsbury High School in suburban Philadelphia are two schools utilizing a block schedule.</p>
<p>What about 4 day contracts?</p>	<p>Students would not need to pursue four day contracts as lab periods for Science would be part of the class period.</p>
<p>How is this going to match up with middle school schedules?</p>	<p>The practice of allowing middle school students to take classes at the high school will still be available. The middle schools in State College do not currently use a block schedule. Administrators at the high school and middle schools have discussed strategies for continuing to have middle school students access learning opportunities at the high school with minimal disruption to their middle school class schedule.</p>

<p>Did we come up with any other models before choosing the A/B model?</p>	<p>The bell schedule committee analyzed a number of schedules as part of the review process. The committee reviewed the current eight period day schedule, an eight period day with a thirty minute lunch, a seven period day with a thirty minute lunch, a “modified” block schedule - a combination of a block and traditional schedule - and a “four by four” block schedule. The committee also considered a four period schedule with a flex period that would be shorter than the other periods and used for a variety of purposes.</p>
<p>Comment: Central Bucks School District, new to the area, “knows from experience that this works” Concern: with an A/B block -vs- a traditional block, the kids will still have 8 classes in a MP opposed to only 4.</p>	
<p>Have we considered a longer day to provide more options?</p>	<p>While this option was reviewed, there are a number of reasons why it was not pursued. We did not want to start our school day much earlier due to what the research says about adolescent sleep. Extending the school day later in the afternoon will impact how much school a student would miss if leaving early for an event and potentially a student’s ability to participate in extracurricular, community and social activities. It is estimated that we will need at least 8 minutes between classes. By keeping the same number of classes in a day, students would spend 56 minutes between classes in a single day. Plus, adjusting the school day will not address most of the five values and priorities identified by the bell schedule committee.</p>
<p>Is 90 minutes the best format for learning? Can there be a mandated 5 minute break within the 90 minute class?</p>	<p>Professional development activities at the high school for the last several years have focused on engaging learning activities and the concept of differentiated instruction. Teachers have many options for engaging activities to be used during a class period. Inservice time during the remainder of the school year will focus on lesson planning for</p>

	<p>extended periods and pacing course curriculum on an A/B block schedule. In addition to allowing students to use the bathroom, get a drink, etc., in the same manner as is currently used, teachers can utilize transitions between learning activities and other opportunities for students to “refresh” during class periods.</p>
<p>Is there a reason that the block is 4 periods / day? Have you considered a 5 period block?</p>	<p>A four period day allows for classes that are an average of 225 minutes per week. An eight period day with the increased transition time would also have classes that average 225 minutes per week. A five period day would result in a significantly reduced amount of class time.</p>
<p>When you talk about new learning strategies, what are the different strategies for block -vs- traditional schedules?</p>	<p>The focus of our professional development is rooted in Responsive Teaching and Learning. Instructional characteristics that are encouraged include academic literacy skills and engagement of students. This can be accomplished through a classroom climate of inquiry and social learning. Teachers will plan for a variety of instructional strategies so that students can meet the learning goals.</p>
<p>Devil’s Advocate: Why not a 8 pd day w/ 45 minute periods and 8 minutes between periods?</p>	<p>An eight period day with 45 minute class periods results in the same instructional time per class as the recommended A/B block schedule. Furthermore, the issues still existing with some students not having lunch in their class schedule and teachers not having collaboration time during the school day.</p>
<p>How can we defend that this A/B block will result in less HW? It may actually result in more.</p>	<p>The A/B block will allow students to have a maximum of four periods a day, which means that they will have only a maximum of four periods of work each evening. Homework needs to have a purpose and be related to the instructional goals a teacher has for their class.</p>
<p>Could you illustrate how it would work with classes that currently meet two times a</p>	<p>We are still in the process of determining how to best accommodate the scheduling of</p>

<p>week?</p>	<p>classes that currently meet two days per week in the A/B block. Some music programs and drivers safety classes are two examples of classes that do not meet five days per week.</p>
<p>Music: Would they be in a 90 minute rehearsal?</p>	<p>Currently, all classes are scheduled to meet for 90 minutes. Music rehearsals would also meet for 90 minutes.</p>
<p>Can you discuss how the A/B block may impact changes to the SD's virtual options?</p>	<p>There are no plans to change the school district's virtual/online options.</p>
<p>Kids are getting a lot of negative feedback from their teachers. What feedback are you hearing from the teachers?</p>	<p>Teachers naturally have a lot of questions as to how a change in schedule will impact their day. Professional development over the last several years has focused on engaging instructional strategies for students. For the remainder of this year, additional professional development time will be focused on lesson planning and pacing course content for the entire year. The ability for teachers to have collaborative planning time during the school day will allow them to share impactful instructional strategies, review their curriculum and analyze student progress. The support teachers experience through professional development and collaboration will provide the support needed to make the transition to a new schedule.</p>
<p>Clarification: Have we considered each school day being a "new" day so that we would not "skip" a day? Would we format the A/B block so that it is in a 6 day cycle?</p>	<p>The recommendation for the A/B block would be to not "skip" days due to holidays, snow days, etc. For example, if the last day before an extended break was an "A" day, the day students returned to school would be a "B" day.</p>
<p>What are teachers going to do for 90 minutes? (Addition of planning time will facilitate the tools to better utilize that time.)</p>	<p>Inservice activities for the remainder of the school year will focus on lesson planning for a ninety minute class period. The learning goals for classes - what we want students to know, understand and do - will not change. The time for teacher collaboration during the school day will allow teachers to share successful instructional strategies, creative</p>

	lessons, etc.
Can we share the questions with the public?	The questions and responses will be posted on the school district website.
What would happen if a student would miss a day with this more "intensive" class structure?	Students will only miss a maximum of four class periods in a single day compared to six, seven or possibly eight classes in our current schedule. Students will have the entire next school day and the following evening to catch up on missed work and meet with teachers if necessary. As each student will have a Chromebook/Macbook at the beginning of the second semester this year, student access to posted class notes, etc., is guaranteed.
Missing a day of school is like missing two class periods for that subject. How do we handle that?	Students will only miss a maximum of four class periods in a single day compared to six, seven or possibly eight classes in our current schedule. Students will have the entire next school day and the following evening to catch up on missed work and meet with teachers if necessary. As each student will have a Chromebook/Macbook at the beginning of the second semester this year, student access to posted class notes, etc., is guaranteed.
Sports- away games Tue / Thur - students will miss the same class twice in one week.	It is possible that students could miss the same class twice in one week due to away games in sports. Students miss the same amount of time with our current schedule, although that time is spread out over more classes. However, with the rotating A/B schedule, if a student has a Tuesday or Thursday away game the next week, they will miss different classes. One impact of student participation in athletics is missing class due to leaving school prior to the end of the day for away games. While students will still leave early, they will miss fewer classes because of the longer class periods. For example, if a student currently leaves at 1:45 PM, they will miss two classes. With the recommended schedule, a student will only be missing one class. Students will

	<p>have the entire next school day and the following evening to catch up on missed work and meet with a teacher if necessary. As each student will have a Chromebook/Macbook at the beginning of the second semester this year, student access to posted class notes, etc., is guaranteed. The school district is starting to put wireless access on buses as well.</p>
<p>What were some of the alternatives that were considered?</p>	<p>The bell schedule committee analyzed a number of schedules as part of the review process. The committee reviewed the current eight period day schedule, an eight period day with a thirty minute lunch, a seven period day with a thirty minute lunch, a “modified” block schedule - a combination of a block and traditional schedule - and a “four by four” block schedule. The committee also considered a four period schedule with a flex period that would be shorter than the other periods and used for a variety of purposes.</p>
<p>What would the impact be on LE?</p>	<p>Maintaining and even improving the access to classes and programs is one of the values/priorities identified by the bell schedule committee. Administrators, school counselors and learning enrichment teachers will work together on individual student schedules to be sure students can fully participate in the learning enrichment program.</p>
<p>How are you going to handle longer classes like science classes and shorter classes like music classes that are only 1 semester or don't meet everyday.</p>	<p>Specific planning for science courses and music classes is currently underway. The high school administration, Director of Curriculum for Grades 7-12 and the Curriculum Coordinators for Science and Music are participating in this process.</p>
<p>What about loss of class time for AP classes?</p>	<p>With the additional transition time, all classes will lose an average of two minutes per day. The College Board (organization who administers the Advanced Placement program) has a minimum time per week requirement for only one course - AP</p>

	<p>Physics C. Since the requirement is a minimum of 250 minutes per week, the high school administration, Director of Curriculum for Grades 7-12 and the Curriculum Coordinator for Science will work on the specifics for this plan.</p>
<p>What about the fact that music classes will now be meeting every other day, instead of every day, which is not best practice for music education; shorter blocks of time everyday are better for learning music than longer every other day.</p>	<p>Only some music classes meet every day in our current schedule. Very few of our performance groups meet daily. The high school administration, Director of Curriculum for Grades 7-12 and the Curriculum Coordinator for Music are working on the specifics for the schedule that will allow optimal access to offerings for students while maximizing the time in class.</p>
<p>The longer transition time will be wasted time for people who don't have a long walk from one class to another.</p>	<p>One of the challenges we face with the current layout of the high school campus is the long distance between some classes and the relatively short distance between others. We have estimated an 8 minute time between classes, but it may be more based on how class changes go at the beginning of the 2015-2016 school year.</p>
<p>What will study halls look like?</p>	<p>Study halls, like other classes, will last for 90 minutes. Ideally, the 90 minute period will allow students time to complete work, see teachers and access resources throughout the school (e.g. - the library).</p>
<p>Are the teachers on board? This new schedule will not go well if there is not buy in.</p>	<p>Teachers naturally have a lot of questions as to how a change in schedule will impact their day. Professional development over the last several years has focused on engaging instructional strategies for students. For the remainder of this year, additional professional development time will be focused on lesson planning and pacing course content for the entire year. The ability for teachers to have collaborative planning time during the school day will allow them to share impactful instructional strategies, review their curriculum and analyze student progress. The support teachers experience through professional</p>

	development and collaboration will provide the support needed to make the transition to a new schedule.
What about teacher support for teaching the longer class periods and doing a better job of giving appropriate amounts of homework?	As mentioned in other questions, professional development for teachers over the next several months will focus on planning for a 90 minute class period. With the recommended schedule, the collaborative planning time during the school day will allow teachers to discuss their homework assignments and how they relate to course objectives.
This will be a nightmare for teachers trying to plan ahead, so getting work ahead of time, if you know you are going to miss a class, will be even more difficult than it currently is.	Teacher inservice time for the rest of the school year will be devoted to lesson planning for a 90 minute class period and pacing the curriculum over the school year based on these class periods. As the learning goals - what we expect students to know, understand and do - are still the same, teachers will be in a good position to share assignments with students who are going to miss class.
Do you think the teachers will have an overload of kids asking them questions on the days when the class does not meet because they have homework questions that they want answered before the next class?	The opportunity for students to ask questions and receive feedback is imperative for student learning. Students currently need to be prepared for class the next day. An additional day between classes will allow students to, if desired, work with teachers on the day they don't have class in order to be comfortably prepared for class the next following day.
Will you be able to take more than one musical group (i.e. band and orchestra)?	The high school administration, Director of Curriculum for grades 7 - 12 and the Curriculum Coordinator for Music are working to develop a schedule that allows students the same access to music programs as currently exists.