

1. Providing instructional focus and rigor

	Most Important				Least Important	Rating Average	Response Count
Each student has access to coursework that will prepare them to be college and career ready upon graduation.	<b>82.7%</b> <b>(735)</b>	13.3% (118)	3.1% (28)	0.4% (4)	0.4% (4)	1.23	889
Students are able to have a full schedule of classes.	<b>49.4%</b> <b>(440)</b>	31.4% (280)	11.0% (98)	3.5% (31)	4.7% (42)	1.83	891
The length of class periods is conducive to in-depth learning with a high degree of student engagement.	<b>50.5%</b> <b>(447)</b>	33.7% (299)	10.3% (91)	2.9% (26)	2.6% (23)	1.73	886
Teachers are able to provide timely feedback to students.	<b>49.6%</b> <b>(439)</b>	37.5% (332)	10.3% (91)	2.0% (18)	0.6% (5)	1.66	885
Students are able to focus more in-depth on fewer subjects at a time.	<b>28.1%</b> <b>(249)</b>	27.3% (242)	22.7% (201)	11.0% (98)	10.9% (97)	2.49	887
The schedule aligns with Lane Community College and University of Oregon, so that students may more easily enroll in college courses while in high school.	23.4% (208)	<b>25.6%</b> <b>(227)</b>	21.4% (190)	11.9% (106)	17.7% (157)	2.75	888

Comments: 251

answered question 899

skipped question 6

## 2. Supporting the diverse learning needs of our students

	Most Important				Least Important	Rating Average	Response Count
Students are able to accelerate through higher levels of coursework during the school year.	<b>42.3%</b> <b>(375)</b>	39.4% (349)	13.5% (120)	2.8% (25)	1.9% (17)	1.83	886
Students are able to get extra support or recover credits quickly so that they remain on track to graduate.	<b>48.4%</b> <b>(429)</b>	30.4% (269)	15.2% (135)	3.6% (32)	2.4% (21)	1.81	886
Students who transfer between schools have minimal disruptions in their learning.	23.4% (208)	<b>29.6%</b> <b>(263)</b>	24.3% (216)	9.0% (80)	13.6% (121)	2.60	888
					Comments:		113
					<b>answered question</b>		<b>889</b>
					<b>skipped question</b>		<b>16</b>

## 3. Managing class size and workload

	Most Important				Least Important	Rating Average	Response Count
Class sizes are reduced or minimized.	<b>44.9%</b> <b>(381)</b>	32.6% (277)	15.1% (128)	3.5% (30)	3.9% (33)	1.89	849
Teachers have a manageable workload to more effectively personalize instruction and provide more extensive feedback on student work.	<b>58.0%</b> <b>(513)</b>	29.5% (261)	8.4% (74)	2.4% (21)	1.8% (16)	1.61	885
					Comments:		127
					<b>answered question</b>		<b>892</b>
					<b>skipped question</b>		<b>13</b>

#### 4. Providing students with a choice of classes

	Most Important				Least Important		Rating Average	Response Count
Students are able to enroll in a number of electives that meet their interests and broaden their education.	<b>46.5%</b> <b>(406)</b>	36.6% (320)	13.5% (118)	2.1% (18)	1.4% (12)	1.75	874	
Students are able to take courses across the district.	9.0% (79)	19.8% (173)	<b>28.3%</b> <b>(247)</b>	19.2% (168)	23.6% (206)	3.29	873	
Students are able to participate in band, choir, yearbook, drama and similar activities throughout the entire school year.	<b>40.6%</b> <b>(354)</b>	34.9% (304)	16.1% (140)	5.2% (45)	3.2% (28)	1.95	871	
						Comments:	163	
						<b>answered question</b>	<b>874</b>	
						<b>skipped question</b>	<b>31</b>	

#### 5. Building relationships within the school

	Most Important				Least Important		Rating Average	Response Count
The schedule fosters relationships between teachers and students over the school year and over the 4-years of high school.	<b>37.4%</b> <b>(321)</b>	37.1% (319)	17.3% (149)	5.1% (44)	3.0% (26)	1.99	859	
The schedule helps build community among students.	30.9% (267)	<b>38.5%</b> <b>(332)</b>	20.0% (173)	7.0% (60)	3.6% (31)	2.14	863	
						Comments:	105	
						<b>answered question</b>	<b>867</b>	
						<b>skipped question</b>	<b>38</b>	

## 6. Supporting collaboration and efficiency

	Most Important				Least Important	Rating Average	Response Count
The schedule encourages teachers to collaborate to review student performance data, adjust instruction and curriculum, and participate in professional development activities both within a school and across the district.	34.0% (291)	<b>37.7%</b> <b>(322)</b>	16.4% (140)	6.7% (57)	5.3% (45)	2.11	855
The schedule enables the district to use resources more efficiently by aligning operations across schools.	28.9% (248)	<b>34.5%</b> <b>(296)</b>	22.1% (189)	6.0% (51)	8.5% (73)	2.31	857
					Comments:		101
					<b>answered question</b>		<b>862</b>
					<b>skipped question</b>		<b>43</b>

## 7. Additional suggestions, concerns or questions?

	Response Count
	281
<b>answered question</b>	<b>281</b>
<b>skipped question</b>	<b>624</b>

## 8. Please indicate your status with the district:

		Response Percent	Response Count
Student		13.4%	115
<b>Parent or guardian of a current 4J student</b>		<b>69.0%</b>	<b>591</b>
Community member (not a student or parent of a current student)		4.2%	36
Staff member: Licensed		16.1%	138
Staff member: Classified		6.8%	58
Staff member: Building administrator		0.9%	8
Staff member: Central service administrator		0.7%	6
	Other (please specify)		33
<b>answered question</b>			<b>857</b>
<b>skipped question</b>			<b>48</b>

**9. If you are a 4J parent or student, please tell us where you or your student(s) attend school.**

	Churchill Region	North Region	Sheldon Region	South Region	Response Count
Elementary School	19.4% (36)	18.3% (34)	26.9% (50)	<b>37.1% (69)</b>	186
K-8 School	<b>40.0% (16)</b>	5.0% (2)	20.0% (8)	35.0% (14)	40
Middle School	14.3% (36)	11.2% (28)	<b>42.2% (106)</b>	33.1% (83)	251
High School	24.8% (143)	10.2% (59)	<b>33.0% (190)</b>	32.8% (189)	576
				Other (please specify)	29
				<b>answered question</b>	<b>704</b>
				<b>skipped question</b>	<b>201</b>

**10. If you are a 4J staff member, please indicate the place of your primary assignment.**

	Churchill Region	North Region	Sheldon Region	South Region	Response Count
Elementary School	18.0% (9)	26.0% (13)	<b>42.0% (21)</b>	20.0% (10)	50
K-8 School	28.6% (2)	14.3% (1)	<b>42.9% (3)</b>	14.3% (1)	7
Middle School	22.5% (9)	27.5% (11)	<b>50.0% (20)</b>	10.0% (4)	40
High School	25.2% (28)	24.3% (27)	27.0% (30)	<b>32.4% (36)</b>	111
Central Service Department	<b>75.0% (6)</b>	<b>75.0% (6)</b>	50.0% (4)	62.5% (5)	8
				Other (please specify)	31
				<b>answered question</b>	<b>197</b>
				<b>skipped question</b>	<b>708</b>



**Page 2, Q1. Providing instructional focus and rigor**

1	Prefer 3 x 5 Schedule Option with 5 classes per day for 12 weeks, 70 minutes, 31 students. This lines up Winter and Spring break at the end of the term so we can be done with homework for vacation. It offers shorter class times for better attention spans and smaller ratios.	Mar 9, 2012 10:34 PM
2	It is important for our children to be in school all day and accountable for their time. They need to learn the discipline of getting up early and arriving at school to be in class by 8:15 Monday through Friday and focusing on their education until 3:05. This in and of itself prepares them for the rigors and responsibilities of college or work after high school.	Mar 9, 2012 9:28 PM
3	My daughter is a sophomore and is only taking one class because no others were available. It's inexcusable!	Mar 9, 2012 8:39 PM
4	I am really favoring 70 minute periods especially for your at risk students...	Mar 9, 2012 6:29 PM
5	Year-long classes where repetition is critical (math, foreign language) should not be compromised, and students should be able to take a minimum of 6 year long courses if they wish (math, science, English, social studies, foreign language, music/band/choir/whatever) for all four years. Students should not have to choose between French and science or history and band--particularly when competing for college admissions. Studies show students who are behind make great gains during the school year but fall behind again over the summer as their peers either continue to learn or maintain. Block scheduling tends to lengthen those breaks, effectively giving an additional "summer" during a term when a student is not in class. How can students who struggle maintain their math skills when they don't have any math from June to January?	Mar 9, 2012 5:53 PM
6	In depth class are fine but if a student has material coming at them at a pace that prohibits them from absorbing and practicing skills then I think too much is lost. This happened to my children at Sheldon in IHS - chemistry, physics, math	Mar 9, 2012 5:51 PM
7	I support the concept of in-depth study of a topic; however, I am concerned about the prospect of 90-minute courses. Even at the college level, a 90-minute period can be challenging even for the most engaged student. I worry that at the high school level this would be an even bigger challenge for the students. I hope there is some research to support that 90-minute periods are reasonable for students 14-18 years old.	Mar 9, 2012 5:21 PM
8	The length of class periods that is conducive to learning may vary according to the subject. Would math be better taught with daily shorter class periods to allow for the content to be absorbed and retained?	Mar 9, 2012 4:58 PM
9	You make the unproven assumption all students will do better in fewer and longer classes, which may lead to busy work.	Mar 9, 2012 4:45 PM
10	4x4 schedule works don't get rid of it, please!	Mar 9, 2012 4:21 PM
11	Let's not confuse a "full schedule" with a full schedule of rigorous, college prep (when appropriate), highly engaging classes.	Mar 9, 2012 4:19 PM
12	I do not think high school students should be in 90 minute classes - that is too long for most to remain engaged.	Mar 9, 2012 4:13 PM

**Page 2, Q1. Providing instructional focus and rigor**

13	I'd like students to have more electives, so I'm guessing that means more periods a day, shorter periods.	Mar 9, 2012 3:38 PM
14	I like having 7 periods per day instead of the 2 hr. block schedules. I went to H.S. in this fashion & liked the variety. If I wanted to study something more intensely I took 2 courses in that subject. 2 hours is just TOO long to sit in a class, for both students & teachers. I believe everyone needs the variety that 7 periods a day provides. No everyone is college-bound, either. In Europe they have a tracking system, where if students don't want to go to college, they take classes more oriented toward vocational education. I think more of these types of classes should be offered as options in H.S. Not everyone wants or needs to go to college. College doesn't pay off all that well these days, either, especially in this area of the country! I have an M.A. & OFTEN work jobs that only require a H.S. diploma! I am a credentialed teacher so know of what I speak when I say 2 hr. blocks are TOO long and students & teachers do not really like them that well!	Mar 9, 2012 3:37 PM
15	90 min classes are too long	Mar 9, 2012 2:48 PM
16	Sheldon has a Fantastic schedule set up. Not only do students get to focus more in depth on fewer subjects at a time, it also begins to treat students with a higher level of trust, responsibility and personal expectation. It is scary for parents to relinquish that much normal, and control, but It is excellent for students to begin that transition, and helps them be more successful at the college level sooner.	Mar 9, 2012 2:28 PM
17	Perhaps the most important issue for my family is this: will my student be able to get what class she needs when she needs it (at the proper time and sequence), or will she be put off for another year because the class is full and there are no additional sections of it. She is college bound and will have challenging classes as a senior. I don't want her playing catch-up at that point, taking science classes (for example) that she couldn't get earlier. I want her to have science every year. I don't want her having to have full load her final year when she's also studying for the SAT, preparing college applications, and handling AP classes for the sole reason that she was bumped out along the way and had too many free periods. I've heard from many people that these problems at Shelon (our h.s.) really come on when kids are juniors and seniors. Students don't experience them as freshmen or sophomores. I worry (my daughter is a freshman) that she will pay the price as a senior when she should be enjoying her final year, dealing with college entrance requirements/SATs, and focusing on AP courses/AP tests.	Mar 9, 2012 2:26 PM
18	I think kids need to focus on being in High school and not worry about their class time coinciding with college class. There is enough time to take college after high school.	Mar 9, 2012 2:15 PM
19	Leave Sheldon's schedule the same 4 classes a day. Its not fair to change it to accomadate a few students. And having 2 few students in a classroom isn't worth the change either.	Mar 9, 2012 2:00 PM
20	Are there studies that show how the length of a class promotes high student engagement?	Mar 9, 2012 1:49 PM

**Page 2, Q1. Providing instructional focus and rigor**

21	I have heard that students often do not have a full schedule. If this happens with my student I will likely send her to Marist.	Mar 9, 2012 12:40 PM
22	Not necessarily longer, fewer classes.	Mar 9, 2012 11:53 AM
23	In my opinion, the third question ("The length of class periods is conducive to in-depth learning with a high degree of student engagement") does not mean that a longer class session is preferable. 90 minutes, proposed under the 4x4 schedule, strikes me as overly long. It may work well for a class with a lab, such as chemistry, but for other subjects I fear it would be less conducive to student learning. After so many minutes even the most stimulating of teachers or subjects can simply become background noise.	Mar 9, 2012 10:15 AM
24	I know that my son has an easier time focusing if the class length is not so long.	Mar 9, 2012 9:42 AM
25	The yesterday I was talking to two of your students, and I was talking about when I went to Churchill we had 8 periods each day. They both told me to quit bragging. Both of these students would love more classes each day with a shorter class time. ESPECIALLY with language classes. You do the math!	Mar 9, 2012 8:58 AM
26	It isn't really practical to commute between college and high school (unless perhaps you attend South Eugene). It makes more sense to have college level courses available online for students who are ready for them. I know students in the state of Washington have been able to do this for many years. My son took writing 121 & 122 at LCC online while in high school, when the course at the high school didn't work with his schedule. This worked out well for him, but it was expensive for us.	Mar 8, 2012 10:46 PM
27	This survey is skewed to provide the data you want. I have never seen such a poorly written survey.	Mar 8, 2012 9:08 PM
28	This might be nice, but it doesn't trump the importance of making core high school classes available all year without a break. These are leading questions.	Mar 8, 2012 8:19 PM
29	Students need to have access to programs and materials for their level of academics, but this doesn't mean that it has to influence the schedule.	Mar 8, 2012 7:36 PM
30	I feel a full schedule of classes is very important for the 9th, 10th, & possibly 11th grade students. By 12th grade many students are incorporating part-time jobs and community service to round out their days and the opportunity for a lighter course load is helpful - but only if they've had full schedules earlier in high school and are meeting their required credits.	Mar 8, 2012 3:36 PM
31	I don't think it is important to eliminate free periods, however if students only have 4 classes per day a free period would be a long gap in time. (South parent: used to shorter class periods.)	Mar 8, 2012 2:32 PM
32	Students should be able to have access to the classes they need to graduate and go to high school, but they should have the time to be able to work at school rather than being overburdened by homework designed to make up for a lack of seat time.	Mar 8, 2012 2:20 PM
33	Full schedule very important. Free periods and open campus are not wise ideas,	Mar 8, 2012 2:12 PM

**Page 2, Q1. Providing instructional focus and rigor**

particularly lower grades.

34	I doubt a 90 minute block can be used in such a way that an entire year's worth of class material can be covered sufficiently.	Mar 8, 2012 1:52 PM
35	south students have been highly successful and have been able to utilize the U of O and LCC for accelerated and/or LCC coursework. I would hate to see these opportunities limited by the shared schedule. Don't harm our successful South students with this change	Mar 8, 2012 12:45 PM
36	I prefer the four period a day, A/B day schedule.	Mar 8, 2012 10:54 AM
37	My hope would be that the high schools would offer the courses my child needs, and perhaps only a handful of really advanced kids would be at LCC and U of O.. And wouldn't they be accommodated more through early graduation? Our child does plan to attend a 4 year university - probably UO or OSU.	Mar 8, 2012 10:33 AM
38	I think kids should concentrate on high school classes and not be pushed to be doing college classes already.	Mar 8, 2012 10:30 AM
39	Rigor is great but I find it difficult to get my questions answered during class due to the number of students and amount of material covered.	Mar 8, 2012 10:29 AM
40	I enjoy having the A/B schedules!	Mar 8, 2012 9:45 AM
41	My students feel that the existing 80 minute classes are a long time in one subject. They both feel it would be easier to get their work done but have a slightly shorter class time	Mar 8, 2012 9:27 AM
42	Daily consistency, full schedule, with classes that don't exceed 70 min is optimal.	Mar 8, 2012 9:24 AM
43	90 minute classes allow more in depth learning that has been really beneficial.	Mar 8, 2012 9:23 AM
44	Students should be able to have a free period. In-depth classes lead to more understanding and higher GPAs.	Mar 8, 2012 9:13 AM
45	We don't want to be rushed through our classes. We want to be able to double up on classes. We want to take AP/IB classes. We need 26 total credits to graduate.	Mar 8, 2012 8:59 AM
46	This is an extremely biased survey that only touches on the positive sides of the 3x5 and 4x4 schedule. I am astounded that a SCHOOL district would try to manipulate the opinions of the community.	Mar 8, 2012 8:57 AM
47	Learning in high school should be all about college/career readiness	Mar 8, 2012 8:11 AM
48	Longer class periods and an A/B schedule seems to work best for this	Mar 8, 2012 7:54 AM
49	Full schedules should be available, but not required.	Mar 8, 2012 7:13 AM
50	Students need to have access to every class and every teacher for the entire school year. You cannot enjoy the benefits of. say. a math class if you are not in a math classroom for the entire year	Mar 7, 2012 10:55 PM

**Page 2, Q1. Providing instructional focus and rigor**

51	I know that student attention wanes greatly when classes are more than 50 minutes long, and students are unable to learn as much as they could despite having more consecutive classroom time.	Mar 7, 2012 10:17 PM
52	People are managing now to take classes at the U of O and Lane without having the same schedules as those schools. it would also be really hard to line up the high school schedule with a University schedule. They're too different.	Mar 7, 2012 10:01 PM
53	It would be better to offer more diverse class offerings that allow students to excel as opposed to trying to create an "equitable" set of mediocre offerings that hold back brighter students	Mar 7, 2012 9:57 PM
54	These queries don't clearly support one schedule over another necessarily. The first question is particularly odd since SEHS seems to have the most success preparing students for college and careers and yet, their schedule isn't considered. There is no place here to support the number of classes SEHS provides. I fear for students who don't excel in a particular subject being accelerated, just to struggle more (become frustrated) and have to do "catch up" in the third trimester. Ask students at SEHS if they get timely feedback from teachers, I think you'll hear they most often do.	Mar 7, 2012 9:52 PM
55	The schedule should be aligned with Lane and U of O, but the class periods need to be shorter- attention spans don't last very long.	Mar 7, 2012 9:49 PM
56	The 3 x 5 schedule seems most conducive to optimal class time for the secondary age group along with alignment with the U of O and LCC schedules than the 4 x 4 schedule.	Mar 7, 2012 9:02 PM
57	It's unclear to me how either schedule will benefit students. For example, in the four-periods-a-day option, will there be four quarters, and classes (core and otherwise) will only be taken for two of those? How will this impact subjects like math? Even if there is more time in class to learn, won't the long break in between learning time make it easier to forget concepts, and make it harder to pass college entrance exams? If a student takes math for the first two quarters of a year, won't they have a full half on the school year AND all of summer break to forget all that they've learned?	Mar 7, 2012 9:02 PM
58	I take two classes at the UO and for me, it's very important that I can continue my math and science studies there, since classes offered at my school are no longer applicable to my level of study. But also, I intend to take four AP classes next year so aligning my schedules is imperative to my goals.	Mar 7, 2012 8:44 PM
59	Its really hard to stay focused through the long classes. When I have 85 min classes the last 15-30 min its very hard to pay attention.	Mar 7, 2012 8:26 PM
60	85 minute classes are too long, 90 minute classes would be impossible to handle. Students cannot handle focusn one subject that long so class time would not be fully used.	Mar 7, 2012 7:07 PM
61	Having a longer class period enables teachers and students to dig deeper into subject matter and/or projects/experiments. It allows more time for students to ask questions if something is unclear. The majority of students need not be concerned with taking college level classes in high school. I see no need to	Mar 7, 2012 6:54 PM

**Page 2, Q1. Providing instructional focus and rigor**

align the high school with schedules at Lane and/or UO. Let's concentrate on high school.

62	My concern is regarding AP classes and how they are handled by the new schedule. Even Sheldon handles AP classes differently than their regular classes.	Mar 7, 2012 6:29 PM
63	Some subjects are better suited for longer class periods; others for shorter.	Mar 7, 2012 6:21 PM
64	Focusing on subjects and letting students double a full schedule or take a free period during a rigorous term is something the block schedule is already doing. Take almost any kid from Sheldon who is really focusing on school and ask them what they like about school. Almost all of them will say they will say that they like their schedule because it gives them freedom to double, take a free period, or take a 3-term class.	Mar 7, 2012 6:04 PM
65	It would be better to be able to spend an entire year on a subject rather than have more minutes per day for part of a year. This would allow for a deeper understanding of the course work.	Mar 7, 2012 5:45 PM
66	1. Free periods are very important. They allow students extra time to do homework so they have none left after school and can do sports, clubs, etc. Many of my friends do their math homework due the next day during their free periods. 2. It's very difficult to concentrate on schoolwork for more than about sixty minutes. It's far too long to sit. I'm in IHS and my butt gets sore and my legs bounce and I get itchy all over after the first sixty minutes, and it gets worse over the next twenty-three. If all our classes were that long or longer, school would be torturous, rather than just a little bit boring.	Mar 7, 2012 5:26 PM
67	I believe rigorous school work is important but students should stay on their school campuses for college now classes.	Mar 7, 2012 5:25 PM
68	With fewer classes to have homework in, students are/would be able to give more focus and attention. Longer class times give students the opportunity to delve into that subject.	Mar 7, 2012 5:11 PM
69	Teachers should be the best judge of how the day should be divided. Parents don't have a good sense of what is best in an educational environment. Educators should make these decisions without parent input.	Mar 7, 2012 5:07 PM
70	We would like CHS to continue to offer AP classes and bring back Excelsior Program if possible. Small Learning Communities are also necessary.	Mar 7, 2012 4:50 PM
71	The wording of the above questions is skewed to provide more favorable responses for longer class periods and fewer class periods. I think shorter class periods and more class periods during the day is more "conducive to in-depth learning with a high degree of student engagement" for typical students at the high school level. Longer class periods = more wasted time and less rigor in our experience (parents of Sheldon HS student).	Mar 7, 2012 4:09 PM
72	Regarding free periods: I actually don't mind them for freshmen/sophomores, though I know many parents disagree with me. I currently have a freshman at Sheldon, and she's had a free period three out of four terms this year. She does	Mar 7, 2012 4:04 PM

**Page 2, Q1. Providing instructional focus and rigor**

her homework with peers who can help her if she has questions, has used this period to finish science labs that she didn't complete during class time, and uses her time very wisely. The free period in and of itself isn't my concern. It's the worry that they'll come back to bite her as a senior---that she'll be stuck having to take full loads when her classes are hardest because if she doesn't she won't graduate. I worry about balance, is anyone looking out for her along the way, can we control this at all, and will her senior year be horrible because she'll pay the price for too many free periods along the way?

73 Class periods that are too long will end with students getting bored or distracted and not paying attention. Being able to have a full schedule of classes is important, but being able to take a free period is just as important. Mar 7, 2012 3:22 PM

74 All these questions can be manipulated to mean whatever you want them to mean. Longer class periods do not mean more in-depth learning, they mean that there will be less focus during the class. When people have limited time, they work more efficiently. When there is excess time, people goof off. I know you will interpret a "most important" selection to any of these questions as being in favor of the new longer-classed system. The new schedule would mean that teachers would have to completely re-organize lesson plans to fit different class lengths. Our system at South Eugene has been the most successful of any high school in the district. Why are you trying to bring our "exceptional" rating down to a lower level? People at South Eugene need free periods because we are high-achieving and take a difficult class load. The new systems will offer "more credit" for the same length of a school year. Basically this means that students would receive more credit without having any additional class time. So there wouldn't be any "more learning," there would just be more credit given for the same amount of learning. What is the point of that other than a number game for the superintendent? Mar 7, 2012 3:06 PM

75 Why are there no questions regarding continuity throughout the year in math, science, foreign language? This is critical to the overall rigor of the academic program. It is also important to measure the level of skepticism among teachers and parents that one credit across two quarters or two trimesters is equal in terms of actual learning outcomes to one credit delivered across the entire school year. Hours in seat does not necessarily equal actual learning, and the compressed schedule deprived students of the change to process and reflect on what they have learned before moving on to the next topic in the same 90-minute period. Mar 7, 2012 3:06 PM

76 It is also important to me that my children have the same teacher for an entire class, and not have to change at the trimester/quarter break. For certain sequential classes (like math), I think it's also important to have an entire class without long gaps in the middle. Continuity and relationships are an important component of a good education in K-12. Mar 7, 2012 2:45 PM

77 Long breaks between sequential years of a subject are to be avoided. As a former math teacher giving daily homework, I like the 70 minutes as it would give time for me to help students get started. 90 minutes is too long. Don't go to 6 daily classes as it allows too much free, out-of-class time. Mar 7, 2012 2:10 PM

78 It seems to me that the closer high schools can be to university standards (semester schedule generally) the better it would be for students. Therefore 3 Mar 7, 2012 1:41 PM

**Page 2, Q1. Providing instructional focus and rigor**

trimesters of 5 classes each seems to be the most logical choice.

- |    |  |                      |
|----|--|----------------------|
| 79 | If I were a student, I would much prefer to get up, move, and change subjects every hour. This was the schedule I experienced myself in high school ( many years ago), and it helped keep me fresh and focussed. I wouldn't want to have to stay in the same class longer than that, and I definitely wouldn't want to be limited in the number of subjects I was able to take each term.  | Mar 7, 2012 1:22 PM  |
| 80 | Along with a full schedule coupled with directed courses fostered will be the value of student time for learning . I have seen schedules where students have much free time of courses in lieu of skill building. If we approach full schedules with the purpose of students having a future, we are more likely to generate student driven learning that is diverse within the selected common schedule.  | Mar 7, 2012 1:02 PM  |
| 81 | I believe that the schedule at South Eugene High School is a great way to go. Having 70 minutes classes with 5 classes per day - might be almost as good. It's important that students have math and science every day all year long to maintain the knowledge they need to move up and into a college environment   | Mar 7, 2012 12:30 PM |
| 82 | I am most concerned that either of these options will mean that there will be large gaps between math courses (terms or trimesters) and couple that with the summer break I think will result in a major drawback to this system. My kids already lose a lot with just the summer break. I am very unhappy that there will be further lapses created by the district. Poor planning in my opinion.   | Mar 7, 2012 11:45 AM |
| 83 | Couching a questions regarding length of class periods within in the "in depth" framework is misleading. No one is going to say they don't want their child to be highly engaged. What they may have an opinion on is whether they feel 50, 70 or 90 minutes is the optimum time vs too long or too short.   | Mar 7, 2012 11:09 AM |
| 84 | since so many electives have been cut from high school curriculum it is mandatory that students be able to take classes at LCC to better prepare them for the outside world. The district needs to finally realize that not all students go on to college right after high school, and these students need to have skills after graduation from high school. For example, woodshop, auto mechanics, welding, electronics, etc.   | Mar 7, 2012 11:06 AM |
| 85 | I don't think the current format at Sheldon is conducive to learning. Students should be able to take core classes like English and math all year long to keep their skills up. Transitioning from math the first half on one year and the second half of the next leaves students with a whole year of no math, etc.  | Mar 7, 2012 11:05 AM |
| 86 | I am concerned that electives will be cut, and or not accessible with this limited amount of classes per day. I want my kids to take a foreign language but I do not want it to cut into the elective courses that help them decide what there interests are and what they want to pursue as a career. It sounds like having a teen sit through 70 minutes of a class that they hate will encourage them more to want to drop out. They need those electives 2 times a day to break up the day of heavy math, writing, language arts, and science. That is already the 4 courses allowed in one day and with no classes to stimulate the imagination. I am highly worried about this idea of lowering the classes allowed per day. | Mar 7, 2012 10:45 AM |
| 87 | I think fitting 4 terms into a 9 month period will be a nightmare for all involved.  | Mar 7, 2012 10:27 AM |

**Page 2, Q1. Providing instructional focus and rigor**

88	My daughter is spending a year in Germany having to take 12 different subjects every semester with more class time given to the "Majors" Math, German, English and Spanish/Latin/French. This system is in place from 5th grade through 12th/13th grade. During high school every student has Biology, Chemistry and Physics as mandatory classes every semester. This ensures an in depth learning of the subjects over time.	Mar 7, 2012 10:26 AM
89	It is a known fact that the attention span of the average student is 40-45 mins. Both my kids attend Sheldon High School and we have discussed with both of the them the pros & cons of the academic schedule. Both have commented that the longer the class, the less they get out of it. Kids "check out" after 45 mins. and most teachers stop teaching after an hour. The rest of the time is spent doing homework or kids "unwinding". Longer classes are not always beneficial and certainly not the accelerated classes where a full year class is taught in one semester. It's too much information and too much memorization for some students to be successful. In some cases, this type of schedule is more of a detriment than an advantage.	Mar 7, 2012 10:26 AM
90	Each student gets a full class load is incredibly important, especially with the longer periods and few classes. My boys spend WAY TOO MUCH time wandering the hallways because they have free periods. It is ridiculous.	Mar 7, 2012 10:23 AM
91	I am not opposed to a student having a free period as this is sometimes helpful when students are involved in sports; and helps create more balance.	Mar 7, 2012 10:16 AM
92	I scored the full schedule of classes low because I assume there are more courses available that are not necessarily core classes. So, priority is on core, and if there is availability for the peripheral courses, that is secondary. I say this sadly, considering music was my life in high school and it's what I studied in college. But all my employment ended up needing the writing, reading, math and logic involved with the core classes.	Mar 7, 2012 9:44 AM
93	I think the teachers will have the most knowledge of what will work for them and their students.	Mar 7, 2012 9:05 AM
94	The Schedule system that Churchill HS has was very helpful for my oldest daughter who graduated last year. She first attended South as a freshman and sophomore but transferred to Churchill her junior year. She did much better at Churchill because the class periods were longer which gave her more class period time to interact with her teachers if she needed help and also the 4 classes a day made homework more manageable as she didn't have 6 to 7 subjects to do homework each night. On the other hand, I currently have a junior at South who constantly is up until after midnight doing homework.	Mar 7, 2012 8:43 AM
95	Different students need different things, BUT a college-prep curriculum and a full day of classes should be *available* at all high schools for all students. We put our daughter at Marist because, as a *first-term freshman* she wasn't going to have a full schedule at Sheldon, no matter how much we begged, and the guidance counselor said that SHS didn't have to promise to prepare her for college. A-hem!	Mar 7, 2012 8:42 AM
96	High schools need to model colleges so that students are prepared well for those first steps in to the college environment and we need a structure in place so that	Mar 7, 2012 8:36 AM

Page 2, Q1. Providing instructional focus and rigor

programs like IHS and IB are well supported and students can be immersed in a subject, not balancing too much at a time, with too short a window to absorb materials.

- |     |  |                     |
|-----|--|---------------------|
| 97  | When our school's schedule was reduced to 4 periods instead of 5, it made it impossible for my son to take the Spanish class he needed this year. They added a special independent study class (which didn't qualify for college credit as the regular class would) the first term because so many students were in the same situation, but couldn't do that this term. Now he'll have to take IB Spanish without the full preparation in order to graduate with the full IB degree.   | Mar 7, 2012 8:34 AM |
| 98  | In order for teachers to provide those items above, they need planning time and time to collaborate w/ other colleagues.   | Mar 7, 2012 8:09 AM |
| 99  | I feel the 70 minute classes best fits student learning(academics) and social needs, longer periods cause students to become uninterested/lack of engagement in subject matter. I can't imagine asking students in grades 9th/10th to "sit" in a classroom for 90 minutes at a time. The upper grades may have the maturity to do so.  | Mar 7, 2012 7:59 AM |
| 100 | I like the idea of structuring the schools more like the colleges, with having 4 classes and 4 terms. Which for most college courses is full time.   | Mar 7, 2012 7:37 AM |
| 101 | One concern I have is that students will go whole terms without math instruction. I taught in a 2 x 4 system, blocks, each block worth a whole credit. Students would go an entire term without math, sometimes almost a year. I don't think that is a good system at all. Also, students shouldn't get all their math credits in the first two or three years. Seniors should have math the year before entering college.   | Mar 7, 2012 6:22 AM |
| 102 | Teacher time should be more in line with students availability not just when the teacher feels like it   | Mar 7, 2012 1:15 AM |
| 103 | I hate how you fix these surveys to ONLY suit YOUR purpose. This survey is like a yes-set. I am forced into what you are thinking about. This is BAD SCIENCE. Shame on you.  | Mar 6, 2012 8:52 PM |
| 104 | [Correct your grammar! "Each student" is SINGULAR; "them" is plural.] Your second point above, concerning length of class periods, should be related to attention spans and how long students can endure a class, not simply "in-depth" learning (which can be achieved in shorter class periods).   | Mar 6, 2012 8:06 PM |
| 105 | My son started high school at Churchill. At first it seemed great that he could have so many subjects to experience. We found very quickly that 1) that many subjects made it challenging for him to keep good track of both homework and grades, 2) since the courses only appeared every-other-day, he would put an assignment off "just until tomorrow", and then he would forget by the next day, and 3) when he began to fall behind, it took longer to realize it, he couldn't get in touch with the 'off day' instructor quickly, and his grades tanked. Changing to Sheldon meant he got his homework done, did better in class, was able to have daily contact and updates with instructors who knew him well (unlike those at Churchill). At Churchill, because of their schedule, my son was constantly failing. At Sheldon, he passes and his confidence his much higher. He would never | Mar 6, 2012 7:32 PM |

**Page 2, Q1. Providing instructional focus and rigor**

	have made it to graduation at Churchill. Please DON'T make him deal with that HORRIBLE, DAMAGING schedule again. Please.	
106	Full schedules are necessary to keep kids on track that are heading to college or post HS employment.	Mar 6, 2012 7:08 PM
107	Many students take classes at Lane or the U of O, and changing the schedule would make it much harder for them to get enough credits to graduate.	Mar 6, 2012 7:06 PM
108	Class length of 80+ minutes is too long!	Mar 6, 2012 6:29 PM
109	The way South's schedule is right now is amazing. If any changes are made, they should be that the other schools switch to South's schedule! South has a semi-online science class and it seems to be that it would be like some online college courses. Also, South's open campus is like college, and teaches students how to manage themselves.	Mar 6, 2012 6:18 PM
110	Shorter periods of each class held every day has worked great at SEHS for years. I do not understand why we would move away from a successful model. South has an excellent record of preparing students for college level work. Students need a high school schedule not a college schedule.	Mar 6, 2012 5:51 PM
111	It is VERY important that the schedule not hinder access to YEAR-LONG courses in MUSIC, LANGUAGES, and MATH! DO NOT create a situation that will disrupt the consistency and continuity in these subject areas!	Mar 6, 2012 5:43 PM
112	I think the long classes are going to be hard on the students.	Mar 6, 2012 5:41 PM
113	My son is in IHS at Sheldon and we're very happy with that program. I believe in project based learning and I think IHS does a good job of this. He is a freshman.	Mar 6, 2012 4:23 PM
114	Consistent daily instruction with small doses in age/ability appropriate quantities. Year long contact with the same teacher for content instruction, allowing an effective working relationship to develop.	Mar 6, 2012 3:41 PM
115	df,gmnadf; south cannot change!	Mar 6, 2012 3:07 PM
116	SOUTH IS PERFECT DON'T FREAKING CHANGE IT!!! AESDFGHJKHCFGV please O.o	Mar 6, 2012 2:51 PM
117	Um, hello, we don't want a schedule change. NO. No 70/90 minute long classes, PLEASE.	Mar 6, 2012 2:42 PM
118	shorter and a greater amount of class periods are better for focusing. lectures make students sleepy. free periods are ESSENTIAL, for homework completion. also, free periods are like recess or break in elementary and middle school; they allow for students to get up and move a little bit, which is healthy. free periods allow for time to socialize instead of distracting each other during class.	Mar 6, 2012 2:33 PM
119	I strongly disagree with the goal to implement one format for all 4J students. With two students attending Churchill HS, we are very pleased with the A-B schedule and the excellent variety of classes offered. This prepares our children for college and introduces them to multiple subjects. I strongly disagree with the boards decision to limit student choice with subjects.	Mar 6, 2012 2:00 PM

**Page 2, Q1. Providing instructional focus and rigor**

120	I'd like to see students have 5 classes. This will allow students to take some electives classes in fields they might plan to have a career in as adults. These classes could include the arts, metals, wood works, computers. Maybe it would be nice to produce well rounded, educated students.	Mar 6, 2012 1:56 PM
121	I have had three sons attend Sheldon (and I have a daughter yet to attend). I really do not like the 90 minute class periods for two reasons: (1) They can go 2/3 of a year without continuity in their Math or English studies. (2) When they have a Free Period, it is for a really long period of time (which is counter-productive) and can lead to bad "extra-curricular" activities!	Mar 6, 2012 1:52 PM
122	High School students need to have other opprotunities, some kids are not ready for college right out of high shool. They need to be exposed to woodshop,, electronics, welding auto, etc, something that is valuable. Ceramics is nice, but not real useful to the majority of the students.	Mar 6, 2012 1:08 PM
123	and consider IHS schedule	Mar 6, 2012 1:07 PM
124	I have a lot of concerns about not having full-year language and math classes, music as well. there are subjects that are best taught every day, without large gaps. We may be lucky enough to avoid some of these gaps, but the new schedule will not make problems disappear. I am also concerned about having fewer, lengthier classes -- in some cases this will probably work well, in other cases it will feel stifling and dull to the students.	Mar 6, 2012 12:59 PM
125	I know you think that is neat for kids to go to college while in High school....but in most cases, children would not have transportation to the colleges. Many parents work....and I would not let my child ride the bus alone all the way to the college...and then have to pay for bus fares too. They are H.S. kids....let them enjoy H.S.....not push them out.	Mar 6, 2012 12:54 PM
126	Strong desire to have math classes year long. Would be okay with math on an alternative day schedule, but should be spread across the year and not crammed into a semester. I believe students learn and retain the material by working with it over a year and a little bit at a time.	Mar 6, 2012 12:40 PM
127	If we must give up the current schedule, we prefer the 3X5 schedule.	Mar 6, 2012 12:27 PM
128	It needs to fair for all students. Not all students are able to stay focused and engaged in 90 min classes and teacher don't do a good job of keeping them engaged.	Mar 6, 2012 12:20 PM
129	Trimester don't make since since they will not coincide with college schedule	Mar 6, 2012 12:07 PM
130	Teachers at must have professional development in order to ensure in-depth learning with longer class periods. Professional educators are still doing stand and deliver in 90 minute blocks. This is not educational sound practice.	Mar 6, 2012 11:28 AM
131	I don't think high school should be like college or a college schedule. High schoolers should be allowed to have the freedom to explore a variety of classes, not just required academics like Math and English. High schools should not be intense places of learning, they should also be fun and creative! We need shop classes for those kids that are not so academically oriented and art classes.	Mar 6, 2012 11:25 AM

Page 2, Q1. Providing instructional focus and rigor

132	<p>While my husband and I both hold graduate and higher college degrees, I think there is too much emphasis and pressure on being prepared for college courses. I would rather that the teachers in high school (help us as parents), be very focused on trying to present material in ways (beyond the reward of high test grades for memorized material) that personally engage the students - helping them spark a passion for learning - the students need to understand that the goal of becoming an educated person, learning how to think critically is an important end in itself. More than aligning with college classes at LCC etc., they need to learn techniques for problem solving (whether in math or art) - cultivate a personal sense of responsibility as an educated, compassionate citizen and challenge them to recognize the personal rewards from wrestling with difficult material, concepts etc.- beyond getting a good grade on a test. It's a big job and I am for higher taxes (sales tax would be good) to get our classes down to about 20-24 students so this kind of attention would be more likely.</p>	Mar 6, 2012 11:18 AM
133	<p>We have had children in both the block schedule (CHS) and the 7 periods a day schedule (SEHS). What we notice is that in the block schedule with 90-minute classes the teachers teach for a standard 50-minute class and then the students have 40 minutes with nothing to do. If the intent is to provide class periods that allow for in-depth learning with a high degree of student engagement then the teachers need to re-write their lesson plans and not spend the last 40 minutes of class watching YouTube. The 3x5 plan is a good compromise between the different schedules currently in use by the 4J school district. However, unless the students are taking online courses through LCC or UO there will remain a timing issue. Classes at LCC and UO start primarily on the hour and with 70 minute or 90 minute classes, it is difficult for a student to leave a 4J high school and make it to an on-campus class. This is especially true if the 4x4 schedule is used because the class they may be taking at on-campus may meet M-T and the student may have a study hall period 2 on Red days and a math class on period 2 Blue days. Further complicating students taking courses on-campus is that college courses are traditionally offered in the mornings, early afternoons, or evenings. There are a limited number of college classes that run from 3:30-5 p.m. If students want access to college classes, they should be able to start their high school day late (10ish) or end early (1ish). With the 4x4 block, this isn't possible as stated above. However, with the 3x5 the same class is held at the same time every day so if a student wishes to take a class on campus they simply don't schedule anything for their 1s or last period of the day. There are many things to consider when looking at what type of class schedule works best for all of the schools in Eugene 4J. I am not convinced that making all of the schools conform to a single schedule is the best solution. Students have different learning styles. What works well for one, may not work well for another. A school district large enough to offer schools with different schedules, curriculums, size, and extracurricular clubs, activities and sports is actually an advantage. Don't be too hasty to try to fit all of Eugene's different sizes and shapes into a rigid square box.</p>	Mar 6, 2012 10:59 AM
134	<p>As long as students are prepped for college and their future world as a citizen of our community, we are doing our job, whether it is a full schedule day or not.</p>	Mar 6, 2012 10:47 AM
135	<p>Classes should not be 90 minutes long! That is too long for most high school students! 70 minutes of the 3X5 schedule is as long as they can take- especially freshman!</p>	Mar 6, 2012 10:42 AM

**Page 2, Q1. Providing instructional focus and rigor**

136	My students at Sheldon have not done well with having math for only a few months a year. They do not get the depth of information and their retention is paltry. After nine months without math, a lot of information is lost.	Mar 6, 2012 10:28 AM
137	In my mind, in-depth learning on fundamental subjects is more valuable than shallow survey courses; however, I can also appreciate the opportunities that the survey courses present for exposure to new fields that the student might otherwise not know about. At the end of the day, if one thing has to give, I believe it should be the broad exposure to diverse subjects.	Mar 6, 2012 10:11 AM
138	I believe that utmost importance should be placed upon the continuity of math and science throughout the school year. Gaps in instruction too often result in gaps in learning for those subjects. How the district manages to achieve that is less relevant to us than any other factor.	Mar 6, 2012 10:00 AM
139	I am in favor of the following option: 3 x 5 Schedule Option (3 terms per year, 5 class periods per day)	Mar 6, 2012 9:56 AM
140	Although I see advantages to the 4x5 schedule in terms of fewer subjects at a time, I'm leaning toward the 3x5 schedule because: 1. It is only 1 more subject at a time 2. It seems like it would better prepare them for college 3. It allows advanced students to take college level classes 4. Strikes a good balance between classes that are too short (i.e. 6 periods/day), and classes that are too long (i.e. 4 periods/day)	Mar 6, 2012 9:43 AM
141	Longer class times can sometimes get "boring" (per my kids) but having 1 kid who has difficulty focusing, he did much better with longer classes than frequent, shorter changes. The alternating days was particularly difficult for him. I think (hope) it also enables the teachers to get to know the students better.	Mar 6, 2012 9:41 AM
142	My child is a junior at South Eugene High School, and we cannot find enough available classes to keep him in school all day. I think that fewer periods and more in depth learning would be advantageous on all fronts. I strongly oppose nine week class terms--too little learning in too little time.	Mar 6, 2012 9:34 AM
143	I am concerned about students having large gaps of time during the day when they are not in class. I see Sheldon students wandering around the area and have heard numerous complaints from parents that their students are not fully scheduled and have unscheduled class periods during the day when they are encouraged to leave campus. This is unacceptable.	Mar 6, 2012 9:27 AM
144	The 4X4 schedule works best at having after school time to access teachers for assistance. Focusing on just 4 classes per semester seems to keep students more focused and not over extended. Especially preparing for OAKS testing.	Mar 6, 2012 9:26 AM
145	I want my student to graduate ready for college and the next level in life. There are so many temptations out there for them to fall into so I like them to be in class the majority of the time. I know the culture in this city is to give kids breaks or study periods and I don't know if this is lost students will experience burn out. I always told my kids if you take the hardest classes in the beginning of your high school career then your senior year will be smoother and not as many classes since your hard work has paid off. I don't know if that is the right advice but if it is a schedule conducive to that would be great.	Mar 6, 2012 9:23 AM

**Page 2, Q1. Providing instructional focus and rigor**

146	Difficult to seperate some of these by impotence.	Mar 6, 2012 9:19 AM
147	In regards to high school, I believe the rigor of classes outweighs the importance of a full schedule. Now it is almost standard practice for students to be involved in many extracurricular activities outside of school since things like dance, club sports, music, etc. aren't offered or are not easily accessible in our schools. Having one free period, if used wisely, can be very beneficial. I also believe that students' young brains can hold more information than ours and that they can handle many subjects. If given high expectations they will rise to the occasion. If not, they won't.	Mar 6, 2012 9:06 AM
148	LIMIT FREE PERIODS!!! I will support the majority of voters and whatever the district decides, HOWEVER, I do not want my student having a lot of free periods. 4 long class/4 terms is my preference BUT limit to 2 TOTAL FREE PERIODS PER YEAR MAXIMUM, preferable NONE! College courses can be taken in college, this is HIGH SCHOOL and there is plenty to learn and experience while here. I do not support students taking college courses when MANY students cant even get enough classes to graduate.	Mar 6, 2012 8:51 AM
149	These questions are designed to promote your agenda. Of course one wants students to be learning in depth and engaged. Just because a class is 90 min. doesn't ensure that at all. Students can't concentrate enough in math and a 2nd language for 90 min. Studies show you lose them after 50 min.	Mar 6, 2012 8:46 AM
150	The question does not mention the option for a full international baccalaureate. It should. The IHS program with a full IB option is essential to meeting the potential of strong students, and promoting an atmosphere that values academic achievement for all students.	Mar 6, 2012 7:54 AM
151	Full schedules are more important for freshmen and sophomores. Upperclass students frequently use a free period for volunteering, homework, or work. I think it is good for them to have experience managing time like they will need to do in college. Class period length preference depends a great deal on the student and on the subject. A good teacher can manage quality teaching no matter the period. I would think science and social studies would benefit from longer periods and languages from shorter periods.	Mar 6, 2012 7:46 AM
152	I think all these things are very important for every student however, quality over quantity is what my student wants.	Mar 6, 2012 7:30 AM
153	By cutting down the number of classes, you are cutting down the number of options a student has to explore and learn. More class periods means more knowledge in a broader range. Don't limit a bright student's knowledge based on making every student "equal" and bringing every school down to the common denominator. Rather, look at the schools with the highest scores and the best reputations, and try to bring other schools up to their level by implementing the curriculums that obviously work well!	Mar 6, 2012 7:09 AM
154	I think that these questions are HORRIBLE and highly leading. They could be used to argue something that I am TOTALLY not in support of because of course everyone wants a schedule that will allow students to focus in-depth. I DON'T SUPPORT A 4X4 I could only support a 5x3 if the students had math in every trimester. As a math teacher, I feel that 90 minute sessions are fine, but only if	Mar 6, 2012 7:02 AM

**Page 2, Q1. Providing instructional focus and rigor**

they continue to have it each quarter. There is only so much new information that a student can get in one class period, and more time might let the access it better, but it would not let them get any more on any given day.

155	I am not sure how long classes align with college classes. Currently my students can miss 1/7th of their day to take a college classes. Under the proposed schedules they will miss 1/5th to 1/4th of their day to take a college class. Not a real gain for the student in my opinion	Mar 6, 2012 6:17 AM
156	I really think that students need a long enough, sustained focus on one topic that allows them time to develop an interest. Sometimes you run across an area of something that pulls you in. That takes time to discover and then cultivate.	Mar 6, 2012 6:10 AM
157	No free or study hall periods. Whatever the choice is for number of periods, each student will be given full day of classes and a least 3 core classes per term required and then 1-2 electives.	Mar 6, 2012 2:04 AM
158	The four period day seems to be the best idea.	Mar 5, 2012 11:24 PM
159	Students(ESPECIALLY freshmen and sophomores) need a full schedule !!	Mar 5, 2012 11:22 PM
160	The schedules that are recommended do not add any more alignment with U of O.	Mar 5, 2012 11:00 PM
161	I think it would be helpful if there wasn't a long gap between subjects, so if one full class took half a year to complete, that students would be able to, say, take algebra 2 in the fall then pre-calc in the spring so they wouldn't have to wait for the next fall. That would help with staying focused on subjects.	Mar 5, 2012 10:34 PM
162	Most important is daily exposure to material. It's more efficient than trying to remind students of what they learned two days ago.	Mar 5, 2012 10:23 PM
163	We support the 3 x 5 system	Mar 5, 2012 10:11 PM
164	Longer class periods will not necessarily provide more focus or rigor--a captive audience has a limited attention span. The most obvious result of classes that exceed an hour, it seems to me, is that teachers will have to look for more and different ways to fill up class time. Good teachers will do so effectively; less creative teachers may simply resort to assigning homework that can be done in class. Will kids get anything besides core courses under this system?	Mar 5, 2012 10:10 PM
165	Trimester with 75 minute blocks, 5 period day works well...	Mar 5, 2012 10:00 PM
166	Students will be bored with only 4 or 5 classes per term, especially if they get the bad teachers that are left because they have seniority and the good young teachers got cut. Churchill's schedule is the best in providing both variety and longer class periods for in-depth learning. Teachers can give more timely feedback if they get more prep time.	Mar 5, 2012 9:58 PM
167	All classes should align with any Oregon college, at least. All students should be in school ALL DAY WITHOUT ANY BLANK PERIODS. These are high school CHILDREN! They are NOT college students! We need to prepare them for college, but not treat them like college students, since they are STILL in HIGH	Mar 5, 2012 9:49 PM

**Page 2, Q1. Providing instructional focus and rigor**

	SCHOOL! They still need boundaries, help with time management, social skills, behavior and academic support, and clear expectation and consequences on and OFF campus.	
168	4 x 4 is my option. 90 minute classes does not seem conducive to a good learning environment. I would think that this length of classroom time would decrease student's attention due to mental fatigue and general need for a break.	Mar 5, 2012 9:35 PM
169	I feel that it is important to have class periods that are not so long the student loses interest, I also feel that it is important to have classes everyday, instead of trying to force two days worth of knowledge into one extra long class period.	Mar 5, 2012 9:33 PM
170	I like the 90-minute classes; however, so much time is spent talking that the students still come home with a lot of homework. I really wish they could get the work done in class, especially if they are needing extra help/instruction. Would this situation change with a different schedule?	Mar 5, 2012 9:33 PM
171	The 4J system and in particular SEHS have a long history of producing some of the most outstanding and accomplished students in Oregon. Limiting the number of classes accessible to students or limiting their access to the core curricular areas for AN ENTIRE SCHOOL YEAR is detrimental. Expressing that a modified schedule that allows students only a few months exposure to a curricular area is in any way a superior way to deliver quality education is ludicrous. Why would you ever dismantle a system that works well? This superintendent is mistaken in his view that a 7 day class period system is antiquated.	Mar 5, 2012 9:27 PM
172	I have concerns that longer classes will be difficult for focus, especially for boys.	Mar 5, 2012 9:25 PM
173	I have trouble focusing during a 50 minute period as it is. While an 80 minute period could have the potential to be more "in depth" I would completely lose focus as the period progressed.	Mar 5, 2012 9:10 PM
174	Why are students enrolling in college classes off campus? Shouldn't they be offered more elective classes at the high school level or have access to higher courses at high school with college credit?	Mar 5, 2012 9:04 PM
175	Full schedules are paramount- especially for freshmen and sophomores. They need extra practice at being a student.	Mar 5, 2012 9:01 PM
176	free periods are very important and the changes would damage the overall level of education	Mar 5, 2012 9:00 PM
177	Great! Another survey designed to educate me rather than listen to me. High student engagement has little to do with length of class, and block schedules ultimately give each class fewer total minutes. Continuity has more to do with retention than "in-depth" and soon to be abandoned bursts.	Mar 5, 2012 8:57 PM
178	nice to have free period to complete homework like to have longer classes because we do not have to start and stop and are able to complete mor work at a time	Mar 5, 2012 8:51 PM
179	Own the fact that not all students will go to college and provide classes that	Mar 5, 2012 8:51 PM

**Page 2, Q1. Providing instructional focus and rigor**

would prepare students to enter a trade of some sort.

180	4x4 It allows to learn in depth besides start and stop quickly	Mar 5, 2012 8:49 PM
181	I believe there is a fine line between a longer class period an too long of a class period. I think once the classes are so long we feel it necessary to implement a break we may have gone too far.	Mar 5, 2012 8:45 PM
182	High school should prepare for college. Not be college. Classes should be about high chool credit not college credit.	Mar 5, 2012 8:40 PM
183	South Eugene High School's current scheduling is the best ever and a LOT of the students at south agree.	Mar 5, 2012 8:31 PM
184	Both of my students have said that 90 minute classes are too long. They can hardly get through them, unless part of the time is for homework. I know as adults we also struggle sitting more than an hour without a break at seminars and classes.	Mar 5, 2012 8:31 PM
185	A different schedule will not change the classes where there is no rigor. We have too many teachers who do not have enough rigor in their classroom.	Mar 5, 2012 8:27 PM
186	What could it mean to align a schedule with UO or LCC? Changing the schedule will not help this. Aligning with middle schools would be an interesting idea.	Mar 5, 2012 8:15 PM
187	I think shorter class periods are better. With the four-class schedule, much of class time seems to be spent on fillers not valuable learning time. Why not six or seven periods per day? I think subjects such as foreign language, math, and science should be yearlong subjects. With the current schedule, it's possible for students to have a year off in between these classes!	Mar 5, 2012 8:09 PM
188	The factor that is most important to me is a schedule that really meets student learning needs. I am concerned that any schedule that has courses like math or science taught for a semester or two terms then not taught again until the next year is not in the best interest of students. I support an A/B schedule so that those classes are taken every-other day for a full year rather than every day for a semester.	Mar 5, 2012 8:01 PM
189	I was shocked to read the Register Guard article about how few students have full schedules. I immediately started exploring other high school options. You at least have a few years to fix this before I make the choice for my child. PS If you need more money to staff the classrooms, pay teachers less.	Mar 5, 2012 7:52 PM
190	If this schedule doesn't allow for math and language arts continually throughout the year, then it will not be successful. If one of the 4 classes is math, one language arts, that doesn't leave much for all the other classes. In college, this type of schedule makes more sense beacuse of a different maturity level.	Mar 5, 2012 7:44 PM
191	Academic instruction that provides students with immediate application of their skills they are learning will keep a variety students engaged, not just the students who are intrinsically motivated. An example might be a drafting or computer-programming class that outwardly may not be perceived as "rigorous" but would allow the students to understand relevancy of math classes, and perhaps send	Mar 5, 2012 7:30 PM

**Page 2, Q1. Providing instructional focus and rigor**

them on a career path that they might not have otherwise undertaken.

192	I believe some subjects lend themselves to longer classes such as English and humanities classes while others are better in shorter blocks which happen consistently all year such as math, foreign language and performing arts. I am very concerned about the later 3 subjects not being offered for the whole year.	Mar 5, 2012 7:19 PM
193	Many students who are in extracurricular activities rely on free periods to do school work. A full schedule is not the most important factor. Visit the South Eugene library and see all of the students working in a given period.	Mar 5, 2012 7:18 PM
194	I am totally against block schedule. Students shouldn't have 8 months without certain classes (e.g. math). Quarter system is something that would work more easily.	Mar 5, 2012 7:15 PM
195	I am concerned that there will not be the availability for children who want higher classes in math, english, social studies will not be able to take advanced courses within the high school schedule in their junior/senior year. I am worried that you reach a plateau and "that's as high as you go, sorry".	Mar 5, 2012 6:56 PM
196	I support classes like Math being year round courses, not partial year courses. I also want my child to be in classes the majority of the school day - half day is not acceptable.	Mar 5, 2012 6:55 PM
197	Shorter periods with more classes is my vote. The 4 period schedule and inability to have a full schedule as a freshmen is the main reason we have left Sheldon.	Mar 5, 2012 6:55 PM
198	Teenagers can't focus too long on one subject. Free period options are important for getting homework and projects done( for example the one's in Souths IHS program)	Mar 5, 2012 6:51 PM
199	These questions seem to encourage me to pursue the common schedule and is, in my opinion, bias.	Mar 5, 2012 6:43 PM
200	I value IHS, as does my daughter, and am concerned that the set schedules across all the HS may not continue to protect and value the integrity, depth and structure of IHS. I am hoping that IHS will be given support through this process and that an Overlay model of schedule will be one of their options.	Mar 5, 2012 6:32 PM
201	If it's going to be 4 classes a day then give the students 4 classes a day. We have found this is not happening. Many students are only given 3 or even just 2 classes.	Mar 5, 2012 5:51 PM
202	What matters is rigor, exciting teaching, and great teachers. The particular schedule is not very important to our family.	Mar 5, 2012 5:42 PM
203	The college portion of college and career ready is a track at my high school and each student who comes to my school has an opportunity to access that track. What is missing is the career part of the college and career ready. Students are not being exposed to classes that require hand on learning. Classes such as wood shop, metal shop, auto shop, cooking and other important skills that could propel them to a successful life if college is not an avenue they want. Real	Mar 5, 2012 5:41 PM

**Page 2, Q1. Providing instructional focus and rigor**

problem solving comes from working in real life situations with their peers, Not contrived ones from a text book.

204 My 8th grader who will attend South in the fall says he would rather have longer classes: he thinks it's better to have more time to devote to one class I stead of starting and stopping more often, and that more can be accomplished in a longer class period. Mar 5, 2012 5:38 PM

205 I do not think that chopping math (for example) up into partial terms for the year is a good idea. A longer class time does not compensate for many months of no instruction. Mar 5, 2012 5:32 PM

206 Priority 1: Have access to coursework in order to be college or career-ready.  
Priority 2: Being prepared for life after high school means having a wide-variety of course experiences (= full schedule). The full schedule also supports students to be in class, vs. cutting classes before or after a free period during the day.  
Priority 3: The length of classes is conducive to in-depth learning (\*\*given that teachers will be given a variety of professional development opportunities to learn how to actively and meaningfully engage students during a longer class period. Mar 5, 2012 5:31 PM

207 Having schedules align with LCC/UO is ridiculous - first there is no way to do that as LCC and UO have totally different schedules, and second, the number of students involved is extremely small. Mar 5, 2012 5:30 PM

208 This part of the survey is not clear. Do you want one item being most important and one least important or rate each one. Clearer instructions. Mar 5, 2012 5:27 PM

209 My son goes to Sheldon and has four classes a day. I love it! As a teacher, I am impressed with the level of learning and depth of knowledge he has achieved so far during his freshman year. Mar 5, 2012 5:27 PM

210 I have 1 kid who "graduated" and one more to graduate, however they are not prepared for the real world of work or college. Mar 5, 2012 5:23 PM

211 The stress on some students at Sheldon where the 4x4 1/2year block system may not be the best for all learning types where a full year is taken in 1/2 year time. Every Child deserves a full education and to not give all students a full load of meaningful classes is shameful on the school system. Every school should offer the same electives so every child has the same opportunities. Once this is done with the high schools I hope that you will look at the elementary and middle schools so that EVERY child has the opportunity to take shop, robotics and other classes that not every school offers. Every child should be given the same opportunity. Mar 5, 2012 5:11 PM

212 I don't believe increasing daily class time while decreasing term duration is a good solution. Many students at the high school level need the content to be delivered in smaller doses to enable more time to master critical skills. Mar 5, 2012 5:07 PM

213 I know I've marked two of there 'most important' and the rest only one notch down, but you really have to find a way to address all these goals. None of them should be considered 'least' valuable. All should be achievable. Mar 5, 2012 5:02 PM

Page 2, Q1. Providing instructional focus and rigor

214	<p>I am a student at Sheldon High School, and I am taking this survey in hopes that you'll actually read the comments and listen to what I have to say. I would even come to the meeting if I could. Here is what I have to say. I, as well as many other students at Sheldon High School, like our block schedule. It is easy for changing semester classes or for having AP classes hang over for three terms. There are actually terms so mid-terms can be an accurate representation of how students are doing at their half-way point. The longer periods also give the teachers more time to teach The lesser amount of classes gives students less homework, more time to study for individual classes and still have time for sports and a life afterwards. Sheldon students have the second or third highest GPA's in Oregon. It's because our schedule is straight forward and follows all of the terms like 'term', 'mid-term' and 'semester finals'. The teachers at our school would have a hard time adapting to the schedule too. If we have trimesters with semester long classes then a teacher is going to have to teach the first half of a class one period and the second half of a class the next period. It gets really slimy in the middle. And, yes I'm still ranting, kids like me don't get to double up on our classes. I was really hoping to double in math because I want to take calculus before I graduate. Other students need to have this option to meet their graduation requirements, and it increases the option for higher level learning. The there's IHS. How are you going to manage a trimester schedule when these kids have all year long classes. When do their grades count and when don't they? How is there going to be an option for zero periods and morning IHS kids?Also next year I have to take AP US history for honors, a three term class. Now it's going to be a two trimester class? The lengths just don't figure themselves out. I know you can't fix everything but even COLLEGES are looking to adopt the block schedule. Sheldon has been one of the leading academic schools as well as a sports threat in the district. If you ask any person in the Honors program, the IHS program, or even in regular school they will stand up and say that we like it the way it is. PLEASE DON'T CHANGE OUR SCHEDULE. from a very concerned student.</p>	Mar 5, 2012 5:00 PM
215	<p>I think alignment with UO and LCC is not as important as other factors. Many students do not or cannot consider attending college while in high school. The focus should be on a good schedule for the high schools in and of themselves. Certain subjects, especially math, are best if taught every day. My older kids had math every other day at Roosevelt and then every day at South; the difference was notable and much improved with instruction every day.</p>	Mar 5, 2012 4:55 PM
216	<p>Teachers should be able to provide timely feedback to their students whether they are teaching 4 or 5 classes a day. It shouldn't matter. Students should be able to focus on their subjects whether they have 4 or 5 classes per day. It shouldn't matter. If they can't, then it probably isn't due to the number of classes they have.</p>	Mar 5, 2012 4:54 PM
217	<p>Classes around 50 minutes long, more hands on activities, including projects. More connections between subjects.</p>	Mar 5, 2012 4:52 PM
218	<p>Having only four classes doesn't provide enough access to coursework if a student decides to participate in IHS and take Science, Foreign Language, Math, Music and/or Art, plus an Advanced PE class if they're participating in a sport also. Colleges want to see a well rounded students and only providing four class periods a day doesn't provide (well) for those students. In addition, having only four classes a day doesn't provide for a student with special needs to be able to</p>	Mar 5, 2012 4:50 PM

**Page 2, Q1. Providing instructional focus and rigor**

	access tutors or additional time needed for technology (ie Kresweiler, Dragon Speak).	
219	Keep it the same. 9 weeks, with 4 periods a day	Mar 5, 2012 4:45 PM
220	Not sure why you would want to change a system that has the highest test scored in the state for a system like Sheldon's where the test scores keep decreasing. Also I do not like the fact that there will be longer class periods. Attention of students is limited and the longer they have in one class the less they will absorb.	Mar 5, 2012 4:42 PM
221	A lot of students go out of state, so it is not as important as the other items.	Mar 5, 2012 4:33 PM
222	I am concerned if core classes like math, science, and English are not full year classes that it would be possible for students to end up with math the first half of one year and then not get it again until the following year. I have heard that has been a problem at Sheldon. I am also concerned about IHS not following the same schedule as the host school. Right now my freshman has an 80 min. gap every other day. I would like it so he would have the option of taking a classic class in that time slot but since the schedules do not match up he cannot. It seems like that will continue to be an issue with the new plan.	Mar 5, 2012 4:33 PM
223	I am worried that a 3x5 schedule will result in IHS staff being unable to teach at multiple IHS schools, which would no doubt result in South Eugene getting the best IHS program and Sheldon being left in the cold.	Mar 5, 2012 4:31 PM
224	Neither of your schedule options will completely align with UO and Lane; however, and I understand you have already narrowed the options so it's late for suggestions, but: if your goal were complete alignment (which I think would make a TON of sense), that could be accomplished by having 3 eleven-week terms that exactly match AND having a ~two week period in each of September and December with intensive one-subject work and/or project focus... I'm just saying. Like, Sept 7-21 has introductory project work for freshmen, and single-subject stuff for other years, either to extend or to make up credit if they need it, and Dec 10-17 has review sections for particular classes a lot of students find challenging, so like, review of math concepts, grammar, intensive practice in the language they just did one hour a day all term... It COULD be seriously amazing for students to have that kind of opportunity, although I anticipate it would be complicated to manage. But sometimes complicated things are the most worthwhile.	Mar 5, 2012 4:31 PM
225	Too long of classes I think will cause students to tune out and get bored. 90 minutes seems too long, especially for some electives such as PE where students attention span or energy may wane.	Mar 5, 2012 4:30 PM
226	These questions seem leading. Of course we want all of these things for our kids, but doing some of them will mean that there is a lot of curriculum that won't be covered. They may have to learn trig by themselves. Alg 2/Trig will need to change it's name to Alg 2	Mar 5, 2012 4:07 PM
227	Length of class time is really critical I think. Terms that are too short are just as ineffective as short class duration. Quarter system can work at college level where students are more adaptable and have more experience with "getting in	Mar 5, 2012 4:04 PM

**Page 2, Q1. Providing instructional focus and rigor**

the groove." With high schoolers that can take half of a term!!

228	My experience is that if the class is too long (70 min) they become saturated after a certain amount of time and need to move on to something else. This is especially true if it ends up being a required course/teacher that they don't like and have to sit through. I also think if you have it everyday is important over every other day. This creates procrastination and it is harder for a parent to monitor. Hope this helps all of us!	Mar 5, 2012 4:02 PM
229	Of our three students to attend high school in Eugene, two attended the International Program at South Eugene and one attended Sheldon with it's 4-period day (he wanted to play football). We much preferred South Eugene's schedule to Sheldon's. We have heard similar complaints about the 4-period day from other parents.	Mar 5, 2012 3:53 PM
230	My main concern is that all students in the district have equal access to excellent courses that they need to realize their best potential.	Mar 5, 2012 3:50 PM
231	Of course we want students to be well prepared in an environment conducive to learning. We resent, however, being given leading questions that imply only one possible outcome. We resent being asked to attend meetings where we go through planned exercises to express our opinions, then at the next meeting we are addressed as though an agreement was merrily reached, while any objections we had have been swept under the rug.	Mar 5, 2012 3:48 PM
232	All the points listed here are important and it's difficult to say that one is any less so than the others. I favor the 3 x 5 option for two primary reasons: shorter class duration and longer terms.	Mar 5, 2012 3:47 PM
233	All of these items are very important to me!	Mar 5, 2012 3:46 PM
234	Full schedule is very important!! I have 2 freshmen at North that do not have full schedules. When you combine that with a lunch period, they are wandering for about 2 hours!!! With these long periods you MUST guarantee a full schedule. I like the long periods because it helps the kids focus without having to jump from one subject to another as often during the day.	Mar 5, 2012 3:43 PM
235	A common schedule is a step in the right direction.	Mar 5, 2012 3:42 PM
236	Smaller class sizes so that the kids get the attention if they don't get things, that they need.	Mar 5, 2012 3:39 PM
237	Your email seems like a reaction to the grievance that EEA filed. I know the teachers who are on that committee and I know they wouldn't go ahead with a grievance if you had shown due diligence in the process.	Mar 5, 2012 3:37 PM
238	Fewer subjects at a time means greater gaps between essential courses. For example, if students have intensive math for the first 1/2 of the year, they won't have math again for at least 6 months, and therefore, will spend more review time in the beginning of the next math semester. This will hinder retention of essential skills.	Mar 5, 2012 3:30 PM
239	what about a schedule that ensures that students are able to get personalized	Mar 5, 2012 3:29 PM

**Page 2, Q1. Providing instructional focus and rigor**

instruction from competent teachers?

240	Students really must have a full schedule, and if they are to have a free period due to inability to provide full schedules, it is important that a free period does not mean an entire 25% of their total courses in a term!	Mar 5, 2012 3:27 PM
241	These questions are designed to favor fewer classes of longer length. While in-depth focus is advantageous in theory, in practice fewer available classes will be detrimental to a student's ability to obtain classes necessary for graduation. Further, classes in excess of 70 minutes will not likely further more "in-depth" learning for the majority of students.	Mar 5, 2012 3:26 PM
242	Students need to be able to talk and communicate often with instructors.	Mar 5, 2012 3:24 PM
243	I would suggest you contact teachers that have taught under both schedules and ask them for opinions. There are reasons why schools have moved away from Trimesters. Thanks	Mar 5, 2012 3:22 PM
244	Alignment, I assume means daily not semester to semester or quarter to quarter. Length of class periods needs to be substantially long enough for engagement but not so long that they invite or encourage disengagement. 70 minutes is a good compromise. 90 minutes is too long.	Mar 5, 2012 3:17 PM
245	Each student can access classes that nurture and engage their personal interests. These may be classes that are NOT core classes/grad requirements. MOST IMPORTANT	Mar 5, 2012 3:16 PM
246	We have needed for years to be conducive with other educational school schedules. Students deserve full schedules and time from teachers to get additional help after or before class time. Site based management of schedules does not work.	Mar 5, 2012 3:04 PM
247	Most high school students I know have trouble staying focused for 40 minutes. I don't see the value of 90 Minute classes.	Mar 5, 2012 3:03 PM
248	I think the trimesters would put us in a world of hurt with collaborating with other school districts and the open enrollment issue. I don't know of any or many that do trimesters. I think the 4x4 method will be the easiest transition for our schools as well as the collaboration with other districts piece. We also need to keep in mind that at the same time we are implementing this, eSIS will be replaced with another system so staff will be learning that as well. It all adds up to a lot of changes and making the schedule change as simple as possible will be critical to early success.	Mar 5, 2012 3:01 PM
249	While I'd like to align our schedule to LCC and UO, this creates huge potential logistical problems that we can't control. Sort of like a school's bell schedule being at the mercy of the transportation department's bus schedule. By facilitating student engagement and in-depth focus, we will create college and career-ready students. Teacher feedback is multi-faceted, and is probably the least dependent of the above on the nature of the schedule across buildings.	Mar 5, 2012 3:01 PM
250	These students are high school students. It seems silly to adjust an entire district schedule for a few privileged students when we are supposed to be	Mar 5, 2012 3:00 PM

**Page 2, Q1. Providing instructional focus and rigor**

PREPARING students for college, not accommodating their premature college career.

251 Complete schedules are most important for our Freshman.

Mar 5, 2012 2:46 PM



**Page 2, Q2. Supporting the diverse learning needs of our students**

1	Another aspect of supporting our students is to maintain the relationships that we've built with our students in the small schools.	Mar 9, 2012 10:30 PM
2	We should encourage those who excel academically by offering more College Now and AP courses.	Mar 9, 2012 9:28 PM
3	This is a tough one because the students who are able to accelerate through higher levels of coursework have had a history of WAITING for the others to catch up beginning in elementary school.	Mar 9, 2012 5:51 PM
4	I would hope that primary consideration be given to the vast majority of students that do not transfer, and not the small minority that might move during a given year.	Mar 9, 2012 5:21 PM
5	Questions are vague and rely on unstated unproven assumptions. Will this increase teacher workload; making them less effective? How many students' needs are not being met?	Mar 9, 2012 4:45 PM
6	native american children need more resources to succeed in the district. from k-12th get more acaemic help from the native community to assist the native american children. our cultural values regarding education is dismissed over and over again in the class rooms.	Mar 9, 2012 4:21 PM
7	Please stop bringing all of 4j down to the lowest common denominator. Yes, graduation rates are an issue. So is providing a highly rigorous, competitive education for the other end of the bell curve.	Mar 9, 2012 4:19 PM
8	Diverse needs includes art, music, drama, nursing, car repair, metal shop, wood shop and so forth.	Mar 9, 2012 3:38 PM
9	With all the cuts in staff it has become harder to supply students with the extra support they need. I think administrators at a higher level should help out by taking a paycut, so we can employ more staff at levels where they are REALLY needed. Also, substitute pay for aides has hung at \$9/hr. for years. MANY credentialed teachers are now taking jobs as sub aides because they CANNOT find enough work subbing as teachers. To pay them only \$9/hr. is a REAL crime, in my opinion, if you want quality educators!	Mar 9, 2012 3:37 PM
10	Transferring schools is always hard. There should be support for transfer students, but the overall curriculum of a school should not be altered to accommodate transfers to the detriment of stable students. The system should facilitate continuous learning, and stabilization.	Mar 9, 2012 2:28 PM
11	In regards to the first question - "Students are able to accelerate through higher levels of coursework during the school year." What does this really mean, and are there that many students to whom this applies? "Accelerate through higher levels of coursework?"	Mar 9, 2012 10:15 AM
12	You talk about the 4x4 schedule, if you plan to do it like Churchill, with an every other day schedule, so that year class is taught for a full year it works well. However if you plan to do it like Sheldon where the year long class is condensed into half a year it creates problems for students who transfer from other districts during the year. We know a student who moved here about a quarter of the way	Mar 8, 2012 10:46 PM

**Page 2, Q2. Supporting the diverse learning needs of our students**

into the school year. Sheldon's schedule made a difficult situation worse because he was way behind in his courses here and also he couldn't take all the courses he had been taking at his previous school because he could only take four here.

- |    |   |                      |
|----|---|----------------------|
| 13 | Again, I think it is more disruptive to learning for students to have to skip math for a quarter or trimester and I think the schedule change will hurt more kids   | Mar 8, 2012 8:19 PM  |
| 14 | A district-wide schedule should not be based around facilitating transfers. Although it would undoubtedly help certain people, it would also have negative effects for the majority of students who do not transfer schools.  | Mar 8, 2012 7:36 PM  |
| 15 | If we did the trimester, people for other districts would have a hard time aligning the credits that they have.   | Mar 8, 2012 4:53 PM  |
| 16 | With respect to item 3, a different class schedule will have little effect-the topics taught are far more important   | Mar 8, 2012 12:59 PM |
| 17 | Even though all are important, I am most concerned with supporting our more at-risk students so that they have opportunities to retake courses or get the required credit in other ways if they are initially unsuccessful. Also, in addressing diverse learning needs, it would be wonderful to be able to add classes with hands-on components or focus, such as those in the prof-tech areas.  | Mar 8, 2012 11:02 AM |
| 18 | I understand that trasfers may happen, but school hopping should not be the norm. We noted that there was some problem, as we came in from out of district and many programs were already full at CHS. But our student is happy where she is, and things are going well. IHS is not really of interest to her, as she has already gone to schools out of country - but that program was one she could not apply to as it was full when we arrived in July.  | Mar 8, 2012 10:33 AM |
| 19 | I am concerned that if 4J goes to a 4X4 schedule, the shorter semester length will wipe out the gains from the longer class period and excelerate the speed of lesson plans covered in order to cover the same amount of work. This will probably lead to more homework. I am drowning in the amount of work now! I don't have any balance between school and other interests, all I do out of class is endless homework until 11:00pm or later most nights and most of the days on weekends. I am concerned that I won't be able to shoulder AP class level work because all my classes are accelerated/honor level now. | Mar 8, 2012 10:29 AM |
| 20 | Consider all students, but general schedule should be constant, with allowances made for both ends of learning spectrum.  | Mar 8, 2012 9:24 AM  |
| 21 | I NEED to double up next and senior year, and I can't with 3x5.   | Mar 8, 2012 9:23 AM  |
| 22 | I HAVE to double to be able to graduate in high math/language. The block schedule is flexible. 3x5 isn't.   | Mar 8, 2012 9:13 AM  |
| 23 | I think it would be nice to be able to take classes offered at another high school that aren't at mine, but it's not physically possible to go to another high school in ~6 minutes of passing time. I don't think it's worth it.   | Mar 7, 2012 10:01 PM |

**Page 2, Q2. Supporting the diverse learning needs of our students**

24	equitable offerings between schools should be a lower priority then excellent offering at individual schools	Mar 7, 2012 9:57 PM
25	These things can occur in many systems, mixed or not. If the schedule changes to what is proposed, students can only accelerate through courses if there is room in them *and* if fewer classes are taken, there is less of a chance that student can take away from another area of their study to get to get ahead in the one the excel in. When students transfer from one school to another - there will *always* be distrupcion.	Mar 7, 2012 9:52 PM
26	Students should choose to go to one school, going back and forth for different classes bears a disrupting learning environment.	Mar 7, 2012 9:49 PM
27	I am a firm believer that schools should support slower-paced students who need help learning, but I also believe that schools should not attempt to converge everyone in effort to solve this problem. Every student has a different need, and by pulling everyone down, schools are not going to solve this issue.	Mar 7, 2012 8:44 PM
28	Students will not be transferring between the 4J schools, so I do not see this as an issue. My understanding is that most schools that students might want to transfer to, usually have a waiting list. This is not a valid reason to go to the proposed schedules. I am worried about not having continuous learning in one subject (i.e. Math all year long). There is no reason to take 2 years of math for one year, as then you are not getting a balanced education.	Mar 7, 2012 6:29 PM
29	Need to be able to transfer from outside the district too.	Mar 7, 2012 6:21 PM
30	Diverse learning needs include IHS and Honors programs. These programs run effectively on the block schedule with semesters. This makes it so IHS can have Alpha and Omega days and so they get their grades each semester and mid-terms when the rest of the school changes term classes. This schedule also helps Honors kids because they take a 27 week AP US history class. With trimesters the class would be 2 trimesters or 24 weeks. That isn't enough time to take that class and 36 weeks is too long. The block schedule supports all sorts of learning whether it's IHS 3 term classes Algebra 1A and 1B, or the new 9week specified english classes Sheldon students have signed up for	Mar 7, 2012 6:04 PM
31	These areas don't really affect me.	Mar 7, 2012 5:26 PM
32	students should not freely tranfer to other schools-many times due to friendships, boyfriends and sports	Mar 7, 2012 5:25 PM
33	"Students are able to accelerate through higher levels of coursework during the school year" I take to mean students can take a class and then the next level of that class in the same year (Eg: Pre-Calculus and Calculus in the same year). I don't feel that that would be beneficial. And while having minimal disruptions in learning when students transfer is good, diversity in school schedules in a district is better. That way, if a certain schedule doesn't work for some students, they can go to a school whose schedule does.	Mar 7, 2012 3:22 PM
34	Students are able to recover credit more easily... So basically we should encourage people to fail classes, because now with the new system they will be able to make it up!! Yay! Increase underachieving! It is seriously difficult to fail a	Mar 7, 2012 3:06 PM

**Page 2, Q2. Supporting the diverse learning needs of our students**

class. You have to try pretty hard.

35	I don't think different schedules create the major challenge for students who transfer between schools. Rather, it's the entire package--new teachers, new expectations, new classmates, new school culture--that makes that transition so disorienting. It might be better to provide whatever support we can to help students whose families have moved to stay in their original school through the school year.	Mar 7, 2012 3:06 PM
36	I want to be able to be in multiple AP classes, but how is that possible if I have only 4 classes? If I take 3 AP classes I will have no room for other important subjects. Especially since I will be a senior next year and was planning to take many classes like I was use to at Churchill. I think this schedule will ruin my chances to take all of the advanced classes I want. 5 classes would at least be better than 4 since we obviously have no other choice	Mar 7, 2012 2:22 PM
37	How many students need to transfer between schools?	Mar 7, 2012 2:12 PM
38	We ran into the problem of not having AP Physics offered at our school and because of the different schedules between all the schools, we were unable to get our son into AP physics at another school. Same thing happened another time with AP Calculus.	Mar 7, 2012 1:35 PM
39	A common schedule would be advantageous - I don't understand why IHS gets to continue their own thing. Makes no sense to me.	Mar 7, 2012 12:30 PM
40	Accelerating through higher levels of coursework will be a futile effort if the budget does not allow, or the school does not provide, those higher levels (which I consider to be AP/IB/College Now).	Mar 7, 2012 11:09 AM
41	May be one school system is not able to address the needs of high achieving students and students with special needs no matter who hard we try.	Mar 7, 2012 10:26 AM
42	Teachers have to be available for the students to support them when they need to recover credits, however, if the student is not available when the teacher is (and the student already has zero period and extra curricular activities after school) it's difficult to find the time to meet. Also, there are too many students in each class to allow teachers one on one time with the students. Many of Sheldon classrooms are busting at the seams. There are too few class periods and too few classes offered to accommodate all the students' needs.	Mar 7, 2012 10:26 AM
43	Support systems are necessary but not to "recover credits quickly" but rather to not lose them in the first place. Students shouldn't be "accelerating" through anything. They need to be able to absorb what they are learning and "moving quickly" plus jam packing schedules with too many subjects means less retention.	Mar 7, 2012 8:36 AM
44	I agree with allowing students opportunities to make up any classes they maynot have enjoyed or had a personality conflict with their teacher. However; I feel students need to learn to manage their time wisely, this includes thinking about class schedules and how their behavior(s) effect their projected graduation.	Mar 7, 2012 7:59 AM
45	Transferying should not be such a hassle	Mar 7, 2012 1:15 AM

**Page 2, Q2. Supporting the diverse learning needs of our students**

46	<p>My son is not IHS, he's not a straight A student, and he isn't the shining light of his class. But you know, most kids aren't, and those that are, aren't the ones you need to worry about. Kids like mine are. Your graduation statistics depend on those kids hovering at the margins who could go either way. The kids that have some trouble, or minor learning issues, or ADHD, or just haven't yet learned that even if a class is only meeting every OTHER day, they still should do the homework that night. The Sheldon schedule helps these types of kids succeed, the Churchill schedule assures that either they fail, or their parents spend countless hours pulling them out of the Churchill grade slump.</p>	Mar 6, 2012 7:32 PM
47	<p>One of my sons dropped out of French class as he was required to knit. I was told many boys dropped out due to that requirement. Was that a method of maintaining a female heavy enrollment, weeding out the boys, or what? Certainly had nothing to do with learning French.</p>	Mar 6, 2012 7:08 PM
48	<p>Continuity of school is important. Kids who transfer should be able to pick up a class similar to what they were taking. I think it's important that kids get extra support when they need it in terms of being on track to graduate, but not fast-tracking them through our schools without the education they need to graduate.</p>	Mar 6, 2012 6:29 PM
49	<p>don't you DARE touch south's current schedule.</p>	Mar 6, 2012 6:18 PM
50	<p>There are other ways to provide support to struggling students than changing the class schedule. The class schedule should meet the needs of the majority of students.</p>	Mar 6, 2012 5:51 PM
51	<p>To "accelerate through higher levels of coursework during the school year" sounds as if it is a good idea, BUT I suspect it means a student will take two (2) years of math or language credits during one (1) school year. There could be terms (or even years!) in which NO math or language is taken. This is a BAD IDEA!</p>	Mar 6, 2012 5:43 PM
52	<p>There is too much homework at South. If there wasn't so much, my son wouldn't get behind. I also don't believe in enabling a student that wont do a certain amount of work. Some work should be expected, but I don't expect the school to bend over backwards for an uncooperative student. I would like to see more alternative programs available to students.</p>	Mar 6, 2012 5:41 PM
53	<p>If we were to move, say to the Churchill neighborhood, I would hope the transition would be easier since he is in IHS. My son does not do very well during transition, like many children/teenagers, and I feel this is extremely important.</p>	Mar 6, 2012 4:23 PM
54	<p>south cannot change!</p>	Mar 6, 2012 3:07 PM
55	<p>Most students do not change schools during the year.</p>	Mar 6, 2012 2:59 PM
56	<p>please don't change South!!! O.o</p>	Mar 6, 2012 2:51 PM
57	<p>Most High School students in 4j are not bused - instead they take public transportation (and free/reduced lunch kids are subsidized). Students who move are not required to transfer to their "local" high school. They can continue to take public transportation to their original school. Why make this such a "selling</p>	Mar 6, 2012 2:47 PM

**Page 2, Q2. Supporting the diverse learning needs of our students**

point" for the change? Doesn't make sense. The kids who intentionally transfer, perhaps need a different approach? Couldn't a different schedule be a part of that?

58	It's good to have variety of scheduling types at schools. Please don't change south eugene high school's current schedule to a new one.	Mar 6, 2012 2:42 PM
59	shorter and a greater amount of class periods are better for focusing. lectures make students sleepy. free periods are ESSENTIAL, for homework completion. also, free periods are like recess or break in elementary and middle school; they allow for students to get up and move a little bit, which is healthy. free periods allow for time to socialize instead of distracting each other during class. South Eugene High School's current scheduling system is LOVED. PLEASE DO NOT MAKE IT GO AWAY. AND DO NOT CHANGE IT IN ANY WAY OR WE WILL BE MAD. AND BOYCOTT SCHOOL.	Mar 6, 2012 2:33 PM
60	It is also important to provide an appropriate education for students with disabilities.	Mar 6, 2012 2:19 PM
61	Our four high schools offer many different courses. It would be great if students could have a half day at their home school and go to a different high school for courses not offered at their home school.	Mar 6, 2012 1:56 PM
62	What percentage of students really transfer between schools and have disruptions in their learning? Just curious.	Mar 6, 2012 12:43 PM
63	.	Mar 6, 2012 11:18 AM
64	Students who choose to transfer between schools usually have a reason for doing so. One of the best features of the Eugene 4J school district is the differences in what each school offers. Shoving all learners into the same square box, regardless of where they go, may not have the effects you desire. Where will the round pegs go if all of the holes are square? I think you may potentially find student retention through graduation may decrease if you take away the students ability to find a school where they "fit in".	Mar 6, 2012 10:59 AM
65	Online instruction might be the way to go to accelerate a student to "catch up" for graduation.	Mar 6, 2012 10:47 AM
66	Will students who learn more slowly get adequate attention? Is 4J going to provide buses between schools? Will there be a long passing time between classes to allow for transfer between schools?	Mar 6, 2012 10:42 AM
67	My students at Sheldon have had trouble getting the courses they want because the classes are full, often times they have to wait a full year until they could take a science course. This is due to scheduling conflicts as well as filled classes.	Mar 6, 2012 10:28 AM
68	I think students should progress when they have mastered the material, not just because the school year is progressing or because graduation is at hand!	Mar 6, 2012 10:11 AM
69	If minimizing disruptions for students who transfer comes at the detriment to those who aren't transferring, then I don't think it makes sense to do it. First, as a percentage, transfers are the minority. Second, from what I've seen, students	Mar 6, 2012 9:43 AM

**Page 2, Q2. Supporting the diverse learning needs of our students**

transfer far too often and for what I would call BS reasons (sports, doesn't like a teacher, etc.).

70 Offer more vocational type courses for kids not destined for college! Mar 6, 2012 9:41 AM

71 I believe that neighborhood education is the most equitable. Students who chose to transfer should be responsible for making that work for them. While I agree that students need to be challenged, I am equally concerned that students do not fall behind because they don't stand out. Mar 6, 2012 9:34 AM

72 Having a concentrated work time (4 classes per semester) allows students to accelerate toward earning college credits while in high school. Mar 6, 2012 9:26 AM

73 I think a common schedule is important for students because it is easy to transfer and get lost. Mar 6, 2012 9:23 AM

74 i think its important to keep classes like math and spanish consistent and cohesive--and uninterrupted in sequence. there should be enough sections for students to get classes they want/need, Mar 6, 2012 8:52 AM

75 Again these are HORRIBLE QUESTIONS IN A HORRIBLE SURVEY THAT ISN'T ACTUALLY GOING TO GET TO WHAT PEOPLE THINK AT ALL. I have always thought that 4j surveys were horrible but this one TAKES THE CAKE!!!! I think that students should have teachers that are going to encourage them to think deeply and critically and the rest really doesn't matter the form. I don't see how a 4x4 would ever be beneficial. Mar 6, 2012 7:02 AM

76 You can be on a common schedule and still not address the needs stated above. If schools are not teaching the same material the transition from school to school is still just as difficult Mar 6, 2012 6:17 AM

77 My family just moved here fall 2011 from out-of-state & sat in the counselors office for hours trying to coordinate class list to take, because the school would not accept past classes or teacher recommendations. My kids are on the path to go to college not trade school. I was not happy that school wanted to make some classes be retaken. Mar 6, 2012 2:04 AM

78 The ability to accelerate physics, calculus or many subjects into shorter blocks of time and longer class periods will not work for many students who are academically able. This amount of information cannot be assimilated in concentrated ways. Mar 5, 2012 11:00 PM

79 Providing a schedule which allows students to accelerate also allows slower students to quickly get left behind and not be able to catch up in time to pass the class. You don't mention the loss of subject knowledge that will occur if there is a 6 month gap between classes in the 4x4 schedule. Few students transfer between schools so schedules should not be based on this reason. Mar 5, 2012 9:58 PM

80 Students who are able to accelerate through higher levels of courses should have this opportunity, but those who cannot should also have the opportunity to work at a slower pace or get the support they need to be successful. For instance, study hall, tutoring, smaller classes, and shorter periods for those with attention problems or other learning disabilities. Mar 5, 2012 9:49 PM

**Page 2, Q2. Supporting the diverse learning needs of our students**

81	With the high rate of dropouts, I would love to see the students get the support they need so they CAN graduate.	Mar 5, 2012 9:33 PM
82	This is an odd twist in attempting to support the concept that exposing students to only a few months of curriculum is somehow superior to a full year studying a topic. Consider which schools produce the highest scoring SATs, have the highest number of merit scholars, have the highest level of overall curricular success---build a program for the district around that. Do not attempt to justify a "trend" in education of blocking schedules. Our school year is short enough already---shortening a student's exposure to math, english, history, science and language into modified blocked schedules is not in the best interest of student's learning. AP exams---how will these be impacted? Teachers already struggle to cover the necessary material.	Mar 5, 2012 9:27 PM
83	It is very important to me that students are supported academically so that they do not fall further behind. All people learn at different paces and need varying levels of support.	Mar 5, 2012 9:25 PM
84	Students who can't recover credits, or who can't get extra support fail and give up very quickly. The extra supports provided at North and Churchill have kept many students in school. We need to be serious about support ,by allocating more resources, when we have so many students in danger of failing in this district.	Mar 5, 2012 9:01 PM
85	free periods are very important and the changes would damage the overall level of education	Mar 5, 2012 9:00 PM
86	Same daily schedule would be least disruptive whether you transfer or not.	Mar 5, 2012 8:57 PM
87	With 4x4 you can easily double up classes	Mar 5, 2012 8:49 PM
88	This opinion may not be shared by all, but i do not think teachers time or other students rime should be wasted or sacrificed to help another student 'catch up'. I feel teachers barely have the time to give what they need to the students that remain focused and on track. This, unfortunately must fall upon the student and his/her parents. Times have changed. My parents had no clue or concern what i was learning in school. Today i am learnig spanish with my son to ensure i know he knows what he is supposed in order to succeed.	Mar 5, 2012 8:45 PM
89	South Eugene High School's current scheduling is the best ever and a LOT of the students at south agree.	Mar 5, 2012 8:31 PM
90	If by accelerate, you mean pack more in to a shorter amount of time and then just focus more on getting through a certain amount of curriculum rather than mastery of content, then that is a bad idea.	Mar 5, 2012 8:31 PM
91	Recovering credits should be different than "enabling" students so they get the credits they need to graduate and make the District look good due to their numbers graduating. We have too many students who do not deserve to graduate that do.	Mar 5, 2012 8:27 PM
92	Minimal disruptions in learning would seem to have a lot to do with a common curriculum and little to do with a common schedule.	Mar 5, 2012 8:15 PM

**Page 2, Q2. Supporting the diverse learning needs of our students**

93	If there are more similarities in schedule and curriculum, then transfer would see more continuity, I imagine.	Mar 5, 2012 7:56 PM
94	I'm not sure what number one means. Accelerate? Seems like that has to do with speed. Not always what is important.	Mar 5, 2012 7:18 PM
95	These questions seem to encourage me to pursue the common schedule and is, in my opinion, bias.	Mar 5, 2012 6:43 PM
96	Maintain Honors classes at all costs	Mar 5, 2012 6:16 PM
97	Transferring students need and deserve support, but you can't sacrifice great education to the unattainable goal of having every class on the same page at every school. Fairness is important; uniformity is not.	Mar 5, 2012 5:42 PM
98	We need to raise our standards and have high expectations for all. Support needs to be available for the high and low end students. We have to many special Ed teachers who push paper instead of work with students with much of their day. More shop teachers less special ED teachers. To much FTE goes to the non-college track students with special needs. As an educator I see two glaring issues with low performing students. They have terrible diets and do not exercise enough. They cannot focus for long periods of time because they are not managing their own needs well. We would do well to educate them about health as a freshman and make every freshman take PE all year. Diverse learning takes place when we are all prepared to engage in learning. 90 minute classes are to long for students and teachers. 70 minute classes will produce more productive time on task and less poster making. Contrived projects that have low expectations will inflate grades and college dropout rates. A teacher needs to be able to provide a diverse learning environment in that time frame with 2 - 3 transitions built into there class. With quality manageable time will come good collaboration and good quality lesson plans. Better quality student.	Mar 5, 2012 5:41 PM
99	It makes sense to have a common schedule with all the high schools, as long as each school has some type of flexibility with their unique needs.	Mar 5, 2012 5:31 PM
100	I don't know how many students transfer, but I don't think schedules should be torqued around for the relatively few who do. Also, having different scheduled could be a reason for transferring in the first place - for example, some students may not like South's schedule, but could like Churchill's.	Mar 5, 2012 5:30 PM
101	I'm going to keep leaving comments so you see how determined I am. This asks about getting higher level classes, but they take longer to teach. Longer periods as well as a set term/semester schedule helps with this. It's why Sheldon can offer so many AP, IB, and advanced classes From a very determined student	Mar 5, 2012 5:00 PM
102	Would higher levels of coursework be offered if there were more periods in a day or if the semesters changed to trimesters? Who would teach the higher levels?	Mar 5, 2012 4:54 PM
103	The ability to attend classes at one school and have to option to take another class at another school is good. For example, if one school only offers French 4 during one period a day and another school offers it so that it works into a students schedule that works very well.	Mar 5, 2012 4:50 PM

**Page 2, Q2. Supporting the diverse learning needs of our students**

104	Why do students need to move from school to school. It is unfortunate that classes are not consistent from school to school. I would rather have less special language schools and more teachers in the schools that offer multiple language options and multiple trade classes. It is a shame that we spend so much money on language schools where few countries even use the language. (French and Japanese) Offer these languages in all the schools. Instead, we are dropping languages from the regular schools. Does this really make sense?	Mar 5, 2012 4:42 PM
105	Not all teachers can facilitate learning. Some like to control learning. Teachers need to learn how to do this and inservice should be provided by the in-school teachers to their peers. Tough to do, but is the most effective.. When principal recognizes deficiency, he must have teachers observe other teachers who are effective with transitions and student centered classrooms.	Mar 5, 2012 4:33 PM
106	My son told me that if he wished he would not be allowed to take 2 science classes in the same year because there was not enough staff to accommodate that. That made me sad. I think that if a student wants to take academic classes he/she should have the opportunity to do so.	Mar 5, 2012 4:33 PM
107	Kids should try NOT to transfer. If we allow kids to recover credit in this way, we will need more FTE	Mar 5, 2012 4:07 PM
108	Transfers seem like a small portion of students. I wouldn't base major decisions on a small cohort.	Mar 5, 2012 4:04 PM
109	Holding kids back that don't pass several key classes is better than throwing in a short night/summer class at them and calling it good... wasted effort and money.	Mar 5, 2012 4:02 PM
110	Smaller class sizes.	Mar 5, 2012 3:39 PM
111	Your email seems like a reaction to the grievance that EEA filed. I know the teachers who are on that committee and I know they wouldn't go ahead with a grievance if you had shown due diligence in the process.	Mar 5, 2012 3:37 PM
112	I think students should be required to stay at one school, except in circumstances which are a danger to the student. There are many student who transfer for sports multiple times throughout high school. I don't think the schools should change to accommodate this.	Mar 5, 2012 3:30 PM
113	a schedule that is sensitive to the various learning styles of students instead of one that assumes every student needs the same thing.	Mar 5, 2012 3:29 PM



**Page 2, Q3. Managing class size and workload**

1	Class size should be reduced when conditions are overcrowded to the point where it is disruptive to optimal functioning. However, use of the word "minimized" is an in- appropriate qualifier in the first question.	Mar 9, 2012 10:49 PM
2	I worry about losing Open Academic Time because it is a crucial time in the week when students come in to get help on homework and personal instruction on content that they don't understand. It is also a time to make-up missed quizzes, tests and labs. If we didn't have Open Academic Time, how would I as a teacher have time to do lab make-ups with my students? Also, as a science teacher, I am extremely concerned with my number of different classes to prep for increasing and the effect that would have on the students' quality of education. As all my classes have an essential laboratory component (as is required by Oregon standards and as is necessary to prepare students for college), it takes a lot of time to set-up, break-down, and run labs. Additionally, supplies must be bought, maintained and lab make-ups done for absent students. I don't mind these aspects of my job, but they all take additional time as compared to the workload of other teachers that don't have that type of component in their curriculum. I don't know how I could effectively teach three of four different preps in a semester, let alone meet all the other demands of my job nor be available to provide extra support to my students outside of class.	Mar 9, 2012 10:30 PM
3	Smaller teacher to student ratios is important for control of the classroom.	Mar 9, 2012 9:28 PM
4	At this stage of education teacher feedback is important for the student to learn and move forward. Teachers would be more effective at providing feedback if they were not over extended.	Mar 9, 2012 6:45 PM
5	Another tough one. We need more teachers. We need to think outside the box and utilize volunteers effectively so students can get more in depth knowledge or tutoring outside of the classroom to support what is being taught by the teachers.	Mar 9, 2012 5:51 PM
6	A manageable workload varies depending on the subject area and the students.	Mar 9, 2012 4:45 PM
7	no more teaching to the tests!!!! there is so much a whole generation of children have missed by the system teaching to the test. they are not well rounded academically! the ability to explore all avenues of each subject has not been addressed since the teachers have to teach to the test. to allow each teacher to assist children in different methods of learning a subject was not encouraged. so many good teachers have been lost to this kind of teaching to the test. the new teachers have been strangled by the performance to get X amount of children to be at X level so the school wouldn't be reprimanded.	Mar 9, 2012 4:21 PM
8	If the teachers don't have a manageable workload this will ALL be for nothing!	Mar 9, 2012 3:52 PM
9	What happens to teacher prep time? It seems that part of this initiative is to make schedules convenient for students and teachers from one school to the next. But it also seems that this "efficiency" is being pursued to save money. Somethings got to give. Where will the savings come from. It seems if excellence in education is desired, the scheduling model currently being used at SEHS would be in the mix. Why is this not so? I believe it is because the scheduling model used at SEHS is more expensive than the models being considered.	Mar 9, 2012 3:52 PM

**Page 2, Q3. Managing class size and workload**

10	Hire more teachers and staff and raise taxes.	Mar 9, 2012 3:38 PM
11	With ALL the staff cuts last year in the Eugene area, the above will never happen. Unless you staff schools adequately, and reduce class sizes to manageable proportions, students will NOT learn to their maximum potential. I don't know when the state/nation will start putting education first and funding it as it should be funded!	Mar 9, 2012 3:37 PM
12	College Courses are large in class size generally. Students must be able to manage this level of instruction. Perhaps instead of reducing ALL class sizes, provide "labs" for students to get the one on one, and personalized learning time on subjects where the instructor doesn't have to spend so much time putting out the core knowledge about said subject, because students got that in "lecture".	Mar 9, 2012 2:28 PM
13	Class size in high school and teacher student ratio impacts students and their grades, this is seen in the difference in private schools where class sizes are smaller and teachers focus on each student more.	Mar 9, 2012 2:15 PM
14	Not to the undermining of class choices though. There needs to be a balance of class size and the offering and choice of electives.	Mar 9, 2012 11:53 AM
15	If we are really preparing them for college, then they should know that some classes have hundreds of kids with a lecture and all test are taken on a computer. And they still learn.	Mar 9, 2012 8:58 AM
16	Personalized instruction would be nice but not more important than the ability to cover core subjects continuously	Mar 8, 2012 8:19 PM
17	Less classes to prep for = more time to personalize.	Mar 8, 2012 2:20 PM
18	my daughter is a sophomore and she has not been assigned a research paper so far in high school. I am wondering if that's because grading them would be too much of a burden on the already really busy teachers.	Mar 8, 2012 1:52 PM
19	class size is determined by several factors, the least of which is the schedule of the school	Mar 8, 2012 12:59 PM
20	Some classes would lend themselves to bigger sizes. Some teachers also are able to control more kids. When a big class and an overwhelmed teacher are together - chaos reigns... Spanish 2 at CHS.	Mar 8, 2012 10:33 AM
21	If I don't figure out the concept when it is first presented, I get nervous that I will fall behind or fail on the chapter test because there isn't much time for me to ask questions or get help understanding the work.	Mar 8, 2012 10:29 AM
22	With a heavier workload, teachers have an even harder time giving personal attention and developing relationships.	Mar 8, 2012 8:59 AM
23	I like our Red day Blue day system because we have time to talk to our teachers if we do not understand the homework the next day, instead of it being turned in the next day.	Mar 7, 2012 11:05 PM
24	A higher minimum retirement age requiring teachers who don't wish to teach classes post age 55 to stay in the system as individual mentors and homework	Mar 7, 2012 9:57 PM

**Page 2, Q3. Managing class size and workload**

graders would be a better use of our PERS dollars.

25	Please don't reduce class size by reducing the number of class opportunities students have. The chance of capturing the desire to learn of the most diverse group of students possible, goes down with the fewer educational variations that exists. Zach Stewart seems to manage his work load of weekly essay writing of four classes under the regimen of the SEHS schedule. If teacher workload is a concern, don't force several high schools worth of teachers to redo lesson plans they've spent years perfecting	Mar 7, 2012 9:52 PM
26	Teachers seem to be doing just fine with handling workloads, and all classes taught by adept teachers can deal with the larger classes.	Mar 7, 2012 9:49 PM
27	Very important for teachers to have time to spend with students!	Mar 7, 2012 6:06 PM
28	The class sizes are fine with me. I think some teachers have more work than others; for example, my math teacher corrected all of our Geometry texts overnight ON VALENTINE'S DAY. If he has enough time to correct at least eighty tests and have a little fun himself, I'm sure he doesn't need any less work.	Mar 7, 2012 5:26 PM
29	Less classes for the teachers to prepare for and grade, gives them more time for the students	Mar 7, 2012 5:11 PM
30	If given an option why would anyone want class sizes to increase or that teachers should have class sizes that are not managable.	Mar 7, 2012 5:07 PM
31	I think by high school, most kids should be able to manage larger class sizes (40-ish). I've heard stories of class sizes being way to large (over 45) for juniors and seniors, though not for freshmen/sophomores. I've heard of 70 in a class--- this is not acceptable.	Mar 7, 2012 4:04 PM
32	Longer classes do not mean an ability to "more effectively personalize instruction."	Mar 7, 2012 3:06 PM
33	Do not increase teacher workload, especially time spent in class with students.	Mar 7, 2012 2:49 PM
34	Keep math classes and writing classes at 33 or below	Mar 7, 2012 12:30 PM
35	I am worried that this is more of a money thing then about students. I see you are saving money by abandoning the 2x7. But how are kids suppose to figure out what they want and enjoy doing if it is only about the main coursework and better grades on state tests?	Mar 7, 2012 10:45 AM
36	This is achieved by adequately funding schools and not by rearranging the schedule.	Mar 7, 2012 10:26 AM
37	This is not the case at Sheldon. As I mentioned above, there are too few classes offered and not enough class periods to take them!	Mar 7, 2012 10:26 AM
38	Small classes are great, but I would rather have larger classes than kids having free periods!!	Mar 7, 2012 10:23 AM
39	I cannot say one of these is more or less important than the other, as they go hand in hand.	Mar 7, 2012 9:51 AM

**Page 2, Q3. Managing class size and workload**

40	At the high school level, higher class sizes are acceptable to me if teachers can manage their workload and have more time with each class.	Mar 7, 2012 8:36 AM
41	I feel some teaches could do a better job of knowing their students, class size shouldn't be a factor. How can you teach or reach students if you don't present a pre-test to assess student needs? I found my son's teachers didn't do a very good job of this. I am hopeful this improves when my second child starts 9th grade next year.	Mar 7, 2012 7:59 AM
42	You are doing it again with how you are phrasing the questions. If I answer one way, then you will use this to support your argument to changes things the way you want it. I may think that small class size is important as is a manageable workload, but not if it means we have cookie-cutter schools that don't cater to different needs or do not sustain the excellent schools that we have (had in the past).	Mar 6, 2012 8:52 PM
43	While it would be great to have smaller class sizes, that alone isn't what helps a kid learn. And considering that at this point, with all of your half-day/late-start/grading day/furlough BS, my children attend school about 3.5 days a week, I have zero confidence in the school's willingness to do more than support the teacher's union, when a lot could be accomplished by - hello - getting rid of the teachers who are no good at their jobs. If I do a bad job where I work, I get fired. At school, they promote you to administrator, or leave you in the classroom to damage many future generations, because they CAN'T fire you. You want better education? Get rid of unions and have a five day a week, all day school program with GOOD teachers.	Mar 6, 2012 7:32 PM
44	My children over the HS years were in overcrowded rooms where kids sat on the floor etc. How do you keep unmotivated kids engaged with those conditions-limited or no contact with the teacher who struggles to keep control let alone teach.	Mar 6, 2012 7:08 PM
45	A teacher can't be expected to effectively teach all kids when class sizes as large as they are. Larger classes mean more workload and less time to do their work.	Mar 6, 2012 6:29 PM
46	personalized instruction? what? bs. also, current class sizes are FINE	Mar 6, 2012 6:18 PM
47	I get the impression that the unified class schedule is more about budget and staffing and meeting the needs of teachers rather than meeting the needs of students.	Mar 6, 2012 5:51 PM
48	The more students and heavier the workload, the more prep/grading time should be contracted for teachers. Computerized grade books, such as Basmati, should be required so that students/parents can check assignments/grades without interfering with that prep time.	Mar 6, 2012 5:43 PM
49	Class size is of the utmost important. My younger son will be coming in as a freshman next year, and smaller class sizes help kids to learn better, be more engaged and interested in the subject. Class size and high quality teachers are crucial for all students to be successful, including mine. (who are TAG)	Mar 6, 2012 4:23 PM
50	the class sized are fine. south cannot change!	Mar 6, 2012 3:07 PM

**Page 2, Q3. Managing class size and workload**

51	current class sizes are totally fine.	Mar 6, 2012 2:51 PM
52	My child is a freshman at Churchill IHS, after middle school at ATA. The difference in the teaching staff is astounding - better communication with parents, excellent challenging curriculum - it is finally day after a long three-year night. The IHS and Churchill schedule really supports her experience - extra day to process new information, take care of homework, contact staff/peers with questions. And NO busywork. Either the staff at Churchill and IHS are all that and more, or the Red/Blue (Alpha/Omega) day schedule makes a huge difference.	Mar 6, 2012 2:47 PM
53	The current class sizes are fine.	Mar 6, 2012 2:42 PM
54	the current class sizes are PERFECTLY FINE.	Mar 6, 2012 2:33 PM
55	I believe that class size can be different based on the subject matter. It is fair for one teacher to have more or fewer students based on objective criteria of how many students are appropriate for what they teach.	Mar 6, 2012 2:19 PM
56	It is more efficient for Teachers to have A-B schedules, giving them time to prepare every other day. Similarly, students on A-B schedule have time to complete homework and devote significant time to coursework. A single schedule churns children through coursework and allows less time for a broad and liberal education.	Mar 6, 2012 2:00 PM
57	It;s hard to picture a more manageable workload given the budget cuts, but it would be nice.	Mar 6, 2012 1:56 PM
58	I think it would be nice the have a "resouce time " like they do at the middle school level....where the kids can come in before school to get assistance or ask questions. This time should not conflict with a Zero period.....since many IHS kids or band/music kids have that period filled.	Mar 6, 2012 12:54 PM
59	This is a blanket statement that is virtually impossible for the school to achieve through scheduling, class size, or number of courses/electives offered. A teacher is taught how to build a curriculum around the schedule they have to work with. They personalize instruction based on what has worked well in the past and the personalities within the particular set of students. There are many fine teachers in the 4J school district who are dedicated to making each class they teach, whether in 90 minutes (CHS) or 50 minutes (SEHS) engaging and impactful. They encourage student interaction while face-to-face and provide an appropriate amount of material for the student to do after class to reinforce the material covered in class. Homework is an essential part of the learning process. Good teachers know this. It isn't the amount of homework; it's the quality of the homework. No teacher needs to be buried each day with hundreds of pages of homework to grade. Homework can consist of 3-5 targets that can be reviewed at the beginning of the next class and graded by fellow students. This third time of seeing the same thing (lesson, homework, reviewing someone else's work) is paramount in ensuring that adult learners (obviously these are teens but they are not children anymore) get the most out of each lesson. Today teachers have the ability to give students credit for being teaching assistants. These students learn responsibility for filing, grading, photocopying. Used wisely, TAs are a way for smart teachers to delegate simple daily tasks and stay	Mar 6, 2012 10:59 AM

organized and focused. Students who TA for several consecutive terms should be able to apply this time towards their Career Related Learning hours. 4J has some AMAZING teachers who leverage these types of resources well to become model teachers. They should be teaching the newer, less experienced teachers how to be AMAZING. Please don't think that by simply changing the school district's daily schedule that teachers will have a more manageable workload. Those teachers who now have eight 90-minute periods (Block-CHS 1800 teaching minutes per week) that teach 7 classes with one period for prep are responsible for approx 1575 minutes of teaching a week and receive 225 minutes of prep time. Teachers who now have seven 50-minute periods (SEHS 1750 teaching minutes per week) that teach 6 periods with one period for prep are responsible for approx 1500 minutes of teaching a week and have 250 minutes of prep time. In the proposed 3x5 (1750 teaching minutes per week) students would not lose any face to face teacher time, in fact, students at SEHS would actually gain time. However, the teachers' workload would likely drop to 4 classes (instead of 6 or 7) and they would be responsible for approx 1400 minutes of teaching and would receive 350 minutes of prep time which equates to a decrease of teaching time (100-175 minutes less) and an increase of prep time (100-125 minutes). If the teacher's workload is decreased and their prep time is increased will the material covered in class, be more challenging and engaging? How will you measure whether the affects of the change in schedule (i.e. change in teacher's workload and prep time/ quality of instructional time)? What is the plan if the schedule is changed and the measurements don't show a positive trend in learning (i.e. higher test scores, increased enrollment in advanced classes, etc.) Before you provide a "get out of jail free" card to every teacher in the district by lightening their workload, would you consider gathering feedback from students and parents on the quality and quantity of instruction currently being delivered in the existing classrooms as a benchmark? If you have a teacher who throws the lesson on the overhead, tells the class to work in groups, and then allows the class to socialize for the remainder of the period now because the teacher is "overloaded" what will that teacher be like after you lighten their load?

- |    |   |                      |
|----|---|----------------------|
| 60 | I think this is beyond important. We need to make sure our kids' teachers aren't burned out and can do their best. Students also need to be in classes where they can have their questions answered and their teachers have the chance to know who they are. I was discouraged to see at the Parent-teacher day how large all the classes were. It must be very daunting to teachers. | Mar 6, 2012 10:57 AM |
| 61 | Reducing HS class size has a reverse effect on elementary class size. Remember a strong elementary experience is the core for future learning. Without it, you will need more remedial learning in middle and high school... Don't pull from elementary for HS!   | Mar 6, 2012 10:47 AM |
| 62 | Obviously! Are we educating students or "maximizing efficiency" of our already over burdened teachers?  | Mar 6, 2012 10:42 AM |
| 63 | Students having the opportunity to take a course is more important than teachers workload!!!  | Mar 6, 2012 10:28 AM |
| 64 | I think these two factors (class size and teacher workload) are the two most significant factors in the struggles the teachers face, which translates into struggles for our children. That being said the teachers at 4J overall (with a few   | Mar 6, 2012 10:11 AM |

**Page 2, Q3. Managing class size and workload**

notable exceptions) do an excellent job, are knowledgeable and dedicated. The major issue is inept administration which cripples the effectiveness of the teachers and the schools in general.

65 I believe these two considerations go hand in hand. Time for personalized attention is critical, and very hard to find. I am paying between \$250 and \$350 per month for a tutor for my child for math and science because he cannot get enough instruction from his over-stretched teachers. Mar 6, 2012 9:34 AM

66 Our child is regurgitating math vs really learning it, as he is one of 40 kids with minimal ability to have help. I know many parents are leaning towards tutoring outside of the school to get "real" knowledge of some subjects as they don't feel their children are really learning the content. I know this is directly correlated to the number of kids in the class. If it's a problem to have less kids in the class (i.e., financial) maybe there could be "lab" time with college students or grad students who get credit for having out of class access for study help. Just at thought. Mar 6, 2012 9:28 AM

67 I'm not sure how you are able to keep class sizes to 30 when they are over 30 students per classroom now. In some cases lab science classes are at 36. Mar 6, 2012 9:26 AM

68 I am all for class sizes being smaller if teachers utilize that time to connect more with the kids. Mar 6, 2012 9:23 AM

69 Studies have shown that student achievement is directly related to class size. Mar 6, 2012 9:06 AM

70 college students will soon have to deal with large numbers of students in classes and learn to get their needs met. I believe that large class sizes in high school NEED to come hand in hand with access to the teachers before and after class as WELL AS teachers aids, tutors, and just more accessible one on one. A classroom teachers job cannot be ONE on ONE very often, as nice as that sounds. But they need to be able to supervise T.A's and tutors, and be there by Email if they can't be there in person to a student. By junior year they must be able to focus and get things done in the larger classes if they are college bound. Mar 6, 2012 8:51 AM

71 Would like the district to also address this with Eugene IHS in mind. Traveling between schools and having to take leadership from the same FTE as regular high schools receive means much larger classes at at least some of the campuses while others, due in some part to caps, have much smaller classes. Mar 6, 2012 7:58 AM

72 All of these schedules look like more teaching minutes a day - which means we need to look at what we can cut: meetings, collaboration, writing letters of recommendations, attending IEP meetings, etc. Those are realistically what individual teachers will cut out if they are asked to teach more minutes each day - which means more to plan, and less time to plan. Mar 6, 2012 7:11 AM

73 I don't know why I bother with this survey anymore. We need more teacher, yes. Is it worth going to a 4x4 NO!!!!!!!!!!!! Mar 6, 2012 7:02 AM

74 Class size change is minimal under the two proposed schedules and the number of students that I will teach during the year will increase under either of the proposals. It is a great way for the district to get more from its teachers for less money Mar 6, 2012 6:17 AM

**Page 2, Q3. Managing class size and workload**

75	Students have to be able to ask questions, so the teacher needs time. They also need to be able to know the kids and where they're at in their learning. To do that means reasonable class sizes.	Mar 6, 2012 6:10 AM
76	At one time my kids went to a charter school and that class size was about 12-18 kids per school. There they got the best hands on teaching and mentoring from the teachers.	Mar 6, 2012 2:04 AM
77	How is the second comment linked to the new schedules?	Mar 5, 2012 11:00 PM
78	I think smaller class sizes are very important, and that teachers and students are able to get to know each other better.	Mar 5, 2012 10:34 PM
79	I continue to worry about the long classes. Will preparing for four 90-minute classes significantly reduce teachers' workloads? How will longer classes necessarily result in smaller ones?	Mar 5, 2012 10:10 PM
80	This is much more important than many realize.	Mar 5, 2012 10:00 PM
81	Reduce class sizes and create manageable teacher workloads by cutting district office bureaucratic positions to provide more money for teacher salaries, not by changing schedules.	Mar 5, 2012 9:58 PM
82	Teachers cannot be expected to grade the papers they have, give immediate feedback, or have any kind of relationship with their students when they have over 35 students per period. Again this is supposed to be high school NOT college. Teachers may have high school TA's, but that is a far cry from a college intern!	Mar 5, 2012 9:49 PM
83	So much information is being thrown at our children. So much so that they don't have time to finish it in class. Therefore, they bring it home hoping that their parents can help. Personally, I am not a teacher.	Mar 5, 2012 9:33 PM
84	Teachers are managing their classes well. Certainly everyone would like to see class sizes smaller---but frankly, students in higher level courses are going to need to prepare for college which generally means larger lectures. Class size reductions are an excuse ----not an answer to overall effectiveness in teaching.	Mar 5, 2012 9:27 PM
85	When students don't have timely constructive feedback, a huge learning opportunity is lost. They don't know whether they were correct or not. I see this when tests are not gone over or when teachers do not have time to talk individually with students.	Mar 5, 2012 9:25 PM
86	Students won't learn optimally if teachers don't have time to provide feedback, or if they are unable to differentiate based on student needs due to time restrictions.	Mar 5, 2012 9:01 PM
87	free periods are very important and the changes would damage the overall level of education	Mar 5, 2012 9:00 PM
88	Most employees working for the district have workloads that are unmanageable. Fair for one, fair for all.	Mar 5, 2012 8:51 PM
89	Idealy there would be 20 students to a class and the teacher would have ample	Mar 5, 2012 8:45 PM

**Page 2, Q3. Managing class size and workload**

time to spend with each student. Unfortunately the budgets will probably never allow it again. I did not really have an opinion on these questions because i almost feel that we had better focus on a solution that is realistic to our budgets. If we cant get the class sizes down to a truly beneficial level, why do we dwell on it?

90	South Eugene High School's current scheduling is the best ever and a LOT of the students at south agree.	Mar 5, 2012 8:31 PM
91	Class sizes are not reduced now and there were huge budget cuts last year so why would this change? Currently I have 45 in 2 of 3 classes yet there were sections lost in my area yet class sizes are the same!	Mar 5, 2012 8:27 PM
92	Manageable workloads can be achieved many ways. How about hiring graders/tutors or supporting study centers and counselors so that every student in every classroom is ready to learn. Optimal class size is very much a function of the subject, whether students are ready to learn, teacher capability, and teacher support.	Mar 5, 2012 8:15 PM
93	Let's remember that teachers work 40 weeks of the year and have 12 weeks off. They have a manageable workload. The most critical thing is making sure teachers are QUALIFIED. My student has had two teachers already this year who are not qualified to teach their subjects. Why? Plenty of qualified teachers are available.	Mar 5, 2012 8:09 PM
94	I would like to have this process determined by what is best for the students, not what might be in the teachers' best interest.	Mar 5, 2012 8:01 PM
95	I don't understand why teacher prep time goes up when the number of classes they teach a day goes down in one of the proposed options.	Mar 5, 2012 7:56 PM
96	Smaller classes are better classes... end of story.	Mar 5, 2012 7:52 PM
97	What is the difference in these two questions? The second question is very unclear.	Mar 5, 2012 7:47 PM
98	But, if we are seeing more students per year, that still affects getting to know students in any meaningful way.	Mar 5, 2012 7:18 PM
99	These questions seem to encourage me to pursue the common schedule and is, in my opinion, bias.	Mar 5, 2012 6:43 PM
100	I hope that the committee and district is working closely with the EEA to ensure that this is thoughtfully part of the plan.	Mar 5, 2012 6:32 PM
101	This discussion is a sham if from the start every school will have multiple schedules with IHS continuing to have another schedule and to teach in opposition to the values this survey puts forward ( # of students and ability to gain back credit). Other IB schools do not function in this matter and do not destabilize the host schools.	Mar 5, 2012 6:00 PM
102	My daughter at South has OVER 40 students in every class. It is unacceptable for students and teachers .	Mar 5, 2012 5:42 PM

**Page 2, Q3. Managing class size and workload**

103	Colleagues at my building have class sizes less than 10. Not just 2 or 3. There are 10 classes at my school that are that low. There are 10 more at my school in the teens. The issue is equity. Teachers have different work loads and administrators know it. Nothing is done, because the good teachers get students educated better with 30+ students than the bad teachers with 16 students. At my school numerous teachers are incapable of handling the block class. 85-90 minutes is too long and time is wasted. A 70 minute day makes so much sense.	Mar 5, 2012 5:41 PM
104	I have taught for 20 years in the classroom, and if I have a large class, I know I won't effectively reach all the students' need the way I wish to support them.	Mar 5, 2012 5:31 PM
105	I'm not as concerned with the extensive feedback on student work as I am about having a manageable workload for the teachers for their own sake. I think they have taken it out of their own hide during these lean years and I worry that they can't keep it up forever and good teachers will leave.	Mar 5, 2012 5:24 PM
106	Class size is important but the most important factor is the teacher. There are those who strive to make every day the best and those that are offering no innovation. I don't believe all teachers deserve a prep time in these financially challenging times. Teachers who assign a lot of work and provide feedback to students deserve prep time. I believe that many teachers have a manageable load and don't need more help in the high school setting	Mar 5, 2012 5:03 PM
107	Again, both of these are 'most' important -- I know it's hard, but we have to be able to provide both.	Mar 5, 2012 5:02 PM
108	Teachers get the same amount of time to correct papers no matter how long the classes are, but trimesters are going to put more stress on teachers because they have to change kids sooner, teach faster, and the pace of the class gets all mushy in the middle where semesters are supposed to be. That's why you don't have full year classes at Sheldon. We teach you what you need to know in half the time and we cleanly switch topics in the middle.	Mar 5, 2012 5:00 PM
109	I don't know if these two things can be separated, but overall, I defer to the teachers' ability to meet the needs of their students. Providing adequate or better feedback is a very high priority. It is frustrating for my child to work hard at a subject but to not be able to get questions answered because there is not enough time before, during, or after class to meet the needs of a large group.	Mar 5, 2012 4:55 PM
110	There would not be more teachers or fewer students. Offering more periods in a day does not guarantee that more teachers will be awarded to the school to teach these periods. It might mean that a teacher is more overloaded for having to teach more than one class in a day or take on a class that they are not qualified to teach.	Mar 5, 2012 4:54 PM
111	High school has become more of a small college environment. That said, it's important for a student to be able to receive individual "help" during office hours also. Most of the classes with additional "teaching time" (as in a 4x4 schedule) become "group learning" projects and students with individual needs don't have the ability to seek out tutor time or individual instruction time.	Mar 5, 2012 4:50 PM
112	Once again more teachers in the regular schools.	Mar 5, 2012 4:42 PM

**Page 2, Q3. Managing class size and workload**

113	I prefer the 4x4 schedule due to the fact that there is less of a work-load issue since there are less students overall. Less students=More teacher attention	Mar 5, 2012 4:34 PM
114	Must create effective ninth grade programs with excellent teachers to ensure students get off to a good start. There are several high schools in the state that currently have such programs and it would advantageous for schools to look at these models.	Mar 5, 2012 4:33 PM
115	It is more important to me that my son can take a full schedule and get the classes he needs and/or wants for graduation and college admission.	Mar 5, 2012 4:33 PM
116	31 vs 33 students per class is not significant; if you could go from 33 to 23 students that would be significant. A ninety minute class allows for more student/teacher interaction.	Mar 5, 2012 4:31 PM
117	I don't know how to prioritize between these two. They're both important. I would note that with exact line-up with UO and/or Lane it might be easier to get college volunteers (interns) to help individualize instruction.	Mar 5, 2012 4:31 PM
118	We do NOT want "lecture" style classrooms. We also want our students to have math and language arts every school day all year long. We are NOT happy at all with the block scheduling and students going 9 to 18 weeks or more without a math or language arts class.	Mar 5, 2012 4:29 PM
119	Think with the smaller class size the personal attention comes into play automatically.... let's give it a shot.... something that hasn't been done since my kids went to kindergarten 17 yrs ago... it shows.	Mar 5, 2012 4:02 PM
120	Reducing class sizes is critical for the success of our students -- if this new structure reduces class sizes, I am even more supportive! If it doesn't, what are we going to do about this problem?	Mar 5, 2012 3:50 PM
121	As long as the workload is manageable.	Mar 5, 2012 3:46 PM
122	I want the teachers of my daughter to have the time to help her in and out of class!!!!!!	Mar 5, 2012 3:39 PM
123	Your email seems like a reaction to the grievance that EEA filed. I know the teachers who are on that committee and I know they wouldn't go ahead with a grievance if you had shown due diligence in the process.	Mar 5, 2012 3:37 PM
124	THIS is the most critical thing.	Mar 5, 2012 3:29 PM
125	Most important of all.	Mar 5, 2012 3:25 PM
126	Class size is "The Most Important" factor in learning.	Mar 5, 2012 3:20 PM
127	I can handle a much larger workload if my instruction is effective. Factors that inhibit my students' ability to engage with the material can make a smaller class size pointless.	Mar 5, 2012 3:01 PM



**Page 3, Q4. Providing students with a choice of classes**

1	The good-old fashioned basics....."Reading, writing and arithmetic".....and the core studies are the most important as they are fundamental to learning. We should eliminate all of the special interest studies like environmentalism and get back to classes like Economics 101.	Mar 9, 2012 9:44 PM
2	Students should have choices, but they should not be forced to choose between foreign language and history. They should have access to ALL courses.	Mar 9, 2012 6:00 PM
3	Some of these electives are best when students make a year long commitment. It is a group class where they are working together to create something (music, etc.). There needs to be continuity in who is in the group in order to plan on a longer scale. These courses (like band) often become a second "family" for kids where there academic success may not matter -- "A" students working alongside kids who struggle in other classes and both might be excelling in band. The unpopular or shy kid may find his niche there.	Mar 9, 2012 4:59 PM
4	all children NEED each year some aspect of the ARTS in their academic year!	Mar 9, 2012 4:29 PM
5	Of course I would say these are important; however, if I sacrifice basics for electives - none of the above is important.	Mar 9, 2012 4:11 PM
6	It would be great if students could take course across district, but how do you get them there? Another issue and not many working parents can cart their kids around.	Mar 9, 2012 3:54 PM
7	I think there should be more languages offered, too. With the cuts last year, I see a reduction in options, likewise. This should NOT be happening. Cuts in athletics would be a nice thing to see for a change, instead of always academics! More classes in art and P.E. would, likewise, be more enriching.	Mar 9, 2012 3:40 PM
8	Electives give students something to look forward to in their school day. I have often seen my son go to school, simply because he didn't want to miss time in his yearbook class or time in the band room. These types of electives that stimulate the students passions bring them in by choice and make the whole educational experience less of a burden that they avoid and disdain.	Mar 9, 2012 2:39 PM
9	Besides core classes, students should partipate in different classes so they can broaden their horizons and find their passion in life.	Mar 9, 2012 2:19 PM
10	Electives are courses that make school enjoyable and meaningful. It is not just about sports or academic achievement. The arts help the mental function of learning and gives a hands-on education that supports long term retention and learning.	Mar 9, 2012 12:09 PM
11	Who doesn't love choices?	Mar 9, 2012 9:01 AM
12	Again, it isn't practical for students to commute between schools, even if the schools are on the same schedule. It is time for Oregon to join the 21st century and make online courses available for all students who need them, not just students who are willing to do all their school online. Many other states have a free full curriculum online for their students, and they allow their students to take some classes online and some at the school building, why can't Oregon?	Mar 9, 2012 12:14 AM

**Page 3, Q4. Providing students with a choice of classes**

13	Band for an entire year is a top priority for my students, and myself!! My daughter who is a Junior has 3 years of Band already and needs that last year long Band class to complete her College Applications!!! My Freshmen will need it too!!!	Mar 8, 2012 10:55 PM
14	Fine arts are required for many colleges and should be available all year.	Mar 8, 2012 8:56 PM
15	If a student wants a particular program, he or she can enter the lottery to go to the high school that offers that program. Creating a common schedule for the purpose of attending courses across the district will only hinder those remaining at their campus.	Mar 8, 2012 8:31 PM
16	Electives have taken a hard hit year after year especially with the push for college readiness. This, however, does not take into account those students who are not cut out for or have any desire to attend a 4 year college. Electives open worlds for many and sometimes plant the desire to pursue a career in an area they wouldn't have even thought about had they not been exposed to it through an electives class. As far as the arts go, life is nowhere near as rich of an experience if there isn't some form of art included!!	Mar 8, 2012 3:49 PM
17	the performing arts are of high importance to South students and staff. I do not want to see these programs minimized by a new districtwide schedule	Mar 8, 2012 1:06 PM
18	This is a time when kids can do that. We REALLY appreciate that it is still available here in Eugene.	Mar 8, 2012 10:41 AM
19	I REALLY value the opportunity to take drama and want to be able to take the Excel computer elective so I can learn to work in spreadsheets so that I can be better prepared to do further science and other work with numbers. Drama, music and art offerings allow us, as students, to explore subjects that we are passionate about and learn skills that will be necessary to us in the future. Please find a way to retain at least one slot for them. I know that having a break from the concentration of my core subjects gives me an emotional boost as well as energizing me for the rest of my schedule.	Mar 8, 2012 10:41 AM
20	I think electives and arts are extremely important	Mar 8, 2012 10:32 AM
21	My son's acting class was a great boost to his self esteem which reflected positively in all aspects of his life. His weight lifting class not only gave him much needed exercise but inspired him to continue this kind of physical activity outside of school.	Mar 8, 2012 9:31 AM
22	Consistent and full schedule, even if not as many "choices" for students. If all high schools have same value for this, the disparity between schools will be less of an excuse for students to not engage.	Mar 8, 2012 9:28 AM
23	band is an all-year class. There is no gap. All classes can be negotiated. Nothing is set in stone.	Mar 8, 2012 9:15 AM
24	We want the opportunity to take many classes without needing to leave our school.	Mar 8, 2012 9:01 AM
25	Elective classes are very important to the well-rounded-ness and marketability of	Mar 8, 2012 8:14 AM

**Page 3, Q4. Providing students with a choice of classes**

the student to colleges and work, not to mention life. AP, College Now and classes at the UO and LCC are very important if students are going to be attending college.

- |    |   |                      |
|----|---|----------------------|
| 26 | Drama and music students have to have access to these classes for the entire school year. Anything else would greatly harm the class and its teacher as well as harm the students' ability to participate in year round competitions Also the 3x5 schedule would naturally cause students to have all or nearly all year long courses in the second trimester. This would prevent students from being able to participate in electives during that trimester  | Mar 7, 2012 11:09 PM |
| 27 | My youngest, a junior at CHS, has not been able to take near the number and scope of electives compared to her older brother, who is now a junior at UO. So much change in such a short amount of time, and none of it for the better. We love CHS and are so supportive of the staff... but it's hard to see the classes my daughter would love to take - classes that her brother loved, such as ceramics, art, various P.E. choices - unavailable.   | Mar 7, 2012 10:40 PM |
| 28 | Not allowing for year long arts courses will destroy all arts programs in the district. It would be a shame to destroy 4j's legacy.   | Mar 7, 2012 10:29 PM |
| 29 | The arts often foster our brightest kids and thus all of our futures. It would be good to allow this opportunity without requiring a student to devote 20-25% of their available class schedule to them. The proposed 4x4 and 3x5 schedules will force many bright students to turn away from music and the arts. Both alternatives are bad. A proposal that allows room for some shorter more frequent class opportunities would be a better choice.   | Mar 7, 2012 10:03 PM |
| 30 | For me and almost every on of my peers, taking electives is the only way to pursue our interests. If we were to only take "academic" classes, what would happen to our society when we are grown up? Not everything is math and science. For me, taking choir is as important as taking math, French or chemistry. Singing and playing music is proven to help people feel better and it's proven to help people in other areas of learning (i.e. Math). Please do not take away the arts. With a 4x4 schedule, it would be virtually impossible for people to stimulate their brains and inspire the future the way the arts and electives do. | Mar 7, 2012 10:01 PM |
| 31 | Students need to have art and electives to make school a better and more enjoyable experience.  | Mar 7, 2012 9:51 PM  |
| 32 | I don't see how either the 4x4 or the 3x5 schedule will work for students that want to participate in band or other performing arts classes. For example, the students that want to participate in band throughout high school would have to devote either 25% or 20% or their educational time to this subject. Previously, at South HS a student could devote 14% (1/7) of their educational time to band and still participate throughout all 4 years. I think this new schedule will decimate the performing arts in schools.   | Mar 7, 2012 9:31 PM  |
| 33 | How many electives will either schedule offer? I'm going to high school next year, and I'm a band student, but I also need to take a language in order to meet college requirements. Will this be possible with either of the schedules? Speaking of band, will this also be taken for a half of the year, for around ninety minutes per day? I love band, but I'm not sure if I want to spend a full quarter of  | Mar 7, 2012 9:19 PM  |

**Page 3, Q4. Providing students with a choice of classes**

my school day on it. I'd much rather have a diversity of classes, which is why I think the seven period schedule is much better. If I'm only learning about four things per day, it will be much less interesting. Would you enjoy taking an hour plus of math every single day?

34	Electives are secondary to students excelling in the basics in high school...reading, writing, literature, math and science.	Mar 7, 2012 6:59 PM
35	Again, there is no way that students will have time to travel to another school to take a class. And the schools do not appear to be open to that option. Class choices have been greatly reduced in the past 5 years. Classes that my oldest child took at their high school are no longer offered and changing the class schedule is not going to change this.	Mar 7, 2012 6:34 PM
36	Some cons you guys have about the block schedule is that it will interrupt band and language learning. Well that's inaccurate. No matter if you take a "year"(2 semesters) or a half year(1 semester) or double there is still review in language classes. By like the second week after the review part all of the students are caught back up.	Mar 7, 2012 6:08 PM
37	Each school should have equal access to important subjects, including foreign languages and other enrichment electives.	Mar 7, 2012 5:48 PM
38	1. We should be allowed more electives. I have none this year at all. Electives make learning more fun, causing more kids to want to come to school. 2. I don't really understand the second question here. What it means to me is that kids could go to multiple schools at once. That doesn't make sense. 3. The most important part of the last is the "entire year" part. Year long classes are better for learning than hour-and-a-half, half-year courses. If we only had math for half the year, imagine how bad our SAT & ACT math scores would be!	Mar 7, 2012 5:35 PM
39	students need to attend only one school to help their moral and school spirit	Mar 7, 2012 5:27 PM
40	I think classes like band, drama, choir etc. are very important for the full school year. They give kids the opportunity to explore and to strengthen talent over a long term. Not to mention something to do that is valuable. Electives are important too but there are other ways to learn about things, ie: via volunteering somewhere	Mar 7, 2012 5:15 PM
41	Students need to be passing benchmark tests. If they have not passed benchmark tests they should not be involved in electives.	Mar 7, 2012 5:10 PM
42	Having students able to participate throughout the entire school in band and choir is most important to our family. My children have the love for music and choir so if this is not an option it would be devastating to my children since we are not financially able to do this on our own.	Mar 7, 2012 4:50 PM
43	Schools should be able to have all the same courses or an equivalent course, so there should be no need to take courses across the district.	Mar 7, 2012 3:27 PM
44	Students are able to take courses across the district as it is! If all the schedules line up, it will be more difficult to arrive to class on time due to travel time. We can't just magically appear at other schools.	Mar 7, 2012 3:11 PM

**Page 3, Q4. Providing students with a choice of classes**

45	I can't tell what the second option in this question is saying. I do not think it is important that all of the high schools offer the same courses, but that they all offer a good variety of courses. The schools are not and do not need to strive to be identical. They all have their strengths, and I would hate to see that lost.	Mar 7, 2012 2:55 PM
46	I am saddened by the lack of vocational elective choices, particularly at the high school level, in our district.	Mar 7, 2012 2:51 PM
47	My daughter informed me that there are only 14 students in her AP Calc. class. This course is being taught to fewer than 1% of the students enrolled at Sheldon High. I think it would be appropriate to offer to have these students attend the same class at a different high school. So having classes open to students across the district would be wonderful in this senario.	Mar 7, 2012 2:46 PM
48	'Most important' is meeting graduation and college entrance rquirements.	Mar 7, 2012 2:14 PM
49	Courses coordinated for time use is valuable for student learning. Helping and giving students the tools (as part of drama , band and similar activities ) to excel in chosen activities is important. No student should have expectations to participate in courses for which they conceivably have created time use problems to meet requirements.	Mar 7, 2012 1:13 PM
50	More hands on classes - we have a huge group of students who are not getting their needs met currently	Mar 7, 2012 12:34 PM
51	they need to take the required courses first then electives if they get to pick their own schedule they aren't going to get what they most importantly need, they will just go for the electives.	Mar 7, 2012 12:16 PM
52	"Throughout the entire school year" should have been "full-year" as these classes will probably be only offered one period in most schools, and with a limited number of class periods, many will not be able to stay in their chosen elective continuously, but could do band then choir, which would meet the parameters of your question, but not the desires of the student.	Mar 7, 2012 11:22 AM
53	Students need to have electives that are applicable to outside interest, they need to be guided through high school with the end result being either able to work or go to college.	Mar 7, 2012 11:08 AM
54	Students should be able to explore possibilities and interests in high school, not in college. We need to return to important life skills like home ec and personal finance.	Mar 7, 2012 11:07 AM
55	For many of our students, electives make all the difference!	Mar 7, 2012 10:51 AM
56	Electives are being cut! My kids have very few options beyond core classes. My oldest wanted to enroll in Anatomy and Movement next year at Sheldon but was told it was being cut. Her interests are in the health care field but what class beyond the sciences can she take to fuel her interests?	Mar 7, 2012 10:40 AM
57	I think we should ensure that our students get more exposure to the STEM subjects.	Mar 7, 2012 10:35 AM

**Page 3, Q4. Providing students with a choice of classes**

58	My son plays in band and it is very hard for him to stick with it (and it very good for him!) and still fit in all of the required classes with the 4 class periods a day that his school currently has. My other son was unable to take any electives but had free periods (2 out of 4!!!) last term. That is not effective learning and also doesn't give any options for them to try out opportunities like art, metals, wood shop.....	Mar 7, 2012 10:29 AM
59	I think we abandon the arts at our peril. They are not "extras" but are rather inherently part of being educated and *for many students* are what keep them interested in school. In an ideal world, I'd have lots of electives for everybody and lots of choices, but I privilege a strong college prep curriculum *and arts at every school* over taking courses across the district or having an even broader array of elective choices.	Mar 7, 2012 8:46 AM
60	While I do feel electives are important, we have to think most about preparing students for college or careers and my experience with electives is that at the freshman and sophomore level, all of the "good" classes are eaten up by upper classmen, leaving wastes of time for younger students. My daughter is a sophomore and has been a teacher aide three times and in a worthless radio broadcasting class once in an attempt to fill her schedule because NOTHING else was available. Clubs and after school activities have satisfied her need to "meet interests and broaden her education" much better than the school has.	Mar 7, 2012 8:43 AM
61	I feel the need to add these electives assist students with their social needs and assists with a commnity connection with their schools. Please don't take away these "fun" and important factors of school.	Mar 7, 2012 8:01 AM
62	For some students, the main thing keeping them going to school, besides their friends and social network, is being able to take classes they enjoy and look forward to. By giving them a variety of both credit classes and special interest activities helps to keep some students motivated.	Mar 7, 2012 7:52 AM
63	extra curricular activities can keep some borderline students in school	Mar 7, 2012 1:17 AM
64	At Spencer Butte Middle School this year, the administrators decided to cut back the number of classes per day and increase the number of time in class. This experiment has been a bust. The classes are too long, and many teachers do not have enough activities to sustain the students' interests. Also, when kids should be exposed to electives, they are not. I do not think academic performance has improved. And because we have some very bad teachers this year at SBMS, and the kids have to have them for extended periods, it is a bad situation for the children; and their learning has suffered. I do not want to see this happen at the high school.	Mar 6, 2012 9:05 PM
65	Would be nice, but there are cuts everywhere. If something has to go, here it is.	Mar 6, 2012 7:40 PM
66	These activities are vital for many kids to stay engaged in HS and graduate.	Mar 6, 2012 7:11 PM
67	While I think electives are important, they aren't as important as other core classes for academic knowledge that prepare our kids for life beyond high school.	Mar 6, 2012 6:36 PM
68	electives for the arts are important.	Mar 6, 2012 6:21 PM

**Page 3, Q4. Providing students with a choice of classes**

69	Adding a "zero" period is not a viable solution for many students who must have access to these elective classes all year. These opportunities MUST be available during the regular school day to be truly viable for all student populations whether rich or poor. A zero period is inequitable!	Mar 6, 2012 6:12 PM
70	These are JUST as important as sports and should be supported equally.	Mar 6, 2012 5:42 PM
71	How will students be able to take classes across the district? Will the district provide transportation and how will their schedule be considered between schools? I'm not sure how this will pan out.	Mar 6, 2012 4:41 PM
72	Both my kids are in orchestra, which is extremely important to me. My older son plays the upright bass and my younger one plays viola. Music has enriched their lives and brain development. I can't imagine it not being available all year long. In addition, they will be trying for music scholarships when they apply to a University.	Mar 6, 2012 4:31 PM
73	Students need some entertaining, and spirit lifting class, to enjoy besides their required classes. Band, choir, yearbook, drama and other activities are very important to people who are more into the arts but also into the regular classes too.	Mar 6, 2012 4:29 PM
74	Broad education with many options for physical exercise and the creative arts is important for developing well rounded citizens.	Mar 6, 2012 3:51 PM
75	artsy electives are important. south cannot change!	Mar 6, 2012 3:08 PM
76	The 4x4 schedule eliminates electives -- look at courses available at schools in the district before and after changing to the 4x4 format - DO YOUR HOMEWORK on this one!!	Mar 6, 2012 3:02 PM
77	art electives are very emportant.	Mar 6, 2012 3:01 PM
78	I think these extracurricular activities are very important, but if they were available during only parts of the year, that would be acceptable.	Mar 6, 2012 2:52 PM
79	In the funding situation we now find ourselves, perhaps trying to maintain a vast majority of electives is unrealistic? I would love that it isn't so, but that is the reality we are facing. How would students take classes across the district? Go to South for Calculus? And then North for Band? And how would that transportation look? Is that the idea here?	Mar 6, 2012 2:48 PM
80	We need to keep our creative electives please.	Mar 6, 2012 2:45 PM
81	we need our electives at South. also, WE LOVE THE CURRENT SCHEDULING.	Mar 6, 2012 2:33 PM
82	It is important to demonstrate for students the importance of learning and letting them be involved in classes and activities of interest will help with this.	Mar 6, 2012 2:29 PM
83	More specialized education at this level, which would occur through limiting course selection, is a terrible mistake and an injustice to young people.	Mar 6, 2012 2:03 PM
84	A good portion of students are not going to pursue careers in science and math.	Mar 6, 2012 2:03 PM

**Page 3, Q4. Providing students with a choice of classes**

We need to make available classes for student who have different career goals and need to reach a certain number or skill level of classes to to be competitive for scholarships in their chosen field.

- |    |   |                      |
|----|---|----------------------|
| 85 | <p>My child is at Sheldon....and because of Science classes only being offered in the same slot as band.....he had to drop band this year to take science. Being in the SI/IHS program also complicated things....and he never had science in his first year....and would not have had science in his sophomore year....if he had not dropped music. He loves science and wanted to proceed to the AP course and not having science until he was a JR. was not acceptable. The 4x4 class schedule has been very difficult to work through taking band or other extra curriculum. We need guidance to get his classes in. Scheduling does not help much....so we went back to the advisor this year to get his science put in. I know he is going to have to work in "PE credits"....eventhough he participates in after school sports. It would be nice if the schools would consider these school/afterschool sports for credits....since they are taught by the coaches -- they take attendance --- .....that would free up other slots for other education and interests like band/orchestra/ drama etc.</p>   | Mar 6, 2012 1:39 PM  |
| 86 | <p>Availability of electives, and year long electives, is very important.</p>   | Mar 6, 2012 1:01 PM  |
| 87 | <p>Some choice/ elective opportunity is important... not as worried about sequencing of electives as academics.</p>   | Mar 6, 2012 12:47 PM |
| 88 | <p>The inequity that exists now in the 4J School District is not because the schools run on different schedules. The number of electives and courses offered are tied to school size. It is extremely unfortunate that those who attend the smaller schools have been locked into SLCs that corral students through specified core curriculum when other schools offer 3-4 different classes to meet core curriculum requirements. Standardizing schedules will not make more choices available to students in the smaller schools. However, making classes offered at other schools available to students attending elsewhere is brilliant. With the capabilities of video learning, e-learning, and on-line collaboration through learning systems such as Moodle, McGraw Hill's Connect, and Blackboard students should be able to participate in classes taught at other schools throughout the World, not just in the 4J District. If an incoming freshman, who is qualified to take a World Lit course, previously only, offered to juniors and seniors, to meet their freshman English requirement why should not the student's request be honored. Why do we continue to say, "This is the way it has always been done?" Today's students are very different from the students 10 years ago when some of the courses still offered today were first created. Even kids who graduated within the last 5 years had different needs than today's kids. There are so many resources now for teachers, to help them be AMAZING teachers, which my parents and grandparents who taught for 30+ years never even imagined. Making tests, mimeograph machines, manually tabulating and calculating grades.....all of these things took hours of work for teachers in the past and now with computers test making, calculating grades, making copies, communicating with parents... these tasks have been simplified allowing teachers to spend time teaching instead of time planning to teach.</p> | Mar 6, 2012 11:53 AM |
| 89 | <p>Electives are important but should not have precedent over academic classes or higher level studies offered to students.</p>   | Mar 6, 2012 11:38 AM |

**Page 3, Q4. Providing students with a choice of classes**

90	Are you going to completely eliminate the arts from school?	Mar 6, 2012 10:45 AM
91	How do they fit in electives as well as rigorous academics when only four options are presented	Mar 6, 2012 10:31 AM
92	The focus needs to be on what they need to learn to prepare for life: Entering the work force, college, etc. Other things are nice - if they can be fit in without being detrimental to the primary focus.	Mar 6, 2012 9:47 AM
93	Part of the learning experience is extra-curricular activities. These should be continued and encouraged! Otherwise they rely too much on Facebook, etc. for social interaction and do not develop those skills necessary for successful adulthood.	Mar 6, 2012 9:43 AM
94	A choice of classes is great , but classes need to be available throughout the day. This will enable students to have a full class load without a free period. Having a free period may prevent a student from earning enough particular credits in time for graduation.	Mar 6, 2012 9:41 AM
95	Core education is most important--that includes music and the arts in my view.	Mar 6, 2012 9:35 AM
96	Having the same or similar elective options at all of the high schools would be nice.	Mar 6, 2012 9:33 AM
97	I believe electives are good to keep the attention of the student. I am not sure about courses across the district. Seems like there will be to many distractions to pass from one building to another. Having them on one site (unless it is college) I think is best.	Mar 6, 2012 9:32 AM
98	I believe electives are extremely important and we have almost erased them from the high school scene. Part of high school is discovering your interests. Also, the band and choir perform and so many events throughout the year they have to be considered a year long class. For some of those students that is what is keeping them hanging on in school. I don't believe students want to travel to different schools for different classes. I think they want to take pride in belonging to their own high school and being part of that community. Again, smaller community is directly related to student success.	Mar 6, 2012 9:09 AM
99	there should be enough sections for students to get courses they want. like integrated english/p.e. at south	Mar 6, 2012 8:54 AM
100	As stated before, by reducing the number of classes, you are reducing the student's opportunities to learn a variety of skills and broaden their horizons. Please understand that students are not exposed to as much knowledge as they can be when courses are cut!	Mar 6, 2012 7:23 AM
101	I hope every school continues to offer electives (especially band). My student is an "A" student, but I truly believe this is possible with the added outlet and personal interest of band. It is a way for the kids to unwind, enjoy and recharge. It can't be all book-work. The burnout, dropping grades and behavioral issues would most certainly increase with the loss of these crucial pieces in our student's day.	Mar 6, 2012 7:18 AM

**Page 3, Q4. Providing students with a choice of classes**

102	Variety is important, especially for the students that have "intelligences" that are not typically rewarded in an academic environment.	Mar 6, 2012 7:06 AM
103	The schedules that are proposed do nothing for allowing students to take courses on different campuses. Our elective teachers believe that fewer classes at a time will mean the death of their programs.	Mar 6, 2012 6:21 AM
104	There is nothing wrong with taking electives if you are interest in music for example or ceramics. But kids should not be "forced" to take. Also schools need to put driver's education back on the course selection. It's needed more now the when I went to high school here. And I took drivers ed for .25 credit hours. That was a usefully elective.	Mar 6, 2012 2:23 AM
105	I am confused about "taking courses across the district." If that means standardization of course offerings, then I am against it. If it means that students can travel to another district school to participate in a specific course, then I am for it. I would love to see vocational programs that occur at a particular high school, but are open to all students, maybe on an application basis.	Mar 5, 2012 11:29 PM
106	My son has not been able to enroll in ANY electives; so few are offered, and fill up too fast	Mar 5, 2012 11:24 PM
107	A broad exposure to different electives and courses at the high school level is very desirable.	Mar 5, 2012 11:20 PM
108	The 3x5 and 4x4 schedules do not allow students to take year-long classes without using up twice as many credits on those classes, thus limiting what other electives they can take.	Mar 5, 2012 9:58 PM
109	Band, choir, yearbook and drama are fantastic classes that students need to have something to look forward to in their day. These should not only be classes but after school activities that other student who have more experience can still be apart of. So students who have already taken yearbook and know what they are doing can still be apart of the group and not excluded because the class is full and there isn't any more room.	Mar 5, 2012 9:57 PM
110	4J can expect to lose many outstanding students to private and other options should they restrict access to music, drama, choir and other arts programs. The new Superintendent would do well to study the community and learn that there is an enormous draw to the entire district BECAUSE of the exceptional arts programming that still exists in 4J. This is a heavily arts-based community. Reducing the ability of students to take 2 electives FOR AN ENTIRE year, without compromising their academic curricular pursuits, will devastate the arts and performance legacies in our schools. This will be the end of the strongest drama and music programs in the state. 4J has held it's reputation as an enormous recruiting tool for industry on a nationwide basis, in great part because a student can get a decent fine arts exposure along with excellent academic preparation----in a public school system---which makes Eugene a unique and special place both in the NW and nationally.	Mar 5, 2012 9:56 PM
111	Maintaing the same group of students in classes that participate in competitions, such as choir and drama, is essential to succeeding at performances and competitions	Mar 5, 2012 9:14 PM

**Page 3, Q4. Providing students with a choice of classes**

112	South Eugene High School has a lovely scheduling system already, I would hate for it to change, and free periods are essential for the growing brain. Periods any longer than they already are at South would make students learn less efficiently- student's have rather short attention spans, and cannot concentrate for a full 70 or 90 minutes as proposed.	Mar 5, 2012 9:11 PM
113	It is important for students to be able to participate in both drama and choir throughout the entire school year.	Mar 5, 2012 8:53 PM
114	Band, choir, etc. are more important then woodshop, auto mechanics, welding? The trades are not similar to those you listed. Why the bias?	Mar 5, 2012 8:52 PM
115	The so-called electives are core for us (along with the "regular" core). Music, drama, movement, and leadership classes such as yearbook, government support academic studies as well as provide important lessons in soft skills such as teamwork. They give students an opportunity to explore. They cannot be learned on one's own or online. The results of students' hard work are more immediate than for other subjects, and provide a real and important sense of accomplishment.	Mar 5, 2012 8:50 PM
116	These activities keep kids interested in school. They should have as much focus and attention as sports programs get.	Mar 5, 2012 8:46 PM
117	who will transport students to other schools? If a student needs to be able to transport himself/herself, then 4j is only catering to the rich	Mar 5, 2012 8:45 PM
118	Elective credits are REQUIRED, yet a certain principal cut them all at one school. Now people wonder why students only have 5 of 8 classes! Physical Education and Health are also REQUIRED and considered ELECTIVES and it has been proven a healthy body makes for a healthy mind and students who are active do well in the classroom yet this principal cuts PE????? No wonder students are withdrawing from this school and enrollment is going down. This leader has ruined this school in two years.	Mar 5, 2012 8:45 PM
119	The IHS program at North seems to really pigeon hole kids and doesn't allow for exploring other areas of interest very well.	Mar 5, 2012 8:37 PM
120	South Eugene High School's current scheduling is the best ever and a LOT of the students at south agree.	Mar 5, 2012 8:35 PM
121	It would be nice to have the option to attend a different school for a class.	Mar 5, 2012 8:15 PM
122	A broad range of electives is nice, but the most important should be met first. As for elective choices, I would hope they are worthy educationally and intellectually stimulating, and not easy A courses that they can "slide" on.	Mar 5, 2012 8:14 PM
123	I believe an every-other-day schedule can accommodate much of this.	Mar 5, 2012 8:02 PM
124	Electives don't need to be offered throughout the entire year, I feel, if that's the question. I feel it's important to have electives, however.	Mar 5, 2012 7:59 PM
125	Electives are crucial to giving every student options and allowing everyone to find a niche/hook. They are not to be sacrificed (nor are the advanced academic	Mar 5, 2012 7:55 PM

**Page 3, Q4. Providing students with a choice of classes**

classes). Find a way to offer both. That is your task. And thank you again for seeking and listening to our wants/needs.

126	I feel these activities are crucial to the successful experience of many SEHS students. South is such a big school which can be challenging socially for many students. My daughter spent the majority of her sophomore year depressed for many reasons but being socially isolated played a big role. Her drama class was the ONLY thing that got her through the year and has provided her with a social group so that she is now thriving as a junior. Without this as a year long class, her life would be much less happy.	Mar 5, 2012 7:47 PM
127	Electives in my opinion are some of the most important classes. Students especially here have opportunity to learn to work as part of a team to achieve a common goal, while at the same time applying skills from other classes including math and language arts/literature. These classes improve self-confidence and public presentation, which are skills important for career success.	Mar 5, 2012 7:43 PM
128	How many students will actually take advantage of this? And doesn't this just pander to the students who can afford cars or whose parents aren't working and can drive them?	Mar 5, 2012 7:23 PM
129	I am worried that my child who is currently in band and freshman jazz band, will have to "give it up" to have the availability to take spanish, or other required classes.	Mar 5, 2012 7:00 PM
130	I'm most concerned with availability of core classes such as Math, English, Science, and History. In times of budget cuts, I don't care nearly as much about any of the other courses. Those can be handled as extracurricular, non-school activities as desired.	Mar 5, 2012 6:58 PM
131	I am a student, and choir is extremely important to me. I don't have the money for voice lessons, but I have many friends in choir who give me important feedback and constructive criticism on my singing and this part of my day is very important to me. I work very hard in choir, and it is very motivating and rewarding also know some students in drama and they have based a very big part of their college plans on taking drama classes. One student even quit two extracurricular activities she was extremely involved in to focus on drama and school plays.	Mar 5, 2012 6:56 PM
132	My child mentioned that certain electives were pulled from regular course work and were only available to certain students. I don't think that is fair to those kids who want to take those classes.	Mar 5, 2012 6:30 PM
133	Year-long classes are very important.	Mar 5, 2012 6:30 PM
134	Boys need shop classes. They are drowning in this sit and listen to me (teacher) like Charlie Brown's parents for 85-90 minutes	Mar 5, 2012 6:21 PM
135	I am very concerned that my musical kids will be able to continue all year in band. They participate in after school sports and offering a 7am 0 period band class isnt acceptable to me since they often stay at school for practice until 6-7 at night. Their bodies are growing so much and they need rest more than ever!	Mar 5, 2012 6:11 PM
136	Band, choir, drama, etc. should not be given short shrift - they provide	Mar 5, 2012 5:49 PM

**Page 3, Q4. Providing students with a choice of classes**

tremendous opportunities for growth and learning social skills, not to mention helping make high school bearable for a number of students. The trimester system is not conducive to these activities and should be dead on arrival.

137	It would be really great if we could get the automotive program back in the 4 j schools as well as welding and woodworking for those GUYS who are not computer or sports minded my son wants to go into automotive there is no chance of that happening in the school he goes to now and he can't be transfered to the only school that does that because they are over crowed and he can't go to LCC because of his age	Mar 5, 2012 5:47 PM
138	It would be very disruptive and upsetting to be kicked out of band midway through the year.	Mar 5, 2012 5:45 PM
139	Limiting classes to the basics removes the option of electives. My son is currently in choir and Dorians (a jazz vocal ensemble.) Those are his only two electives. With the reduction of two or three classes during the term how could he possibly take those electives?	Mar 5, 2012 5:45 PM
140	The reason my student has not been able to continue in classes like yearbook is because it was only offered one period during the day and in order to fulfill graduation requirements, other classes needed to be taken. Would these classes be offered more often during the day so a student can better fit them into their schedule?	Mar 5, 2012 5:40 PM
141	There have been incredibly strong drama and music programs in our region. I have seen these programs go downhill within a year of a teacher retiring or being let go because of downsizing. It takes a long time to build programs, please don't let them fall apart.	Mar 5, 2012 5:38 PM
142	your second question ...How do you expect students to get from school to school. Who takes on the responsibility of transportation. Every school should offer the same...you can save more money by having teachers travel instead of students, share books, do uniform supply purchases.	Mar 5, 2012 5:15 PM
143	I am concerned about the amount of time during the school year that staff attends inservice and our students miss days in the classroom. Staff have ample time to participate in training during the 2 week winter break, 1 week spring break or the 2 to 3 months break during the summer. I am also concerned about the amount of funds taken away from the classroom and students and funneled to high price wages and benefits. packagelimiting resources tip hire	Mar 5, 2012 5:13 PM
144	My language teacher and former band teacher will testify that neither language nor band is damaged. You can even double in language using semesters so it makes it even better. Plus like my language teacher says, after two weeks you can't tell the difference between the kids who double, took language first term last year or second term last year. Every language class has to review before continuing.	Mar 5, 2012 5:11 PM
145	A choice in classes is very important to me, including the extra curricular and arts but not at the expense of their primary education. I will enroll my children in arts related classes outside of the home if necessary.	Mar 5, 2012 5:10 PM

**Page 3, Q4. Providing students with a choice of classes**

146	All colleges want to see a well rounded student. A 4x4 schedule doesn't provide for the additional classes that a student might want to take. In addition, having a child with special needs, my concern is the consistency of material and having two quarters constitute a year of material and then the potential lag (of two more quarters) plus summer vacation before the student is given the second year of material. I'm not pleased with the way Sheldon currently orchestrates it's 4x4 schedules.	Mar 5, 2012 4:51 PM
147	If you look at offerings of the best high schools in Oregon the size of 4-j's , they all have excellent programs in the arts and the performing arts. If you look at all the good liberal arts colleges, they all have excellent music and arts programs. 4-j's offerings in this area need to be vastly improved, particularly in some of the high schools.	Mar 5, 2012 4:50 PM
148	It is more important that they can have academics throughout the whole year. I keep hearing of students who could not get the core classes they needed. Band, drama, etc. are great but not at the expense of the basics!	Mar 5, 2012 4:50 PM
149	These things are important but bringing our academic classes up to a more acceptable level should be our priority right now. I'd rather our children have a language arts class all year and a math class all year. The other things are just padding - the core academic classes are what our son is having trouble getting at Sheldon and that seems really ridiculous to us!	Mar 5, 2012 4:32 PM
150	Please keep year-round electives especially music and performing arts! As far as taking classes across the district, how will students be transported? Are they going to drive themselves or take LTD? They would need at least 40 minutes extra for transportation time (walking to their car, driving to other school, parking, etc.) and this is if they can drive and have a car. What if they don't? How is this "better" for students??	Mar 5, 2012 4:24 PM
151	They may have more opportunities, but most kids don't want to take math (or Spanish) for half a year. They need to be enrolled in these classes all year. It will be very difficult to teach two sections in one day. I taught at North for one year, and it was a great deal for teachers, but bad for kids because they didn't get through a whole year of curriculum.	Mar 5, 2012 4:15 PM
152	Work on the basics and quit trying to provide everything for everyone. That's where alot of our problems started...	Mar 5, 2012 4:08 PM
153	I think Physical education is very important for mind/body correlation, and for their health.	Mar 5, 2012 3:59 PM
154	Many of us are concerned that enrolling in classes at more than one school will only be of any practical use to students who can afford to get themselves across town.	Mar 5, 2012 3:55 PM
155	I see students being able to take classes across the district as a great way to increase options, but I wouldn't see that as being the no. 1 priority. First choice would be having easier access within a student's school --- the more complicated, the less likely it is that students will take advantage of extra offerings.	Mar 5, 2012 3:54 PM

**Page 3, Q4. Providing students with a choice of classes**

156	My boys have had a very difficult time getting any electives. My one son plays in the band and it is very hard to get this in with all of the required classes. I think a 5 period day would help enable this.	Mar 5, 2012 3:45 PM
157	They need to have the ability to enroll in quality core classes with quality teachers.	Mar 5, 2012 3:44 PM
158	Do not destroy the arts. They are what keep some kids in school - the light of their day.	Mar 5, 2012 3:41 PM
159	Your email seems like a reaction to the grievance that EEA filed. I know the teachers who are on that committee and I know they wouldn't go ahead with a grievance if you had shown due diligence in the process.	Mar 5, 2012 3:37 PM
160	Activities such as these, keep students interested and focused in school. I would guess the drop out rate would increase without elective activities and after school opportunities.	Mar 5, 2012 3:25 PM
161	Not sure how students can take electives throughout the year, and still meet requirements. For example, currently students who are in Dorians also must be in Concert Choir at SEHS. How would this work if they are only taking 4 classes? Would like to see a schedule model with electives that meets graduation requirements.	Mar 5, 2012 3:16 PM
162	We are down on finances and need to concentrate on the basics. Courses that are State tested and that provide us with the funds to run schools. Electives are for kids with money most of the time. Talk about equality, the rich kids take band, plain and simple.	Mar 5, 2012 3:08 PM
163	Where will funding for these electives come from? Will we have classes like shop? More than one art teacher? (Or at least an art teacher who actually TEACHES art?)	Mar 5, 2012 3:02 PM



**Page 3, Q5. Building relationships within the school**

1	Relationships are a high priority in our school. Students and teachers both feel that the relationships we build with each other helps our students be more successful.	Mar 9, 2012 10:57 PM
2	While it is nice for the teachers and students to have good rapport, and for students to have good friendships among students, but it happens naturally in the course of interaction between personalities that attract one another and does need not be contrived or planned or have resources spent trying to manipulate. The students are there to learn and to develop successful work habits that will carry them through their future employment, and that is the focus. The friendships happen because of human nature.	Mar 9, 2012 9:44 PM
3	See comment on electives.	Mar 9, 2012 4:59 PM
4	4X4 is best suited to the three colleges and universities that are available to the students who chose to attend them to enhance their high school careers,	Mar 9, 2012 4:29 PM
5	I don't know exactly what these two mean. Good teachers in reasonably-sized classes will form relationships.	Mar 9, 2012 4:21 PM
6	You hear it over and over, the impact of one teacher in a life of a student and that student goes on to make life changing social impact career choices. We need more of these time life changing moments but we can't, if all we have are college style classes but with students who are not college students, but high school students who are still finding their way in life and maturing enough to just graduate from high school.	Mar 9, 2012 2:19 PM
7	The more the kids have tie-in with the teachers, the more they are likely to develop a relationship with the subjects, and the more likely they will be motivated to do well.	Mar 9, 2012 12:09 PM
8	Building community doesn't depend on a particular schedule. Furthermore, communities can be positive or negative (coercive). It's not an absolute value.	Mar 8, 2012 8:56 PM
9	Wow, these questions are quite "leading." Who wrote this?	Mar 8, 2012 4:55 PM
10	You're stretching here...	Mar 8, 2012 4:51 PM
11	I'm not sure a common schedule across the district will foster community among students. It may help within a school, but really it is the activities introduced and available and the expectation of individual & community responsibility for the student body & faculty that will build or divide the school community.	Mar 8, 2012 3:49 PM
12	I don't understand the link between the schedule and relationships and/or community, unless the new schedules will include social time? Staggered lunches? It seems like student-teacher relationships and community are built independent of bell schedules.	Mar 8, 2012 3:21 PM
13	It's important for teachers to invest time in getting to know the students.	Mar 8, 2012 2:40 PM
14	When teachers and students do not meet every day, relationships are not built.	Mar 8, 2012 1:01 PM
15	With the split in high schools as I understand it, you are already dividing kids with IHS and other programs like the small learning communities at CHS. So - are	Mar 8, 2012 10:41 AM

**Page 3, Q5. Building relationships within the school**

you getting rid of those? Kids find their common ground, and would likely take classes that put them with others who they have common interests and goals.

16	The relationship between staff and students is incredibly important. There is strong evidence that at-risk youth are more inclined to persevere through difficult academic experiences if there is a connection between the student and the teacher. This is extremely important. This becomes a challenge when we, as teachers only have students for half of a year (as in the proposed 4x4 schedule).	Mar 8, 2012 9:48 AM
17	Relationship is important for teens!	Mar 8, 2012 9:28 AM
18	90 minute classes allow more teacher-student time.	Mar 8, 2012 9:25 AM
19	Any school can build community, regardless of the schedule. 90 minute periods help foster relationships between teachers and students.	Mar 8, 2012 9:15 AM
20	Please do not cut teachers. Having too large of classes demolishes our ability to create good relationships.	Mar 8, 2012 9:01 AM
21	There is no school spirit at Churchill High School, so any change in the schedules to assist in the creation of that would be helpful.	Mar 8, 2012 8:14 AM
22	#5 Questions are political. Who thought of those questions. "Feelings". Who cares.	Mar 8, 2012 4:14 AM
23	That's what I'll miss most at CHS - those small learning communities have been so amazing for my two kids (our son is now a junior at UO; our daughter is a junior at CHS). Churchill's small learning communities made an amazing difference for so many, my own kids included. Our oldest felt a part of a real community of kids that loved learning, and teachers that were excited to be in their lives. My daughter is going to Greece and Italy this June, thanks to her involvement in Excelsior her first two years. Hard to see these communities disappearing...	Mar 7, 2012 10:40 PM
24	This is too obviously written to make people support the proposed schedule change without knowing they are doing it. This is not a scientific survey.	Mar 7, 2012 10:07 PM
25	School builds relationships between students and teachers even without less periods and class options.	Mar 7, 2012 9:19 PM
26	Being in school together builds community among students.	Mar 7, 2012 6:59 PM
27	If this is accomplished by longer classes, then NO.	Mar 7, 2012 5:35 PM
28	this is important that the are a unit-not attending many schools-teachers don't like haven't to work at 2 schools either	Mar 7, 2012 5:27 PM
29	knowing their teachers well builds trust and confidence in them. May give some students a safe adult to talk to if needed. And the ability to ask for help if needed.	Mar 7, 2012 5:15 PM
30	Community among students? A unified schedule does not create "unity."	Mar 7, 2012 3:11 PM
31	Fostering relationships is important if anyone has the time to build them.....	Mar 7, 2012 10:40 AM

**Page 3, Q5. Building relationships within the school**

32	Community is achieved by having shared experiences not by sitting in a class together.	Mar 7, 2012 10:35 AM
33	Community building can be seen in several different ways. By grade level, by school groups, by classroom groups. Solidarity is important when a student is needing support. it doesn't always have to come from the teacher. Each group can have a type of mentoring of it's own.	Mar 7, 2012 10:07 AM
34	There should always be a high degree of teacher/student relations in any schedule. This should NOT ever rely on schedule. Students build community in any environment and forced community rarely works for teenagers. The only major exception being in programs like IHS. For my daughter, this has been an incredible program that I in no way, shape, or form want to see sacrificed.	Mar 7, 2012 8:43 AM
35	You don't know that this will happen. Again, think about if you're stuck with bad teachers (which we have more of because we've had to fire some great teachers and keep some terrible teachers on staff because they have tenure) and you have to suffer through them for extended periods. Think about if you're stuck with the same group of kids throughout the year, and they are not who you enjoy. Where are the questions about this side of reality? Your SURVEY is biased!!!! Get a better scientist to write your surveys. This one is not good. Or it's good only if you like that it's manipulative.	Mar 6, 2012 9:05 PM
36	Overcrowded classrooms don't foster relationships between students and teachers. Creates frustration and feelings of apathy. Relationships between staff and students are the single most important variable to develop successful students.	Mar 6, 2012 7:11 PM
37	free periods are IMPORTANT for learning. It also helps build a community amongst the kids!	Mar 6, 2012 6:21 PM
38	The Small Learning Communities that exist at Churchill HS are invaluable to the students in my family. The trust and close relationships with, and support from, teachers who really know them have created a very nurturing learning environment. They successfully blend students from various public/private feeder schools, as well as transfers from other regions, so that all feel welcome and connected from the very beginning and throughout high school.	Mar 6, 2012 6:12 PM
39	More things for kids to do. I do not like the idea of kids just "hanging out" at McDonalds and other places outside the campus. Please make school a fun and safe place for teens to WANT to hang out.	Mar 6, 2012 4:31 PM
40	free periods=sense of community with the students i've heard speak of boycotts if south changes.	Mar 6, 2012 3:08 PM
41	Scheduling is about access to curriculum. Don't muddy it with other factors that are better approached by other means.	Mar 6, 2012 3:02 PM
42	free periods help establish community between students. so don't change the schedule at South... South's open campus is helpful because sometimes students need to leave for appointments/extra curriculars, but do not want to skip actual class.	Mar 6, 2012 3:01 PM

**Page 3, Q5. Building relationships within the school**

43	Free periods and an open campus (as it is at South) are the best. They teach time managing skill, and leave some spare time during the day to be physically active, take a nap, eat, so homework, or whatever a student needs to stay healthy and on top of school work.	Mar 6, 2012 2:45 PM
44	community builds during free periods. open campus at south is the best, it's almost like REAL COLLEGE it's good for student's life-lesson learning, and school-learning. and learning time management.	Mar 6, 2012 2:33 PM
45	Teacher - student relationships are very important and can be the reason why a troubled students stay in school. All students need an advocate in their school. Community is good, but students often find their own communities to belong too.	Mar 6, 2012 2:03 PM
46	I am not sure what you are getting to with this question. I think that if the scheduling is primarily done as a freshman....outling through senior year ...with some options to adjust....that would be very helpful in preparing what classes are going to need to be available and the needed teachers needed in what specific years. Then children won't be turned away to get into classes who really need them....for example....a friend of ours was turned away from Physics this year....and next year is the year that the AP Physics is going to be offered at Sheldon. He must have the Physics before AP Physics and is going to miss out on that....since they are only offering an AP class every other year at Sheldon. Here is the next question....so many kids in Physics and there will probably will not be enough room for all to be in AP Physics.... It would be nice to have more AP courses offered. 1 a year does not seem feasible at Sheldon.	Mar 6, 2012 1:39 PM
47	I don't understand what is meant by the second statement.	Mar 6, 2012 12:47 PM
48	Effective components are important.	Mar 6, 2012 12:47 PM
49	REALLY? How will this foster relationships? Teach the students, engage them, spark their interest, and encourage them. This is what fosters relationships with students. Teachers who recognize individualism, provide honest and direct feedback, and help students set and reach goals are the ones who students remember well past their high school years. People like Elsa Andrew, Bob Bruce, Grant Conway, Lance Eagen, Justine Enes, Wes Flinn, Nina Herbst, Betsy Hoell, David Inouye, Sachiko Itoh, Travis, Johnson, Karen Lawrence, Shannon Roseta, Virginia Seefeld, Lodi Soderholm Joy Wells, Peter Wiebe, and Kelly Ziegenbein make lasting impressions on hundreds of students every year.	Mar 6, 2012 11:53 AM
50	I don't think the schools have the resources to manage these relationships effectively. It is only asking for more problems to promote something you can't manage.	Mar 6, 2012 10:37 AM
51	This has not happened with Sheldon's current schedule	Mar 6, 2012 10:31 AM
52	Scheduling has nothing to do with building relationships among faculty and students. Scheduling does not foster "community". This is primarily established in class, at lunch and after school. High schools have a common lunch period unlike middle school.	Mar 6, 2012 9:41 AM
53	Such that those fringe kids don't get lost... the loudest kids usually get the	Mar 6, 2012 9:38 AM

**Page 3, Q5. Building relationships within the school**

	attention. Or... the athletes, or those doing really poorly. What about the middle kids who are just shuffling along doing the	
54	VERY IMPORTANT FOR ALL KIDS OF ALL RACES AND BACKGROUNDS!!!	Mar 6, 2012 9:32 AM
55	i'm not really sure what this could look like for a classic south student.	Mar 6, 2012 8:54 AM
56	Eugene IHS does this and has an A/B schedule.	Mar 6, 2012 8:00 AM
57	It seems to me that if good teachers who work well with students are hired, building relationships within the school will happen on its own. Perhaps you do not need to change the curriculum to achieve this goal.	Mar 6, 2012 7:23 AM
58	This can happen in any schedule.	Mar 6, 2012 7:13 AM
59	I wish that High Schools would have a "house" like time as they do at Roosevelt.	Mar 6, 2012 7:06 AM
60	People build relationships, schedules do not.	Mar 6, 2012 6:21 AM
61	Students build community at many different times. We had two different lunch periods when I was in high school, so sometimes I was with my closest friends but some terms I wasn't. Connections come from sharing classes and activities beyond the classroom. Just get kids enjoying school and they'll make the connections!	Mar 6, 2012 6:17 AM
62	School is for learning not socializing. I would love to see the school all be uniform required. Students will then focus on school more then trying to impress others with fashion.	Mar 6, 2012 2:23 AM
63	I do not see how these comments can flow from what has been proposed.	Mar 5, 2012 11:20 PM
64	Relationships are key to building a better school climate. The old method of switching the channel at a fast rate fails way too many students...	Mar 5, 2012 10:03 PM
65	Schedules do not build community among students. Relationships between students and teachers are fostered best by weekly contact throughout the year and longer class periods, which is Churchill's schedule.	Mar 5, 2012 9:58 PM
66	The year-long schedule clearly ensures development of teacher-student relationships and enhances learning. A truncated schedule system will compromise year-long learning opportunities. Again---CONSIDER THE TEST SCORES. They speak for themselves. Where in the district is the most academic success happening? Model that---don't dismantle excellence to bring everyone to a compromised middle ground. Bring everyone up to the level of excellence possible. The economic viability of this community depends on the continued success of this school system. If the ability to excel is compromised in this public system, those that are able will flee the system for private schools and the trend toward a more divided chasm between those with resources and those without will widen in Eugene, changing our community forever. This school system offers something for every type of student---within the public school system. Families can choose the best high school for their children---with the best schedule, academics and arts education to suit their needs. Making everyone the "same" will destroy this important community resource.	Mar 5, 2012 9:56 PM

**Page 3, Q5. Building relationships within the school**

67	I don't understand how a schedule could build a community...	Mar 5, 2012 9:39 PM
68	It's hard for a student to have a relationship with a teacher who is rarely there because he/she only has two classes. When is there time to build one?	Mar 5, 2012 9:33 PM
69	South Eugene High School has a lovely scheduling system already, I would hate for it to change, and free periods are essential for the growing brain. Periods any longer than they already are at South would make students learn less efficiently-student's have rather short attention spans, and cannot concentrate for a full 70 or 90 minutes as proposed. Free periods are the best times to socialize and build a firm student community.	Mar 5, 2012 9:11 PM
70	Who could argue. What about asking about anything with a negative spin. Are we pretending there isn't a negative spin?	Mar 5, 2012 9:02 PM
71	I dont expect my son to become friends with his teacher. I expect him to respect and admire the individual for being respectable and doing there best. If our students find a hero in one of their teachers i think that is wonderful, but i dont think the expectation should be there. If todays teacher can be a positive role model and a good teacher their expectations are high enough.	Mar 5, 2012 9:00 PM
72	If the schedule helps build community between the haves and have-nots I would support it.	Mar 5, 2012 8:52 PM
73	Cohorts going through the day or some part of the day together is a great idea. This can happen with any schedule. A homeroom or advisory period - short. regular - like Roosevelt M.S. - is a great way to foster community among students and teachers, and also gives parents a first contact at the school.	Mar 5, 2012 8:50 PM
74	Don't see how taking 3 of 4 classes in two 9 week sessions, fosters relationships. Plus, taking math and a foreign language means they get a full year in and then they don't take it again until Sept so they don't retain it. Hard to foster relationships when a teacher doesn't see a student but one 9 week session a year.	Mar 5, 2012 8:45 PM
75	The North Eugene small school seems to compartmentalize students and doesn't build as much community among students. Also, the small schools are a problem if a student has difficulty learning from a particular teacher or there is a conflict. The student has to have that teacher multiple years and has "no way out".	Mar 5, 2012 8:37 PM
76	South Eugene High School's current scheduling is the best ever and a LOT of the students at south agree. Free periods are ESSENTIAL	Mar 5, 2012 8:35 PM
77	One of my favorite things about high school was the variety in teachers. It's a real fact of life that you learn something from everyone you meet...whether it's positive or not. Keeping a student with the same teacher(s) would seem like you are setting up a dependency, or allowing a student to stick with an "easy" teacher wouldn't be very challenging.	Mar 5, 2012 8:14 PM
78	How can the schedule build community?	Mar 5, 2012 7:59 PM
79	Building a supportive learning community is of utmost importance, to keep	Mar 5, 2012 7:53 PM

**Page 3, Q5. Building relationships within the school**

students connected to one another and to school during the teenage years.

80	I am concerned that these schedules will make relationships harder to maintain as a 9-12 week terms are VERY short. Kids who might get to know each other during a class may not have classes together the next term and relationships may be difficult to sustain. relationships can be difficult enough to sustain in such a big school.	Mar 5, 2012 7:47 PM
81	Seeing students once a day for a whole year fosters relationships.	Mar 5, 2012 7:23 PM
82	There was an emphasis on the community feeling for the Honors and IHS programs. My son is in Honors, and doesn't feel that "community" feeling has come to fruition. His best friends are in IHS and main track; they are also lacking in the "community feeling" in their respective tracks.	Mar 5, 2012 7:00 PM
83	Once again, IHS, provides such an amazing model for this already and I do hope the community spirit and wholistic approach of IHS is not lost in such a large systemic change in the district.	Mar 5, 2012 6:40 PM
84	You cannot force relationships. Some teachers will choose to have them with colleagues and students and some will not. Administrators and the district cannot force this. They will try. They will contrive documents that say it supports their great leadership. Reality is that people either choose to or not to have them and we should focus on academics and not singing Kum Ba Yah. Build relationships through Rigor. Hard work ties the strongest bonds. Its real and lasting.	Mar 5, 2012 6:21 PM
85	The dispensation given to the IHS schedule conflicts directly with full school collaboration and unity among students.	Mar 5, 2012 6:07 PM
86	The trimester system is not at all conducive to community building - see comments above for band, etc.	Mar 5, 2012 5:49 PM
87	I think these are very important goals, but building a positive school culture does not depend on the schedule. It depends on engaged and connected teachers and administrators, with the support of parents.	Mar 5, 2012 5:45 PM
88	I don't think chopping up classes builds community. The Waldorf school uses the idea of a single instructor throughout a child's education. If you want community, build it that way. Seven continual instructors. Is community really a goal or is this a spin?	Mar 5, 2012 5:45 PM
89	Students build their own communities. These are not always based on their schedule, but on their activities like sports, music, etc. I don't think their friends need to be determined for them by their classes.	Mar 5, 2012 5:40 PM
90	It's very important to foster relationships with teachers and peers. It's what keeps kids from falling between the cracks.	Mar 5, 2012 5:38 PM
91	Yes and the community of students at Sheldon High School don't want you to change their schedule. Keep the block schedule!	Mar 5, 2012 5:11 PM
92	Small communities of learners sounds so good but look at North Eugene. Their	Mar 5, 2012 5:09 PM

**Page 3, Q5. Building relationships within the school**

test scores are dismal at best. Perhaps it's not working.

93	School is not about how teachers and students feel about each other. It is the ability to learn from a teacher that is important. It is nice if they get along but in the real world you need to be prepared for all types of personalities. Some of which might not be the nicest.	Mar 5, 2012 4:52 PM
94	IHS is a wonderful example of building community among students. Having had a child attend 4J through the IHS IB program the relationships between teachers and students is wonderful. Currently, having a special needs student participating in the IHS program has allowed continuity that we haven't had until high school. The "team" teaching in the IHS has allowed communication and success for our student. Trying to bring in new teachers up to speed (who aren't involved in IHS for my child's other classes) regarding my child's needs each quarter or at minimum twice a year is overwhelming and daunting at best.	Mar 5, 2012 4:51 PM
95	What is needed in 4-j is the relationships between teachers!!! In some of 4-j's high schools, this is absolutely non-existent. You need to limit part-time teachers as much as possible and make this a focus for building principals. It can be done and should be. Teachers relationships with students is currently pretty good in some schools. Communication between home and school by teachers is not good presently.	Mar 5, 2012 4:50 PM
96	While it would be great to build community among the students, I don't think there is a way to force that to happen. I think it is important for students to build relationships with their teachers as they will need recommendations for college.	Mar 5, 2012 4:50 PM
97	This is already happening!	Mar 5, 2012 4:24 PM
98	Student communities are more organic--it can happen on a lot of different levels and is not necessarily class-dependent. Relationships b/w students and teachers grows of of class time	Mar 5, 2012 4:09 PM
99	Helps the students to help each other.	Mar 5, 2012 4:08 PM
100	I believe that students who don't feel noticed, or don't have positive relationships with teachers and peers and staff will not do as well in school. Healthy community has a lot to do with success!	Mar 5, 2012 3:54 PM
101	A sense of community will keep them in school.	Mar 5, 2012 3:43 PM
102	Not if it increases class size!!!	Mar 5, 2012 3:41 PM
103	Your email seems like a reaction to the grievance that EEA filed. I know the teachers who are on that committee and I know they wouldn't go ahead with a grievance if you had shown due diligence in the process.	Mar 5, 2012 3:37 PM
104	I do not favor school in the summers.	Mar 5, 2012 3:26 PM
105	Ten years from graduation, many students recall a teacher they'd hated with thanks and admiration. They also sometimes realize that their best friends were knuckleheads. However, this seems a false dichotomy. Students who engage with their school tend to engage with staff and students. However, it might be	Mar 5, 2012 3:10 PM

useful to ask whether student-community relationships are important.



**Page 3, Q6. Supporting collaboration and efficiency**

1	The second option, as I read it, seems to suggest that administrators want to be able to order teachers to schools district-wide, which would be burdensome to those teachers forced to move around from one campus to another during a school day.	Mar 9, 2012 10:55 PM
2	This is too much time and effort in over-thinking everything. Get back to the basics of "Reading, Writing, Arithmetic" etc., and a more fundamental education. We have complicated everything to the point of diminishing returns.	Mar 9, 2012 9:44 PM
3	Since it seems that resources are already very limited. Maximizing what is available seems the best option.	Mar 9, 2012 6:47 PM
4	Efficiency is nice, but not at the expense of some of the intangibles.	Mar 9, 2012 6:00 PM
5	yep.	Mar 9, 2012 4:29 PM
6	While teacher mentoring is important and underutilized in the 4j district, I would expect that the new schedule is design to first meet the needs of the students and secondly the needs of the teachers.	Mar 9, 2012 4:27 PM
7	Since my child is at the currently most rigorous school in 4j, aligning resources will not benefit her at all.	Mar 9, 2012 4:21 PM
8	Collaboration is extremely important, but only if it is to the benefit of the students as a whole. We must be very careful not to pull a trending successful program back in order to align it with The excepted norm programs simply because there are more of them and it would be more "efficient" to change one school versus changing many. It is essential that we are changing the many to be more successful then to change the few to align with the many.	Mar 9, 2012 2:39 PM
9	Will there be time built into the schedule for teacher collaboration? Probably not, right?	Mar 9, 2012 1:52 PM
10	I believe that the 4X4 schedule provides better continuity for students!	Mar 9, 2012 12:45 PM
11	If this means the sharing of staff... I can't comment on the IHS teaching staff, but what they have done to the Band class is an atrocity. The band at Churchill has been greatly compromised with the use of Mr. Mudd at two high schools. He should have been kept in his own region with two concert bands, a jazz ensemble and his guitar class. They could have used him at ATA if he needed to have more FTE.	Mar 9, 2012 12:09 PM
12	I feel these last questions are gearing toward a system of controlling teachers as a group and making them all do the same thing. The more freedom teachers and students have the higher they soar! Don't sap them, zap them!	Mar 9, 2012 9:01 AM
13	There will not be collaboration. There still is no time.	Mar 8, 2012 9:09 PM
14	Not if this means job losses.	Mar 8, 2012 8:56 PM
15	Keep the 4x4 schedule.	Mar 8, 2012 8:55 PM
16	Collaboration is important but so is the individuality of instruction at each school.	Mar 8, 2012 3:49 PM

**Page 3, Q6. Supporting collaboration and efficiency**

17	Common prep time for EVERYONE in a building means that common resources will be under major stress AND folks will have to do prep outside of contract time.	Mar 8, 2012 2:40 PM
18	These arrangements can be made without a common schedule.	Mar 8, 2012 1:01 PM
19	These are important, but over taxing the teachers should be the major concern.	Mar 8, 2012 10:41 AM
20	We need to be more efficient, and this requires change and compromise. It also allows for strategy and creative growth :)	Mar 8, 2012 9:28 AM
21	I don't understand why the same schedule in all 4J is so important.	Mar 8, 2012 9:25 AM
22	Changing anything in the school should be about the kids and what's best for them. Anything else is secondary.	Mar 8, 2012 8:14 AM
23	I as a parent would like my student/child to have more credits during each term. I hope that the school district will see that will work much better for each student. Thank you!!!	Mar 8, 2012 8:05 AM
24	Like this will ever happen. Teachers always claim they are overworked! The average teacher makes \$60 per year that includes ALL benefits. The average work year is 2000 hours. What is 60000-2000? They make \$30 per hour. The only thing that teachers don't get is that those 2000 hours are in a 8.5 month time frame.	Mar 8, 2012 4:14 AM
25	Teachers have to have say in what is being done to their classrooms. Course guides and lesson plans are likely going to suffer if teachers are expected to entirely redo their teaching schedules	Mar 7, 2012 11:09 PM
26	efficiency is good. Why was this variability in high school schedules allowed to evolve in the first place if it wasn't a good idea?	Mar 7, 2012 10:07 PM
27	Teachers don't really collaborate across schools anyway.	Mar 7, 2012 9:19 PM
28	The 4x4 schedule is effective for IHS. There is a great deal of collaboration among teachers as the individual classes study the same topical area at the same time. Teachers have to work together to set curriculum. The 3x5 model would be much more difficult, if not detrimental to the IHS model of study. Eugene IHS is highly regarded. We want students to continue to have access to this type of advanced curriculum for years to come. It definitely is a draw to the Eugene area when parents look at the school system. Parents want the best possible public education for their children. Eugene IHS attracts families to Eugene!	Mar 7, 2012 6:59 PM
29	It would be nice for students and teachers to have a sense of community among the classes!	Mar 7, 2012 6:08 PM
30	I just want you to keep the semester schedules. This means that the classes across the district will line up anyways.	Mar 7, 2012 6:08 PM
31	I think that to "align operations across schools" the schedule used at South should be adopted. It is the best for learning.	Mar 7, 2012 5:35 PM

**Page 3, Q6. Supporting collaboration and efficiency**

32	How does "aligning operations across schools" help resource use? In fact, what does "aligning operations across schools" mean?	Mar 7, 2012 3:27 PM
33	You have shown no evidence that it would decrease costs. Why don't you just take a pay cut yourself?	Mar 7, 2012 3:11 PM
34	getting a schedule together that has a great course of academics is good for students they need to be able to have a background of it. its really important .	Mar 7, 2012 12:16 PM
35	In these challenging economic times, the smarter we use our money with the greatest positive impact, the better!	Mar 7, 2012 10:51 AM
36	Too few school days or teaching days as it is now. Where do we align ourselves with the rest of the world? Too far down the list to even remember!	Mar 7, 2012 10:40 AM
37	This is the reason for this proposal "more efficiency", everything else is just window dressing. We need more money for the school to educate the next generation adequately. That's the bottom line.	Mar 7, 2012 10:35 AM
38	I feel like the collaborative time and the P.D. time are two different things, which makes it more difficult to rate. It feels more important to have the collaboration to adjust curriculum and instruction. P.D. is very important, too, but not as high on my priority.	Mar 7, 2012 10:07 AM
39	I think each school has a unique blend of teachers and students, to try and align may not be the best thing for each school.	Mar 7, 2012 9:06 AM
40	Actually hard to judge this, as I don't work in the field or in the district. I think teachers probably know better than parents what kind of collaboration works for them. I think teachers should have control over how they teach their courses, though there should be some oversight in terms of consistency in same courses across all 4J high schools.	Mar 7, 2012 8:46 AM
41	I do agree all high schools should share schedules and information.	Mar 7, 2012 8:43 AM
42	My observations of large organizations is that something gets lost when it gets BIG. It ends up not being all that efficient, but cumbersome, sluggish, and apathetic, More policies/guidlines/rules tend to follow to manage the BIGNESS. In the end, as the organization struggles to gain more control, it all comes out the same in terms of using resources.	Mar 7, 2012 5:38 AM
43	You are trying to make cookie cutter schools. I was hoping the new superintendent would not continue on in the last superintendent's path, but it appears that he is. Mr. Russell destroyed much of what was good about schools in Eugene. I am sorry to see that this new man appears to be headed in the same direction. All kids are not the same. All kids do not need the same thing. Kids have varying interests, strengths, weaknesses. There need to be options for kids -- all kids. We do not need to dumb down the schools. We do not want cookie cutter schools.	Mar 6, 2012 9:05 PM
44	Can collaboration happen without adding more onto teachers? Or adding more no-school days?	Mar 6, 2012 6:36 PM

**Page 3, Q6. Supporting collaboration and efficiency**

45	whatever you district official-y people are thinking of doing STOP. think....DON'T change South Eug's schedule!!!	Mar 6, 2012 6:21 PM
46	Work smarter not harder, adjust PERs so that the money stays in the schools and parents aren't expected to do a ridiculous amount of fundraising.	Mar 6, 2012 5:42 PM
47	nonono south cannot change.	Mar 6, 2012 3:08 PM
48	it's FINE how it is, gosh! no need for changes!	Mar 6, 2012 3:01 PM
49	What we have now at South is the best.	Mar 6, 2012 2:45 PM
50	the current schedule plan at South is PERFECT.	Mar 6, 2012 2:33 PM
51	It is important, however, to know objectively when teachers should collaborate and when a good teacher should be let lose with his/her students. The student-teacher relationship is very important. I agree that operations should be efficient, but it is also important to note that education, by definition, cannot always use models of efficiency that are used in industry and other businesses.	Mar 6, 2012 2:29 PM
52	Very important to the success of the students.	Mar 6, 2012 2:03 PM
53	If children could take classes at another school during a certain period ....that might be nice.....but here again.....transportation is an issue. Parents can't just get off work everyday to run their kid across town for an hour + .....get back to work only to turn around and go back to get their child....this is unreasonable to ask a parent to misswork (in this economy) to do this.	Mar 6, 2012 1:39 PM
54	At what point does efficiency detract from the students education? What about the students?	Mar 6, 2012 10:45 AM
55	My child is a senior this year. My experience has consistently been that teachers do not collaborate, do not adjust curriculum, do not attend 504 plan meetings, do not read 504 plans, do not care about 504 plans, do not coordinate resources, and really don't care to do any of the above. They are swamped and the administration is no better. We can't even get attendance mistakes corrected by teachers much less expect them to do any higher level administrative activities. These items are important, but will not happen unless the district creates a structure that requires them to happen and also makes them ABLE to happen.	Mar 6, 2012 10:37 AM
56	This should not be about money rather student opportunities	Mar 6, 2012 10:31 AM
57	Common schedules don't have anything to do with planning professional development time. All after school classes start at 4:00. How are resources going to be used more efficiently than now?	Mar 6, 2012 9:41 AM
58	Equally important to me as well!!	Mar 6, 2012 9:32 AM
59	Teacher collaboration is extremely important in providing a rigorous curriculum that blends together, rather than having lessons in different subject areas that are completely fragmented from each other.	Mar 6, 2012 9:09 AM
60	Again, aligning operations across schools could potentially bring a high performance school down to the same level as a struggling school from an	Mar 6, 2012 7:23 AM

**Page 3, Q6. Supporting collaboration and efficiency**

attempt to "equalize" schools. Why not try to raise every school to the level that the best ones are at?

61	Again, collaboration is going to happen less if teachers have less time out of the classroom, and more minutes to teach.	Mar 6, 2012 7:13 AM
62	I think that professional learning communities and collaboration in a department are very important.	Mar 6, 2012 7:06 AM
63	Under the proposed schedules it is more likely that I will not have a common prep with another teacher.	Mar 6, 2012 6:21 AM
64	I total believe in fast tracking more gifted students. The thought no child left behind, is leaving smarter or more talented students sitting bored in a class. Teachers should help encourage and give more challenge to those kids so they are not bored in class.	Mar 6, 2012 2:23 AM
65	Again, I am not convinced that these two results will flow from either of the proposed schedules- if efficiency is increased I would like to know the numbers of how much time and money is saved and if this is worth the change.	Mar 5, 2012 11:20 PM
66	Schedules are not the most important factor in getting these things to happen.	Mar 5, 2012 9:58 PM
67	The only potential benefit to students---which is the ONLY reason that changes should be considered---is to preserve class offerings. If the district is saying that in order to offer a wider range of courses there needs to be sharing of courses across schools---then SAY that. Frankly, there has been no rational argument made for this absurd proposal for change.	Mar 5, 2012 9:56 PM
68	South Eugene High School has a lovely scheduling system already, I would hate for it to change, and free periods are essential for the growing brain. Periods any longer than they already are at South would make students learn less efficiently- student's have rather short attention spans, and cannot concentrate for a full 70 or 90 minutes as proposed.	Mar 5, 2012 9:11 PM
69	Data for monitoring ongoing progress and shift instruction is a MUST!!	Mar 5, 2012 9:02 PM
70	Lets make sure that while our teachers are in front of our children they are as ready and informed as possible.	Mar 5, 2012 9:00 PM
71	The first question is targeted at teacher work issues. I thought this was about helping students succeed?	Mar 5, 2012 8:52 PM
72	Can't see how a common schedule is going to help share, say, phys. ed. teachers, who cannot travel from one school to another in six minutes. Misaligned schedules seem better for sharing teaching staff.	Mar 5, 2012 8:50 PM
73	Aligning operations across schools shouldn't mean sharing teachers and making them change schools. This is so unfair to teachers. Unless teachers in the same teaching area have the same period free to collaborate, this won't work.	Mar 5, 2012 8:45 PM
74	If teachers teach across the district I fear they would not be available as much as they are currently.	Mar 5, 2012 8:40 PM

**Page 3, Q6. Supporting collaboration and efficiency**

75	A foreseen problem with having teachers move between schools is the travel time, cutting into prep time and also cutting into availability to students having access to that teacher outside of school. A possible problem with students being able to move between schools is transportation availability and expense of that transportation.	Mar 5, 2012 8:37 PM
76	South Eugene High School's current scheduling is the best ever and a LOT of the students at south agree.	Mar 5, 2012 8:35 PM
77	Seems like it's a no-brainer to be more coordinated in resources	Mar 5, 2012 7:59 PM
78	I couldn't care less whether this is easier on the district. It seems all business and cuts and no student interest is the king of the day and, in short, I'm not terribly concerned with how easy or difficult this is for staff or finances.	Mar 5, 2012 7:57 PM
79	Collaboration time among teachers is very important, but CANNOT take the place of teacher preparation time. If the intent is to have collaboration take the place of prep. time, when will the papers be graded, the websites be updated, contact with parents and students (for academic or behavioral reasons) happen? That work does not go away. Are we asking teachers to do even more on their own time in the interest of collaboration?	Mar 5, 2012 7:53 PM
80	I hope that instruction will be as thorough as it is now but I am concerned about students being able to focus for 90 minutes, 4 times per day and teachers being about to sustain meaningful lessons which will last for 90 minutes. I am concerned that in some instances the curriculum might be watered down. I am also concerned about students who really need continuity in a subject in order to be successful.	Mar 5, 2012 7:47 PM
81	IHS could serve as a working model of collaboration and the support of a cohort model for students.	Mar 5, 2012 6:40 PM
82	You would waist time and resources if you tried to control collaboration. You cannot force people who see the classroom differently to design their class room the same. Activities that support my strengths as a teacher will be frustrating to another. We collaborate when we have common preps and share common classes. It will happen naturally if a department is able to build a group of like minded colleagues. As long as the district shifts teachers around with a lack of thought we will never be able to be a family working towards a common goal.	Mar 5, 2012 6:21 PM
83	These are nice ideas, but again, having diversity of schedules could be a good thing for students.	Mar 5, 2012 5:49 PM
84	Yes, collaboration is so so so extremely important. Let's make it happen.	Mar 5, 2012 5:45 PM
85	Cost cutting measures. I wish we could fully fund our schools.	Mar 5, 2012 5:45 PM
86	I see this as the district deciding to align operations by going with the lowest common denominator or by sacrificing the students good for the good of the district and administators. I would rather see the bar be raised and let's look at what is being done well and replicate it.	Mar 5, 2012 5:43 PM
87	Of course we want efficiency. What I'm not so clear on is the collaboration and	Mar 5, 2012 5:38 PM

**Page 3, Q6. Supporting collaboration and efficiency**

professional development part. If teachers feel it helps them in their job, then great. If it's just more work for them, then I'm not for it. For example, all the federal, state testing is a waste of time.

88	If teachers want to collaborate and increase the performance of their students then the board shouldn't make all of the students mad if their schedule is working fine and colleges and other school teachers agree that the block schedule is the most effective. Plus still think of how you are going to make students change classes. 1/3 of a year in an elective class is too short, but over one half of a school year in an art class or a photo class leaves no real room for there to be a higher level. They stop at a weird point.	Mar 5, 2012 5:11 PM
89	Try on line classes. Do full time teachers have a prep every day? At Sheldon and their long classes, does that mean there is 90 minutes of prep a day? If so, there is the funds for a full freshman schedule. If true, they are only teaching 3/4 of the school day. If it's true, yuck! I would look at the non-progress at North when you consider the learning community model.	Mar 5, 2012 5:09 PM
90	I see it as much important to make the schedule work within any single school (i.e., to allow collaboration) than to be seeking this alignment of schedules across the entire district.	Mar 5, 2012 5:04 PM
91	Schools should be equal.	Mar 5, 2012 4:52 PM
92	Anytime we can save money, it should mean more teachers! What happens in the classroom is what is most important.	Mar 5, 2012 4:50 PM
93	There's quite a few words but I have little if any understanding of what either of these options mean or is there is a difference between the two.?????????????	Mar 5, 2012 4:40 PM
94	I don't think enough research has gone in to other ways to use resources more efficiently or to make things more fair for teachers besides changing schedules.	Mar 5, 2012 4:24 PM
95	We understand that decisions need to be made based on financial realities. This would be an easier discussion if that part of it were more openly addressed.	Mar 5, 2012 3:55 PM
96	I am concerned about use of copier and calls to district personnel at the same time.	Mar 5, 2012 3:48 PM
97	Your email seems like a reaction to the grievance that EEA filed. I know the teachers who are on that committee and I know they wouldn't go ahead with a grievance if you had shown due diligence in the process.	Mar 5, 2012 3:37 PM
98	Regardless of what schedule gets chosen, there should be a plan in place to make sure that cross district collaboration happens, as well as opportunity for students to take classes across the district. It is easy for that to be a pressing reason to make the change, but then lose track of making it happen- it makes sense to have an action plan with accountability built in.	Mar 5, 2012 3:36 PM
99	Saving time and money is always a good thing	Mar 5, 2012 3:23 PM
100	You can make any operation more successful, but that goal begins to eat its own tail if we forget our true purpose for having something so expensive and	Mar 5, 2012 3:10 PM

**Page 3, Q6. Supporting collaboration and efficiency**

unwieldy as universal public education.

101 Teacher are collaborating well already. Setting aside more "mandatory" collaboration time isn't necessarily going to be used well.

Mar 5, 2012 3:02 PM



**Page 3, Q7. Additional suggestions, concerns or questions?**

1	I already did the survey, but just thought of one more thing that I wanted to share as a concern. If this process is meant to bring equity, I think that the expectations for what a senior project entails and what a teacher's role and time commitment in that process needs to be normalized across the four high schools.	Mar 9, 2012 11:03 PM
2	Is the experience of other schools in the area (i.e. Thurston High) and other schools across the state and nation being examined thoroughly when considering the trimester schedule? Is too much prioritization being given to the needs of the 10% of students who move around in the district versus the needs of the 90% of students who stay with one high school their entire 9th - 12th grade career? I fear that too much prioritization being put on choosing a schedule that is cheaper to run (trimester instead of semester), to the detriment to students who will have more classes to juggle and have teachers who are overworked and overstressed (due to too many different preps that they are expected to teach) and thus their delivery of the content will be compromised and their availability to work with students and accomodate individual student needs will be limited. For these reasons, I sincerely hope we will adopt the semester schedule. I also hope that we can maintain an Open Academic Time because it has been very useful the past couple years for make-ups and for providing one-on-one instruction with students that struggle with content.	Mar 9, 2012 10:57 PM
3	The wording of these inquiries seems intentionally vague. Is there a hidden agenda here? I hope not.	Mar 9, 2012 10:55 PM
4	Go with 3 terms, 5 classes per day. It will be the best. Shorter class periods for better concentration. It lines up with Winter and Spring Breaks falling after finals for a true rest on vacation.	Mar 9, 2012 10:36 PM
5	Churchill and Twin Oaks are both fabulous schools and we are blessed to have our children attend them both. We encourage a return to simpler times, a back-to-the-basics approach. Schools used to work so nicely when it was a basic structured schedule, same schedule every day so it was effortless to remember what to do each day. 3 terms, trimesters, so the end of the term lined up with Christmas Vacation and Spring Vacation so the vacations were truly vacations with no thoughts of homework hanging over our heads. It was a true break. Course studies were all of the fundamentals, and in English, the language of our country. It is out of hand now and too much trying to accomodate every fringe idea.....just get back to the basics and simplify.	Mar 9, 2012 9:44 PM
6	I am excited about the opportunities...I know both choice have some concern with skipping time for subjects such as math..but the trimester is less disruptive in that way than the 4 by 4.	Mar 9, 2012 6:31 PM
7	While creating a common schedule is nice, we need to make sure we're not just doing it to be the same. We should be looking at research around block scheduling, continuity, college admissions, and more. While block classes are great in some subjects (history, for example), they are not ideal for others (foreign language, math). We should be looking at innovative ways to combine or split or rotate classes rather than simply having blocks or daily classes.	Mar 9, 2012 6:00 PM
8	The decision should be based on what offers the most benefit to the most students and teachers and meets the district's financial goals. It should not be based on needs that are present only among a minority of students, parents, or	Mar 9, 2012 5:25 PM

**Page 3, Q7. Additional suggestions, concerns or questions?**

teachers or only among an overly demanding and/or highly vocal group that does not represent the majority.

- |    |   |                     |
|----|---|---------------------|
| 9  | 4j has been known for its site specific style. Before 4j moves away from this style, I think it should be carefully considered what strenghts there are in such a system. Many would say it allows for the most innovation. How is 4j retaining innovation and the other strengths that come from schools being able to develop and sustain their individual strengths?   | Mar 9, 2012 4:27 PM |
| 10 | I am chiefly concerned with maintaining excellence and quality of education of 4j's best programs. I fear that IHS and SEHS standards will be compromised if scheduling is severely altered at either of these institutions. My child excelled in the learning environments provided by these two public high schools to the point that she was able to begin her college education as a second term sophomore. I would not want the district to alter the ability for students to receive an excellent education by homogenizing schedules solely for the sake of efficiency, convenience and budgetary considerations.  | Mar 9, 2012 4:21 PM |
| 11 | Of the two schedules being considered, I believe the 4x4 is preferrable. I also think that dropping or diminishing the focus and funding for the immersion programs would be a huge mistake. To me it seems like the one program in 4J that distinguishes an otherwise mediocre school district and provides a skill that can help students their entire lives - all from a public school system. It's our calling card. It would be like Cafe Yum dropping their signature bowls and only offering their cold sandwiches. Why would you bother to go back....  | Mar 9, 2012 4:07 PM |
| 12 | I like the aligning of schedule with LCC and UO, but most importantly you need teachers willing to design good courses for our kids and actively engage when they are not doing the work or could do it better!   | Mar 9, 2012 3:54 PM |
| 13 | Your 3x 5 option sounds most humane and interesting!  | Mar 9, 2012 3:43 PM |
| 14 | 90 min. Classes are in no way effective   | Mar 9, 2012 2:49 PM |
| 15 | I have a high school student in the Sheldon Program, a s well as a middle-schooler about to enroll in the program. I have encountered the hardship that it would cause to transfer my oldest to a "traditional" high school mid year, he would have been ahead in two subjects and behind in two. The incoming district had no suggestions and simply recommended that we wait to transfer til the end of the school year, as that would be the only way for his credits to transfer without causing him to stumble. Even with this complication, I would rather find a way for him to continue to be a part of Sheldon's schedule. The focus on 2 or 3 subjects at a time instead of having 7 class periods has really made such a huge difference in his interest, and ability to learn and retain information. I wouldn't have it any other way. | Mar 9, 2012 2:39 PM |
| 16 | Final point is the same as the first, but put this way: if the 5-class day allows students to take more classes so they're bogged down as seniors with classes that they were bumped out of along the way, I vote for a five-class day. If it will make no difference in this critical area, it's irrelevant to me whether the day offers four or five periods. I believe the biggest criticism that parents have of Sheldon is the mess some students face as juniors and seniors getting the classes they need. Fixing this should be the first priority.   | Mar 9, 2012 2:30 PM |

**Page 3, Q7. Additional suggestions, concerns or questions?**

17	The three by five is definitely the best. In the four by four classes are too long. The three by five provides four less semester options over the course of four years so student 'free time' (open periods) is reduced. It is nice to see some leadership in the district. Hopefully we are moving from a district of schools to a school district. There is a need to increase/start evaluation and coaching so programs can be implemented with fidelity. However, before you start on the teachers you need to get rid of your administrators that are doing not more than collecting a check.	Mar 9, 2012 2:27 PM
18	Please listen to the parents and teachers and students and not the pocket books this time. Thank you.	Mar 9, 2012 2:19 PM
19	This survey isn't very well written.	Mar 9, 2012 1:52 PM
20	The north region should have been handled differently. The district had a strong teacher in Ms. Burke. The district should have taken that program into consideration when they looked for a replacement. What I see now is a failing program and the demise of a worthwhile individual who was taken out of his trained endorsement. You can argue with me over that over a cup of coffee if you want. Even though the endorsements say K-12 music, that doesn't mean that some are able to really do a "Highly Qualified" effort of the what is asked of them. The choices made in the north region were not well thought out. Listen to Richard Long next time.	Mar 9, 2012 12:09 PM
21	Please consider the IHS program in making decisions about the common schedule. Prefer a 70 minute class to a 90 minute class as it fits more with a high school student's attention span and takes less FTE to fund.	Mar 9, 2012 11:10 AM
22	I am very concerned with the limitations of 9 week courses for the student who would benefit from shorter classes over the full length of the school year. It is counter to most learning theory to limit course work in high school to half year blocks. Given only the two options the preference is for a 5 period day over three quarters in alignment with the collegiate education system makes much more sense. Thank you.	Mar 9, 2012 9:01 AM
23	How does a student move to a second site? How are FTE going to be used in the four schools for electives.	Mar 9, 2012 8:56 AM
24	I understand the need to save money but I am disappointed it will be at the expense of schools that have created amazing programs that fit the needs of their students and staff. Why not model after the schools that are amazing?	Mar 9, 2012 6:11 AM
25	The terminology of 3x5 or 4x4 is confusing. If by the 4x4 schedule you are referring to a schedule like Sheldon, then I am opposed to it. We live in the Sheldon district, but for the past seven years have transported our kids across town to Churchill because we felt the Sheldon schedule was absurd. 1) Condensing a years worth of curriculum into half a year means that students may have a math or foreign language class one term and then not have another one for a year. Students don't retain what they have learned well with this inconsistency. 2) Sheldon's schedule also leads to unbalanced class loads. On terms when a student has four classes, they have no "study periods", but on terms when they have only three classes, they have too much time with no classes. 3) If a student gets ill and has to miss several days, they have missed	Mar 9, 2012 12:14 AM

Page 3, Q7. Additional suggestions, concerns or questions?

so much of a subject it can be difficult to catch up. 4) It creates difficulty for students transferring into the school during the school year. When our family was deciding what school our kids should attend we talked to our neighbors whose kids were going to Sheldon, none of them liked Sheldon's schedule. Several also mentioned that their kids were having a difficult time getting into the classes they needed. I don't know if it was because of the schedule or because the school is so over crowded. On the other hand, if by 4x4 you are talking about an every other day schedule like Churchill, my kids have really liked it. 1) They have longer periods which is beneficial, especially for subjects like band, science, and P.E. However, they have the consistency of having the course all year long. 2) They always have two nights to get homework done for a class. Both of my kids are athletes, the flexibility this gives them when they have a competition is really nice. 3) My oldest (who is now in college) found that Churchill's alternating day schedule was helpful in transitioning into college, as it was similar to the way a college schedule works.

- |    |  |                      |
|----|--|----------------------|
| 26 | If we only take a class for one semester it will be harder to remember information for IB tests. Also we will have gone a half of year plus summer without some classes and might not remember it for the next level of that class in the following year.  | Mar 8, 2012 11:34 PM |
| 27 | I have HUGE concerns how this is going to affect my next year Senior in IHS full IB. Enough seat hours to meet the requirements for IB, the consistency of courses to pass her exams, and the possibility of losing her 1 elective that she has had for 3 years (Band) where she can actually take a "breath" and not worry about homework and tests in this class. It helps relieve "Stress" and makes her the "Well Rounded" student on College applications. What a shame if it's not offered after playing an instrument since 6th grade...  | Mar 8, 2012 10:55 PM |
| 28 | Matters of Importance - The smallest class sizes possible, the most teachers employed possible, the fullest class schedules possible, especially for freshman and sophomores is key. Minimize the "planning days". These may be beneficial for elementary ed, but middle school and high school teachers could use the time in class with students! The administration could spend more time at the high school level sitting in on classes and actually evaluating their teachers. At Sheldon, it doesn't even happen in some departments for sure. If we can't increase the amount of teachers, at least we can help the one's we have to be better. Maybe instead of always looking to cut the teachers and classified staff, look to what appears to be a top heavy district office. Put some of that staff back at the schools. | Mar 8, 2012 9:10 PM  |
| 29 | This survey was completely biased. Junk data.  | Mar 8, 2012 9:09 PM  |
| 30 | I'm very concerned about core subjects being interrupted, about kids forgetting material therefore, wasting resources on review time that will be required, classes being too long to be used effectively and keep kids focused, and the difficulty of assimilating a year's worth of material in a quarter or trimester. I know some of the counter arguments but don't find them persuasive.   | Mar 8, 2012 8:56 PM  |
| 31 | Longer class periods are not the best for everyone. A year-long, 50-minute class that meets every day is the best fit for many students and courses. Many lessons can only be taught a certain way, building upon the previous day's knowledge. It is not possible for students to learn the same amount of material in half of the  | Mar 8, 2012 8:31 PM  |

**Page 3, Q7. Additional suggestions, concerns or questions?**

time. If courses, especially math and science, but also foreign language and any other subject, are only taken for part of the year, students will forget everything they learned between the years. This way, teachers will have to spend half of the class time re-teaching course material from the previous year. How will the IHS schedule fit in? Will it be forced to align with the common schedule?

32	Nope	Mar 8, 2012 7:41 PM
33	4X4 schedule would be the best option for students to continue classes which would continue into another term in the same year.	Mar 8, 2012 6:45 PM
34	I would prefer the schedule with 4 terms and 4 periods in a day. I am in IHS, so if the 4X4 is not possible, can IHS get a waiver so that they can continue what they are doing, keeping it easier to get an IB diploma?	Mar 8, 2012 6:24 PM
35	Kids need longer periods to actually learn something if you cut from our 90 min classes your cutting our learning. Students at sheldon may not have many periods but we learn a lot more with longer periods. Our teachers can go more in debt with the subject with longer periods	Mar 8, 2012 6:23 PM
36	It is important to me that there is consistent instruction in language, and math especially without the breaks in time of a term or more as in the past-	Mar 8, 2012 6:19 PM
37	I Strongly vote for the four by four, for places like north international high school, you would not be able, or make it nearly impossible to get a full IB diploma.	Mar 8, 2012 4:55 PM
38	Advocate for more resources. Offering less and less every year is getting tired as we muddle through what is now mediocrity and heading south. The district needs to step up and lead this community to invest in its children. Otherwise, the private school options will continue to grow (pulling away the best students), the coursework will continue to be simplified, and our kids will be less competitive in their pursuit of college options.	Mar 8, 2012 4:51 PM
39	High schools should start later (9/9:30 a.m.) in recognition of the cold hard truth about teenage biology! Early start hours just aren't conducive to good education. Students should have a full day of a well rounded education.	Mar 8, 2012 3:56 PM
40	It seems insane to have a schedule in which students can go extended periods of time without studying math and/or foreign language. After all the studies that show how much knowledge is lost during a summer break, it seems pedagogically unsound. I teach college mathematics, and my 20+ years of experience tell me that this is a VERY bad idea.	Mar 8, 2012 3:45 PM
41	I have not seen anything to convince me that a common schedule would benefit our schools. As a South Eugene middle school parents, I know that Roosevelt and Spencer Butte have quite different schedules; each school has its unique approach to education and the schedules reflect the different curriculums. I appreciate that the 4J schools have their own personalities and education styles developed over the years by their dedicated teaching staffs. I think that using a common schedule will weaken our schools' individuality and place more stress on our already overworked teachers.	Mar 8, 2012 3:21 PM
42	The schedule that is used should be the one that is most beneficial to the	Mar 8, 2012 2:40 PM

**Page 3, Q7. Additional suggestions, concerns or questions?**

neediest, most at-risk students, not the other way around.

43	Students have been quoted in news reports as having more time in their longer classes at Sheldon and Churchill, to get their homework done in class. I would hope the block schedule would be for teachers to provide lessons, not homework time. I am also very interested in the continuation of the IB programs.	Mar 8, 2012 2:35 PM
44	These questions are aimed at supporting a foregone conclusion, not gathering fresh data.	Mar 8, 2012 1:01 PM
45	Sheldon High school has already been using the 4 period schedule and it works well. With the trimester schedule it is harder to advance in classes, especially since the core classes are 1 credit. I've been in high schools with both forms of schedules and i prefer the 4x4 schedule.	Mar 8, 2012 10:54 AM
46	Where does PE fit in to all of this? If 4J kids need 2 PE credits in four years - what does that do for them? Not foster a healthy life style? Not really. Our student does private lessons in tumbling. Could she get a waiver for her PE requirement? If you are lowering number of class options per term/year, then remove PE for your gradutaion requirements.	Mar 8, 2012 10:41 AM
47	I like the 7x2 schedule that I currently have because it allows me time for electives as well as a free period in which to use the computer lab, library or help room for homework, research or test prepatation. I am concerned that the 4X4 schedule will crowd too much material into a very short time and doesn't leave students any space for electives. Any schedule that is picked would benefit from having one free period during school when I could study, look up college or summer stuff, ask questions or do project research on libray or computer lab machines. Thanks	Mar 8, 2012 10:41 AM
48	After inserting potential scenarios into both the 3x5 and 4x4 schedules we have found that our specific (and somewhat unique) curriculum/scheduling needs (of Rachel Carson Academy) would work best within the 3x5 scenario. This schedule would enable more scheduling flexibility within the framework of the set schedule. It appears that the 3x5 would provide the structure for those "nuances" that will maintain the integrity of successful alternative programs and arts classes (like band, drama, etc.).	Mar 8, 2012 9:48 AM
49	Bravo for taking this on	Mar 8, 2012 9:28 AM
50	Gaps happen. The biggest gap is summer and we've conquered that. The thing that deals with gaps is doubling: taking 2.	Mar 8, 2012 9:15 AM
51	Doubling up classes is very important. Overlapping is a problem. Middle school had 3 terms and it wasn't comfortable. I wouldn't want that in highscool. 18 weeks grading periods are overwhelming. 45 minute classes do NOT work.	Mar 8, 2012 9:01 AM
52	A/B schedule!!!	Mar 8, 2012 7:55 AM
53	I am currently a freshman at North Eugene High School and am just now starting to really understand my schedule. Changing the A/B schedule would personally effect me because I am looking to graduate with an IB diploma but with the 3 term schedule it would take very much more time. Please consider us freshman,	Mar 8, 2012 7:18 AM

**Page 3, Q7. Additional suggestions, concerns or questions?**

thank you.

- |    |   |                      |
|----|---|----------------------|
| 54 | Just make all the highschoools schedules the same. Expose students to many subjects - too many don't know what they want to do when they graduate. If you try to make everyone college bound you forget the other careers that are needed to run our community/state.   | Mar 8, 2012 4:14 AM  |
| 55 | Longer class periods are not necessarily more productive. Many students naturally begin to zone out of the class activities after a certain amount of time. You cannot expect to simply make the classes twice as long and then assume that the class will become twice as productive. Additionally students need a year round access to AP courses and teachers. Packing all the AP material into a shorter amount of time will make the information harder to learn and retain and then the lag between the course and the test will be challenging for many students.  | Mar 7, 2012 11:09 PM |
| 56 | I haven't seen an option yet for which schedule we prefer, so I'm going to say right here that our family, and my kiddo, MUCH prefer the 3 x 5 schedule.  | Mar 7, 2012 10:40 PM |
| 57 | I'm very concerned about AP classes and arts electives, and fear that losing the 7 period schedule will make pursuit of either, and definitely pursuit of both, impossible. If the schedule changes this coming school year, I will likely no longer attend a 4j school.  | Mar 7, 2012 10:29 PM |
| 58 | I fear that this schedule change will severely hurt the IHS program if it is implemented. Please at least make an attempt to preserve the integrity of the IHS curriculum and separate block schedule system.   | Mar 7, 2012 10:20 PM |
| 59 | I think a 7 period day is the only way students can successfully learn to their full potential. Longer consecutive classroom time doesn't necessarily mean more learning by the students, and in fact results in an inability to remain focused and attentive in class.   | Mar 7, 2012 10:19 PM |
| 60 | Thank you for working on this difficult situation we are in of not enough funds for proper educational support, or at least not at levels we are used to and not what will make our country competitive in the future of the world economy. I wish more effort was spent on demanding more for our children. Maybe every superintendent in Oregon could go to the state legislature (or meet with the governor) once a month to ask for more funding. State university presidents go around asking for more \$ support. We need to advocate for more funding at every turn to get us back to funding our schools.   | Mar 7, 2012 10:07 PM |
| 61 | Looking at these two primary options, I am in favor of the 3x5. It provides more contact time between teachers and students as well as giving more opportunities for 'elective' classes to be offered. This benefits students by giving them a 'hook' compared to only having core classes (and their support/advanced variations) available, which might help some students stay motivated to do well. In addition, this gives teachers the chance to teach a class which aligns more closely with their interest/passion which leads to more dynamic teaching and again, this helps motivate students. Given budget/FTE constraints, this is more and more crucial to offer more well-rounded ed opportunities. | Mar 7, 2012 10:03 PM |
| 62 | I understand that South may cost the most of all the high schools, but look at  | Mar 7, 2012 10:01 PM |

**Page 3, Q7. Additional suggestions, concerns or questions?**

their test scores. Look at their graduates. They are by far the highest achieving high school in the district, possibly the state. But how do you think they get the results they do? Their schedule. Having class every day reinforces what students learn, and gives them time to ask teachers questions. It is much more effective to have all classes year-long. If students take a math course in two trimesters or one semester, how will they retain all the information AND understand it, if they only have the class for such little time. Students can barely retain and understand new concepts as it is in 50 minute classes, but stick them in 90 minute class periods and nothing will come out of it. They get restless and bored. Passing time keeps teens energized. Even a short walk down the hall during passing helps get their energy out and get them concentrating on their next class. I am very disappointed in the 4j School District for the choices of schedules they've given the high schools. These schedules will not help us succeed and be the best we can. I take this change very seriously. It will change the future of everyone in the community. I believe making the schools more equal is a wonderful idea, but please use South as an example.

- |    |   |                     |
|----|---|---------------------|
| 63 | South Eugene High School has the highest academic rate among all the 4j district high schools, so why on earth is that schedule not being considered?   | Mar 7, 2012 9:51 PM |
| 64 | I think that for classes such as math or foreign language it will be hard not to be in the class for the full year. The concept of cramming more math or foreign language into half a year with a longer class period does not seem to be a good way to promote learning the subjects. It is clear that students forget huge amounts of information over the summer. Now they will have both the summer and half a school year to forget information in classes that require pre-requisites. In this type of class the material builds on the information taught in the previous class. Teachers will spend longer periods of time reviewing information that students have forgotten, prior to teaching the new material. This may not matter for certain subjects, but math, foreign language, and science will suffer. | Mar 7, 2012 9:31 PM |
| 65 | Why can't all the schools have a seven-period-per-day schedule? This seems to me to be the best option. With seven periods in a day, students like me have the opportunity to take all the core classes they need, such as math, english, science, and history, along with three electives. Electives make school interesting, fun, and can help kids learn. It seems to me that these new schedule options won't help students at all, but will instead provoke disinterest in classes, less enjoyment of school, and ample opportunity to forget material, making us less likely to get into college.   | Mar 7, 2012 9:19 PM |
| 66 | I am hesitant with the idea of making all the high schools in the 4j district follow the exact same schedule, because I am not sure if the pros out way the cons, but one suggestion I have is since we're going to follow through with this plan anyway, why not just follow the same schedule as the UO? Make everything easier in one swift change.  | Mar 7, 2012 8:45 PM |
| 67 | I think we should do the trimester I think it would be more effective.  | Mar 7, 2012 8:28 PM |
| 68 | _I like the 3 terms / year. Less students /class, Appropriate class time 70 min- I think in 90 minutes students will lose focus.  | Mar 7, 2012 8:26 PM |
| 69 | I wholly support the 4x4 block schedule. My son loves this schedule and excels at it. He says it's nice to complete a year of work in one semester. It keeps him  | Mar 7, 2012 7:45 PM |

**Page 3, Q7. Additional suggestions, concerns or questions?**

focused.

- |    |   |                     |
|----|---|---------------------|
| 70 | I am an IHS student at Sheldon Highschool and I love the schedule. If the schedules changes however, I won't be able to double up in my classes or participate in the IB program. Its really important that my classmates and I have the classic Sheldon Schedule, it gives us more opportunities to accelerate and exceed in school.   | Mar 7, 2012 6:59 PM |
| 71 | Through research I have learned that several Oregon schools that have been on a 3x5 schedule are moving to another school day schedule because they are unhappy with how it is working with students and faculty. Sheldon's 4x4 model is working! Don't fix something that isn't broken. Let's make the common schedule as easy as possible on students and faculty. I vote for the 4x4 schedule model for the Eugene 4j School Districts high school common schedule.  | Mar 7, 2012 6:59 PM |
| 72 | I find your questions very leading and suggesting to which way you prefer them to be answered. Yes I support most of the items delineated and yet I do not think changing the schedules will achieve the items listed. My biggest concern again is the continuity of learning (subjects should last all year long), and how AP classes will be handled since the testing day is in May.   | Mar 7, 2012 6:34 PM |
| 73 | Employing ANY schedule that does not include instruction in math and science throughout the ENTIRE school year is terribly short sighted. Far too much time would be wasted in review following terms that did not have math or science classes.  | Mar 7, 2012 6:33 PM |
| 74 | I'm going to your meeting to and I really want to voice a concern that the trimester schedule is NOT a good idea. This is a student that is very concerned for her education and in order for me to further myself in highschool before college I want to have this schedule that I know will allow me to succeed   | Mar 7, 2012 6:08 PM |
| 75 | I support the 4x4 option. It offers more support for students who are struggling by letting them re-take classes the same year, and it offers more options for students who excel at learning, because it allows them to take two years worth of a class in one year.   | Mar 7, 2012 5:36 PM |
| 76 | 1. Free periods should be kept, but each student should have more classes than free periods. 2. Classes should be kept under sixty minutes, with the exception of IHS classes, which are only one or two per day. 3. Core classes should be year-long.  | Mar 7, 2012 5:35 PM |
| 77 | Students should not travel to differnet schools, 90 minutes too long for one class-   | Mar 7, 2012 5:27 PM |
| 78 | I have a lot of concerns. My oldest child is a freshmen and I have two younger kids coming up. I have many friends planning on Marist because they don't trust public high school. I want to believe Sheldon can prepare my kids for strong colleges. And I don't want to worry about too many gaps or free periods for them. I've accepted that, at best, they'll receive a narrower education than I received in h.s., but potentially academically deeper with the honors program. I hope this is the case. I do dislike it that she can't get classes when she tries to fill free periods. And I worry that she'll have too much on her plate as a senior in a mad scramble to get what he needs to graduate. How many free periods are too | Mar 7, 2012 4:17 PM |

**Page 3, Q7. Additional suggestions, concerns or questions?**

many? Suggestion: Allow athletes to waive PE. They exercise so much, that surely the PE classes aren't really necessary for them, and in tight budget climates, this will free up PE space for other kids. Suggestion: Allow students to take classes at Eugene Parks & Rec. or LCC during the summer for credit (PE, art, other electives), so that these classes don't become burdensome to schedule in as seniors when a free period or two might be really advantageous for serious students.

79	We moved here this year from out of state. We have been very disappointed by the fact that our son cannot take a full schedule and the related fact that his class sizes are so large. Oregon needs to get serious about providing adequate resources to fund public education.	Mar 7, 2012 4:14 PM
80	Is either of the proposed schedule changes actually going to help our (the students) education, or are we just going to get a third (or worse, a half plus summer vacation) of the year to forget what we've learned?	Mar 7, 2012 3:27 PM
81	A unified schedule is a terrible idea. The people in charge are administrators who do not understand the effects that the changes will have. The changes will not affect them. Why are they making the decisions?	Mar 7, 2012 3:11 PM
82	This survey is not designed to provide people the opportunity to give input, but rather to affirm decisions already made. The fact that the questions do not measure the level of concern about discontinuity of math and foreign language instruction, and to measure the level of doubt that one credit over two quarters or two trimesters is truly equal in terms of actual learning outcomes to one credit delivered over a year. I would urge you to question some of the assumptions underlying the rush toward a common schedule and take a more deliberate, resesearch-validated approach to making significant and highly disruptive changes.	Mar 7, 2012 3:08 PM
83	I have concerns about the teacher workload issues I've heard about surrounding the 3x5 trimester option. Teachers I've spoken to who have taught at schools with a schedule like that have mentioned that it's very difficult and taxing.	Mar 7, 2012 2:51 PM
84	It is not fair to ask the teachers to work more unless they are paid more.	Mar 7, 2012 2:50 PM
85	All of the above are important. Prioritizing them without just making them all #1 will be a difficult challenge. Which will be 'Least important?'	Mar 7, 2012 2:14 PM
86	My son is a sophomore at Sheldon. At first to have the "blocks" instead of the traditional 7 classes was concerning. Now, two years in and I'm okay with the 4 blocks and think they are beneficial. My only concerns are that he is now going a whole year without math because there was no room in the classes. And trust me, the staff and I tried everything to find him a math class. I resigned the fact that he will do without math this year. But . . . how will this impact him in the future. It scares me because we just don't know. Other than that, I do think that the 4 blocks are the way to go because it gives the students more class time and less homework (4 vs. 7 classes of homework per night).	Mar 7, 2012 2:01 PM
87	It is very important that students are able to get the classes they need (and some of those they want) in order to graduate. If a non-traditional schedule (4x4 option for example) is what is necessary to offer the kids the most class options, then it	Mar 7, 2012 1:44 PM

Page 3, Q7. Additional suggestions, concerns or questions?

is the best choice.

- |    |   |                      |
|----|---|----------------------|
| 88 | South schedule with core classes taught over the full year is better for retention. This schedule works--test scores are higher than the other high schools in district. Don't waste money and resources changing things that work to something that is less effective for learning.  | Mar 7, 2012 1:19 PM  |
| 89 | Look at adding IHS in this mix- why do they continue to be able to do their own thing. How about adding some alternative on site programs at each of the high schools?? One alternative school without the shop facilities?? Many students don't go directly to college- what are we offering them as far as career development.  | Mar 7, 2012 12:34 PM |
| 90 | as it is there is alot of school days off too much time away for the students to learn. too many students in classes, I feel that less class time isn't really sufficient to the students. they are there to get a education and by less time they aren't going to get what they need to be able to be successful and every student learns at different rates. If they go cutting things out and less time the students are going to not learn as well and they may as well not even go to school. to me school is very important and they get educated. I think going to school year round would be a great idea.  | Mar 7, 2012 12:16 PM |
| 91 | Concern: students not receive to much homework that will all be due the next day. I really think the red blue ( Churchill) schedule works well for homework especially if a student has an evening with other family or community commitments. If class held everyday maybe homework could be due in 2-3 days rather than the next day. Allows for more flexibility for students who have other commitments also.   | Mar 7, 2012 11:29 AM |
| 92 | With the exception of a few questions, most of these are too idealistic and not controlled solely by the schedule chosen. This survey should have been far more specific, especially given the 2 schedules chosen as finalists. I don't see where this survey fills any real purpose other than to give the ability to say that feedback was solicited.   | Mar 7, 2012 11:22 AM |
| 93 | To me, it seems like the 3/5 schedule would allow students to not get too much distance on a subject -- i.e. not too much time between language or math classes where learning is expected to be built upon. The other question I have is: how closely is Sheldon being looked at, since it is already a site where the 4/4 schedule is being used -- has it contributed to student success? What are the pitfalls? How can they be mitigated? More than anything, I feel VERY grateful that our 4J leadership is taking restructurin on -- for a long time, I have felt that our high up leadership has been uninspired and lacking courage to make important changes. I feel really excited about the changes and progress I am seeing! Thank you!!!! | Mar 7, 2012 10:51 AM |
| 94 | The 5 class schedule in 3 semesters would be more beneficial if a full year class is taught the entire year rather than in 18 weeks. The only students that benefit from the current Sheldon schedule is the more academically advanced. Average students struggle learning everything they need in 18 weeks.   | Mar 7, 2012 10:40 AM |
| 95 | I support the 3 by 5 option for scheduling classes.   | Mar 7, 2012 10:36 AM |

**Page 3, Q7. Additional suggestions, concerns or questions?**

96	Good luck. I feel that lucky that we have the means to supplement an education system that is stretched to the limit and about to break.	Mar 7, 2012 10:35 AM
97	As said before, no free periods. At least offer study halls. My son had a free period and early release last term. That meant he had one class, wandered the halls for free period, took lunch, had one more class, and was home by 11:30am. That is not a productive learning environment. AND he is a freshman, not a senior who has finished most of his classes and is just finishing up. This is a good student who is going to fall behind on opportunities to get ahead and take college credit courses in high school!	Mar 7, 2012 10:29 AM
98	As the parent of a Special Education student - I am only seeing comments about rigor, etc. Where is the Special Education fit into this. A 4x4 schedule is great for the higher excelling students but in my family's situation that is not the case. I think that in order to help my student succeed the best a 3x5 schedule with the shorter classes will be the best. This will then not cause a disruption if a break is needed and not making her sit through an additional 20 minutes causing her to miss lessons. Thank you for taking the time to listen to a non traditional parent.	Mar 7, 2012 10:18 AM
99	I have been employed at the High school level, before. I hope that helps to put my comments into perspective.	Mar 7, 2012 10:07 AM
100	This will be a difficult task choosing a schedule to suit the needs of learners across the spectrum, all the school subjects, and avoid pitfalls such as loss of continuity in subject matter and destruction of elective courses such as band, choir and drama. Thank you for asking for so much input and examining the topic closely without rushing into a decision.	Mar 7, 2012 9:54 AM
101	I am concerned about the stress level of teachers and asking them to re-work their curricula. Providing support/ time for them to plan and adjust is important. I would also like to see more of an emphasis on foreign languages in the new schedule.	Mar 7, 2012 9:15 AM
102	I am in support of a 4x4 schedule. I feel it is most effective and most relative to a college experience and provides students with the ability to learn effectively and teachers to teach effectively and develop strong relationships with their students.	Mar 7, 2012 8:43 AM
103	I would really like to see all schools try to incorporate online learning into each class. I do not mean using the internet in class, but instead having all resources that are available to the students in-class also available online. A good example is LCCs' Moodle site, where students have access to notes, class videos, assignments, grades, comments, and other resources. A system like this could help several students who become home bound to stay on course, as well as, give the parents a way to check on assignment information, due dates, and if their child has turned in work.	Mar 7, 2012 7:52 AM
104	I am concerned that for subjects like math and foreign languages the proposed new schedule means significant breaks between courses. It is important to me that students can build on their knowledge on a month to month basis, without breaks.	Mar 7, 2012 7:15 AM
105	Consider principal sharing among the high schools. I recognize the importance of this position, of course, but if it is a question of staffing cuts, we should always	Mar 7, 2012 5:21 AM

**Page 3, Q7. Additional suggestions, concerns or questions?**

prioritize maintaining (and improving!) quality classroom time over administration. If we aren't willing to do this, what does that say about our priorities?

- |     |  |                      |
|-----|--|----------------------|
| 106 | Administrators should be kept at a minimum. Currently see too many especially at the high school level.  | Mar 7, 2012 1:17 AM  |
| 107 | My concern is that I will not be taking the same subjects all year, and will therefore, by the end of the year, not be as proficient in some of the subjects as I used to be earlier. I am also concerned that with so little class periods that I will not have room to take any of the art electives that I want to take. I am seriously interested in going to art school, and for that, I must prepare a portfolio. It is nice to have time in school to work on that and also gain instruction with my art without having to take classes outside of school as well as take even more time out of school to do art along with my homework for the classes that I don't really want to take, but that the district tells me I have to. | Mar 7, 2012 12:19 AM |
| 108 | Regardless of the schedule selected, core academic classes, especially math and sciences, need to back-to-back terms. Gaps in the continuity of instruction and practice may result in varying degrees of retention by different students, require additional review, loss of instructional time, and ultimately a less thorough coverage of the subject objectives.   | Mar 6, 2012 10:43 PM |
| 109 | I am very concerned that a trimester schedule with AP classes running only in the first two trimesters will leave students with a full workload in the third trimester and no time to study for the AP tests. There will also be no in class study of the subject for more than a month before the tests. This is a recipe for disaster. A great strength of the school as it now stands is the breadth of advanced classes, but if the classes stop long before the test I expect to see the success rate plummet. How are you going to address this problem?   | Mar 6, 2012 10:12 PM |
| 110 | Research shows that teens not only do better academically but have fewer car accidents if they start school at a later hour. Perhaps you could adjust the school day to genuinely create the best learning environment for kids.   | Mar 6, 2012 9:06 PM  |
| 111 | So much time, money, and effort has been used to build up North Eugene High School into a unique learning environment with multiple pathways for diverse students. Do you intend to alter this school too? What about all the years of excellence that SEHS has had? Will you destroy this? I do not want to help you create a common schedule across high schools. I reject this idea. You will not brainwash us with your yes-set survey. Your closing comment on the survey is so manipulative. I cannot believe we have to go through this yet again with another superintendent. I guess we'll need to rally the troops again.  | Mar 6, 2012 9:05 PM  |
| 112 | A 3x5 schedule would support these issues the best.  | Mar 6, 2012 8:34 PM  |
| 113 | Every year we receive a "report card" for district schools, comparing students' test score results, etc. Every year, South Eugene High School is the star of academic excellence (and everything else, except football). Why are you not patterning all of the high school schedules after South Eugene's??? Instead, you're proposing to bring South Eugene down to the level of the other schools. "If it ain't broke, don't fix it!"  | Mar 6, 2012 8:15 PM  |

**Page 3, Q7. Additional suggestions, concerns or questions?**

114	<p>My son attended Churchill HS last year. He got into porn on their computers. I told the school, they revoked his computer priv at my request. He still got into porn there. They promised to get me the records of what he'd gotten into. Interestingly, they didn't. Nor were they successful in keeping him off school grounds and away from the porn on their computers, though they kept telling me they would. He was also supposed to check in and check out with an appointed individual there. He didn't even know the guy, some sort of janitor, and the guy didn't recognize him, several months into the school year. It is insane that school be the one place where my child was not safe from porn. Bravo, Churchill. I have not had one problem with this since moving him to Sheldon. Granted, this isn't a schedule issue, but it makes me ill that Churchill just ignored this utterly. Nice lip service, but if my kid was doing it, you can bet other kids showed him how. It seems to me that you'd pay attn to this sort of thing, if for no other reason than to keep other kids safe from it. The vice principal and special ed coordinator at Churchill both knew and did nothing.</p>	Mar 6, 2012 7:40 PM
115	None	Mar 6, 2012 7:20 PM
116	<p>Having had 4 children attend high school in 4j , one of my main priorities as a parent was having my child in school all day. My daughter who was a strong student in IHS for 4 years was never in class all day. She was never able to get the classes to actually be in class all 4 years. Frustration! But having seen what her brothers did during their free class periods we required her to work in the family business to avoid the temptations of going to houses where the parents were absent so drinking, ,doing drugs,have sex etc. How is a part time schedule for youth in their best interest?</p>	Mar 6, 2012 7:11 PM
117	<p>A main concern is that a student be able to take classes continuously, and not have a break in important subjects such as math and science. also that a student is able to take the classes he needs and not have to wait until the class is available. The student should be in school for the full school day. I do think 90 minutes is too long.</p>	Mar 6, 2012 7:00 PM
118	We strongly support the 3x5 schedule.	Mar 6, 2012 6:50 PM
119	<p>For 9th and 10th grade, I attended a school with 6 periods in the day. I find that the 4 x 4 at Sheldon with 83 minute class periods is a better way to learn. The zero hour option adds another opportunity to earn credit, which is helpful. I think the 3 x 5 option will make it difficult to fit in certain courses, such as 2 credit per year classes and the ability to complete 2 credits of a foreign language in one year (these are just 2 concerns I have). I hope the work group and the school board choose the 4 x 4 model.</p>	Mar 6, 2012 6:44 PM
120	DON'T CHANGE SOUTH'S SCHEDULE, KEEP FREE PERIODS, AND KEEP THE OPEN CAMPUS.	Mar 6, 2012 6:21 PM
121	<p>We are distinctly dissatisfied with the current small schools arrangement at North Eugene High. Having students in the family graduating before and after the changes at North, from 2000 to 2015, and hearing from colleges and universities that take in those students, I would NEVER send a student to North again.</p>	Mar 6, 2012 6:12 PM
122	<p>I don't see how a student can take five core subjects (math, science, English, history, foreign language) plus meet the electives requirements without missing a</p>	Mar 6, 2012 5:53 PM

**Page 3, Q7. Additional suggestions, concerns or questions?**

term of one of the core subjects. Perhaps the District should show some examples to help parents understand this piece.

123	I just want to see the same classes every day for my student. I think that the current schedule of four one day and four different the next doesn't allow for consistency. If questions need to be asked there's not always the opportunity for it and she gets quite frustrated. I also want to see all students have a full schedule of classes. This year she has three open periods. When she was a freshman, I asked why she had open periods and was told that if they were to give every student a full schedule, they would all graduate early and the district would loose money. Not an acceptable answer. Also, if PE is going to be offered only half a year, it needs to be given to freshman and sophomores and as juniors and seniors as needed if they don't pass earlier. It's too late to give it as a senior, in case they don't pass.	Mar 6, 2012 4:41 PM
124	High school students need as much instruction time as possible, including the arts. Having multiple free periods or blocked time off is damaging our future generation. We need to show them through our actions that we really do care about what happens to them now and after high school. PLEASE do not let kids fall between the cracks.	Mar 6, 2012 4:31 PM
125	I am concerned the decision is driven by financial concerns. I am concerned that class size will not decline as predicted due to limited number of teachers and how the class sections and limited availability of singleton courses play out. I am concerned that teachers, having to adjust curriculum to different time frame and different way of presenting the content, will be asked to do so with less prep time than they currently have.	Mar 6, 2012 3:51 PM
126	I am VERY concerned about the prospect of losing the ability to schedule classes A/B. Our school (NEHS--IDEAS) is built around the idea that English and Social Studies work hand in hand on an A/B basis. This is a large foundation of our school. This allows students to be enrolled in Language Arts and Social Studies classes ALL year long, enhances relationships between students and teachers, and provides stability for our students throughout the year. I understand that A/B scheduling may not be possible for all classes, but I feel VERY strongly that classes and curriculum that are paired up should be allowed to maintain their pairing.	Mar 6, 2012 3:08 PM
127	don't change south EVER	Mar 6, 2012 3:08 PM
128	Students taking foreign languages and math especially, in particular those struggling with the subject, need daily help and reinforcement. 4x4 schedules do not provide that.	Mar 6, 2012 3:02 PM
129	NO one wants these changes to happen, students, teachers, and parents included. free periods = essential open campus= ESSENTIAL lots of short classes per day is IMPORTANT FOR LEARNING	Mar 6, 2012 3:01 PM
130	I appreciate the opportunity to be a part of the conversation via these types of surveys. I do, however, have concerns that it is difficult to answer questions in an informed way when there is so little information provided for context about the current realities (opportunities and limitations that we are working with); the primary issues of concern, etc. If you are not already doing so, I would suggest	Mar 6, 2012 2:52 PM



Page 3, Q7. Additional suggestions, concerns or questions?

distract other kids.....and bottom line....can't really handle the long periods well. A college student is different and older and more disciplined. You put a 13 year old+.... vs. a 19-24 year old....and they are in a different place when it comes to learning and maturity.... I just hear that the colleges are doing this.....and it works great.....well -- we are not talking about college young adults...we are talking about children 13-18 year olds. It may be "economical" for the district.....and more convenient to the teachers, but I believe having shorter periods, with more options of classes 6-8 a day would be in the best interest of the child. Kids need changes with and opportunities to discover what it is that they want to do.....what if that one kid never gets a chance to be in drama or music or yearbook or cooking... or radio.....or robotics..... they may never discover a talent or confirm a desire to excell in that area. I know that my child really wanted to take Robotics in High school and it has never been offered at Sheldon while he has been there. He has other friends at Thurston and South both in robotics.....and he feels like he is really really missing out. We even considered changing schools to allow him to take Robotics. We are short changing our kids by taking away the many options available. Churchhill and South and other schools in Springfield....offer more than Sheldon..... I have considered pulling my child from the SI program....just to offer him more choices to explore before he leaves H.S. I know another parent who is planning on doing that ..... pulling her daughter out of the SI /IHS program to move her to South so she can have a better education there -- rather than Sheldon. It is sad that Sheldon has soooo many scheduling issues....with the 4x4 class program. We personally do not like this scheduling at all.... and if our child was not 1/2 way through the SI program....would have pulled him to go to South as well....and carpooled with our neighbor. I have had many complaints from other parents having scheduling issues....who are in SI/IHS.....or just IHS..... Many Many frustrated families with the 4x4 schedules..... Another issue: Having Free periods for projects/or independant studies.....have also allowed children to "ditch" school....get into trouble...and get mixed up into things that take them off track & off focus from school...and often get mixed up in the "wrong" type of crowds. ( My child so far as been very responsible with these "free" periods... but I know others that have not.....and I know of a child that has screwed up their life ....using this free time inappropriately.....and may not graduate now..... These are still children that need guidance and structure.) Thank you for listening to my concerns.

- |     |  |                     |
|-----|--|---------------------|
| 139 | Students crave a meaningful education - which allows them to maintain their interest and engagement. I have a gifted but gravely disinterested son who is being done a disservice by being required to take classes that teach far less than he's already learned on his own. There are seriously outdated and obsolete technology classes/course work in some high schools that are in real need of elimination or overhauling completely. Most students learn more from general internet usage than these courses are teaching. Improving the quality of technology-centric courses (graphic design, keyboarding, etc at Sheldon High School in particular), and utilizing the 4x4 schedule would go a LONG way toward improving student and instructor interest -- wonderful benefits in the district's drive to solve budget issues. | Mar 6, 2012 1:34 PM |
| 140 | Please do not be in a big rush to make drastic changes. Please find out from students what they like and do not like about their current schedules. I am bothered that no students were on the working group.  | Mar 6, 2012 1:01 PM |

**Page 3, Q7. Additional suggestions, concerns or questions?**

141	The 4 X 4 schedule is highly preferable. With class sizes large already, it enables teachers to focus on less groups of students per day and thus create better relationships, get work back to students more quickly, and minimizes teacher stress which translates to better teacher performance.	Mar 6, 2012 12:01 PM
142	I would like to see the IHS students adopt a common schedule as well. The IHS every other day format is difficult for parents and students. It does not fit well with families who have other children at 4J elementary or middle schools. The IHS 7:30 class is just onerous for everyone. Most jobs and college classes do not start at 7:30 in the morning, (what exactly is this preparing them for?)and this time has been unreasonable throughout our child's high school career. I would prefer to see ALL students on a 8:30--2:30 or 3:00 schedule.	Mar 6, 2012 11:53 AM
143	I applaud your efforts to unify high school schedule to make best use of district resources. I hope the schedule does not follow Sheldon current schedule of 90 minute blocks. I have been disappointed in classroom practices and the ability of teachers to engage students in active learning. My child is a junior in IB and SI. If I had another child I would not have him/her attend Sheldon due to schedule and instruction.	Mar 6, 2012 11:38 AM
144	If a student was involved in a sport within the school or outside of school, that could count toward their PE credit and there wouldn't be such a demand to squeeze that in the schedule in the later grades. This may ease up some of the demand and help to cut costs as well.	Mar 6, 2012 11:03 AM
145	When our elementary staff learned that by having a full schedule offering at HS for freshman meant that our elementary program would have cuts, we panicked. We cannot survive further cuts while providing a strong program to keep up with the expectations for our students from the government and state. A strong elementary education will equate to a higher level student for the future in middle and high school... Don't make cuts to elementary for high school programs.	Mar 6, 2012 10:50 AM
146	Please don't choose the 4x4!	Mar 6, 2012 10:45 AM
147	My youngest child is graduating this year, and I am so happy that I will soon be done with 4J! We have lived in several school districts over the years including another state, but have been in Eugene for most of my youngest child's education. I have found, by comparison to other districts, that Eugene has the most qualified, dedicated, knowledgeable teachers of anywhere we have been. Unfortunately, the principles, assistant principles, office staff and counselors have overall been the worst. The administrative systems are the worst. For the few teachers who do not perform, the district seems unable to address it. Just changing an address is a frustrating problem. Counselors are all but completely feckless. Correcting attendance mistakes is an ongoing and terribly frustrating problem. Executing a 504 plan has been frustrating and a waste of time to the point that I have given up. This district is barely functional, and needs to learn to accomplish the basics before attempting any kind of advanced operations at all. There are a lot of high ideals mentioned in this survey, but you don't have a prayer if you can't do the basics like drive performance expectations, manage attendance, or deal with students that have special needs. If the district is looking at schedule changes, create a schedule that is as simple as possible, because your staff can't handle anything more than that.	Mar 6, 2012 10:37 AM

**Page 3, Q7. Additional suggestions, concerns or questions?**

148	Shledon's schedule has been very limiting for my students and is not academically sound for courses that need more depth. My kids are very frustrated with the fast pace and lack of depth in their courses.	Mar 6, 2012 10:31 AM
149	I don't believe a common schedule is needed, as each high school has different needs.	Mar 6, 2012 10:18 AM
150	In adopting a new common schedule I do not want to see my child's school adopting a system like Sheldon as it common with students of that schedule block to not have a math or science class every term. I think the alternating schedule at Churchill is ideal as it allows students to space out homework enabling them to enroll in tougher courses.	Mar 6, 2012 9:57 AM
151	I'm delighted that these kinds of non-traditional thinking are being looked at. It shows open-mindedness, and an ability to adapt to change. :)	Mar 6, 2012 9:47 AM
152	In order to make class sizes get to 30, more staff will be needed which I don't think you will increase. Free periods should not be available to students, a study hall should be available for credit if no core classes are available.	Mar 6, 2012 9:41 AM
153	I prefer the schedule used at South Eugene High. If the district decides to go with the 4 class/day schedule used at Sheldon there must be a system in place to ensure that students actually get all 4 classes and that students do not go an entire year between math classes. Please make your decision based on what is best for the students.	Mar 6, 2012 9:33 AM
154	Some kids wont go to college but I still feel there is a responsibility to prepare them for life. There should be a focus on that in high school for those kids who take alternative routes. Partnerships in the community, including the military, might be something to look at but I don't know. Just remember we get more accomplished together than we do apart. If that becomes the driving force behind all you are doing than we can positively impact our children!!	Mar 6, 2012 9:32 AM
155	The schedule should allow students to take full course loads, meet graduation requirements, get remedial assistance when necessary and take a few elective courses.	Mar 6, 2012 9:07 AM
156	I am concerned that the schedule will make it difficult for IHS students to continue on their current path. Also, for students who will be seniors next year, this change could make it difficult to complete their final year as they have planned.	Mar 6, 2012 8:41 AM
157	Having a 4 x 4 decreases workload for teachers because they don't have to prep as many classes or keep track of as many students. It also allows students to focus on 4 subjects at the most and decreases the amount of work that they have to keep track of. The 4 x 4 also allows more opportunity to gain credit throughout the year or more opportunities to recoup credit. The 4 x 4 also allows classes to be scaffolded and built upon each other (a student takes a class first semester, then takes the second level next semester), but with a 3 x 5, a student will simultaneously be finishing a course and beginning the second level, which is odd and doesn't seem helpful.	Mar 6, 2012 8:25 AM
158	My chief concern is that I get to have a say in whether 4J goes with a 3-term or	Mar 6, 2012 8:02 AM

**Page 3, Q7. Additional suggestions, concerns or questions?**

4-term model. As a teacher myself, I much prefer the 3-term model because the terms are longer, which enables students to explore a subject more thoroughly and get a more solid foundation. It is also much less disruptive, which is critical to focus and concentration.

159 Close campus. High school students do not need to leave school grounds during the day. That is what college is for. Mar 6, 2012 8:00 AM

160 I am really concerned that excellence not be sacrificed in pursuit of equity. Both are important, and they can be mutually supportive by building an atmosphere in which academic achievement is celebrated and encouraged at every level. Mar 6, 2012 7:59 AM

161 In reviewing some of the options a have more concerns about the 4 x 4 model. Students could have large gaps before getting the subject again. This is not good for math and languages. The 3x 5 model has shorter gaps and seems to make it easier for students going to LCC and UO. Mar 6, 2012 7:48 AM

162 All of the survey points are important, so I had a hard time prioritizing as I am sure board members do as well. Thank you for considering our kids, as they deserve commitment from us as leaders. Someday they will lead us if they are prepared. Mar 6, 2012 7:46 AM

163 PLEASE take this opportunity to consider revising the too-early start times for high school students. Research shows that teens' circadian rhythms keep them up late at night and make early start times unwise. For a district that's interested in boosting student achievement, starting school an hour later could raise achievement scores and save funds that would otherwise have to be spent on achievement-raising efforts. Please don't overlook this important piece of scientific evidence. It should be done now, not later, because now is when you're revamping schedules for all high schools. Be wise now, let kids sleep later and perform better when they get to school. Mar 6, 2012 7:32 AM

164 90 minute classes are too long. Mar 6, 2012 7:25 AM

165 The future generation is very important. We will be running this country someday, and even though our education system is woefully underfunded, it is in our mutual best interest to provide the best education we have to the most students we can (not necessarily focusing on providing an equal education to all). The ideal situation for producing a generation of intelligent beings would be to raise every school to the HIGHEST common denominator (so then they are equal, but at the best that they can be). I think the current school schedule really WORKS for some schools, and you shouldn't bring them down to a lower functioning level just because other schools are struggling in the same system. Would trying to find the system that works best for each school be a bad thing? Please don't take my answers as less important just because I am a student. My opinions might be different than yours, but it is my education that hangs in the balance. Mar 6, 2012 7:23 AM

166 I really did not like this survey. I see many disadvantages with a block schedule unless math and maybe language arts is every day. If these were everyday and you could ensure enough "joy" in school beyond that then it might be ok to go to slightly longer classes in any given day. Mar 6, 2012 7:06 AM

**Page 3, Q7. Additional suggestions, concerns or questions?**

167	I don't know if I will have another chance to say this but I am strongly opposed to the 4x4 schedule. I think it's a bad educational approach for math and foreign language instruction. I've seen students with huge gaps between courses. I also know of several students with 2 only classes at Sheldon and that should be unacceptable. I realize that we need to change and I definitely see the benefits of 5x3.	Mar 6, 2012 6:36 AM
168	Please go with the 12 week terms. I am a parent and older college student who takes 10 week terms and they fly by. Nine weeks is too short, even with longer class periods. Students need time with the materials. It makes a world of difference. We did quarters when I was in high school but most classes spanned two quarters. Even that went quickly. The exposure that kids can have to a topic in 12 weeks will provide a higher quality experience and get them pretty close to the "college feel" of term length.	Mar 6, 2012 6:17 AM
169	As a parent and a teacher, I strongly prefer the 3x5 schedule. Students tend to lose focus in the longer blocks and 5 periods a day allows for more electives while continuing a steady flow of core classes. Also 9 wks is too short to really cover a subject well. It takes 4 weeks just to establish the classroom community, routines, etc.	Mar 6, 2012 2:32 AM
170	I also think school should start around 8-8:30 and end 3-3:30, so a minimal of 6 hours of education.	Mar 6, 2012 2:23 AM
171	Based on previous experience as a teacher (in different schools with a variety of schedules), and with a child who has attended schools with similar schedules to those being considered, we believe the 4 x 4 model is the best option. I understand that there are many things to consider and appreciate the time and effort of the work group.	Mar 6, 2012 12:03 AM
172	I am concerned that the schedules as proposed do not improve significantly the student's experience or save significant money. In fact, there will be gaps (several months without math, etc) and only one elective that goes throughout the year and less passing time/ longer periods (which is not attractive from the point of view of my two high school students). With our limited resources, adding the stress of standardization in a top down model does not serve our teachers or our students. I do not see a forum for teacher feedback or for student feedback and concerns. If you were talking about a cultural change that involved the students more actively in choices that affect them, that creates more critical thinking rather than standardized imperatives, that rids the system of teachers that do not respect the importance of the time they are given with students and the role that they uphold, that allows each school to develop its own distinct organization to serve its distinct students instead of one size fits all for the perception of equity, that has flexibility and innovation as its hallmarks- then I would be on board. One suggestion is to utilize the A/ B schedule already in play for IHS for longer and shorter periods depending on the subject/ elective needs- with the second half of the day one of the two schedules proposed. We need flexibility in the schedule to innovate and attend to different subject's optimal time needs - ie daily short lessons for foreign language and math and some sciences throughout the year.	Mar 5, 2012 11:20 PM
173	Good job on the questionnaire--the questions and options got at my concerns.	Mar 5, 2012 11:03 PM

**Page 3, Q7. Additional suggestions, concerns or questions?**

174	The 4x4 schedule has helped my student in being successful at school. There is time to ask questions and get help during class time. It has also helped him to be able to spread out his core classes.	Mar 5, 2012 11:03 PM
175	Thanks for involve us in the decision.	Mar 5, 2012 10:44 PM
176	I understand the schedule we now have at South is off the table. How can you teach some skills without daily exposure all year long? I'm thinking mostly of foreign languages and math. Ridiculous to have such long class periods with students with short attention spans.	Mar 5, 2012 10:25 PM
177	The schools just need more money! We must petition the state and dare I say it, raise taxes to pay for schools	Mar 5, 2012 10:14 PM
178	Willamette HS and Thurston HS already tried the 3x5 schedule and it was a failure, so why should 4J do the same? If you want students to have a choice between high schools, then there needs to be differences between the high schools to form a basis for that choice. Different schedules are one aspect of that choice. This should not be put forth as a done deal that you are going to have a common schedule and that the Churchill schedule has already been taken off the table before we even know that this is being discussed. You need to publicize this issue more and have more time for input from parents and students and more time for planning a change. We have received NO notice that this change is in the works and this survey is even hard to find on your website. The devil is in the details, and you have given us no details to see how these proposed schedules would work and how the changes would be made. Think of how much teacher prep time will be eaten up in changing all their class plans. Don't make the change this fall!	Mar 5, 2012 9:58 PM
179	I have a student at Sheldon High School. We moved into the district so our child could attend a school that would keep him/her challenged, motivated and successful. Sheldon has a reputation of having a challenging academic schedule and supportive atmosphere. An all around great school. THIS COULDN'T BE FARTHER FROM THE TRUTH. I AM SORRY WE MOVED!	Mar 5, 2012 9:57 PM
180	Absolutely under no circumstances should these schedule changes be made without very careful planning, coordination and adequate time for teachers to entirely re-tool their curriculum. Forcing a change by the 2012-13 school year will inevitably compromise student learning and would be a mistake for the district. Serving student's learning needs is paramount. If change is deemed essential (an argument for this has yet to be made) then planning a methodical and measured switch is the only acceptable plan, allowing teachers to adequately prepare to completely redesign their learning plans. Particularly in the higher level courses, adjusting to a shorter year (regardless of longer class periods) will require considerable adjustments to ensure student success throughout the transition. While change is not necessarily a negative thing, it is entirely possible that the new Superintendent does not fully appreciate the depth and level of the success of the 4J district and the draw that the schools have provided for this community. Impacting the school system negatively by making rash and "trendy" changes ---for the sake of change---is irresponsible and should not be allowed. Consider the evidence, the test scores, the outcomes in student learning before pushing for change. If the 7 period schedule is the most expensive---it is also clearly the most effective in delivering	Mar 5, 2012 9:56 PM

**Page 3, Q7. Additional suggestions, concerns or questions?**

a robust and complete education. Is Eugene willing to compromise it's education system to "moderate" resources into a lesser, but homogeneous system? That would be a horrible shame and a disservice to both students and the community.

181 1) Please consider the need for teens to start school later in the morning every day (not just Wednesday) due to their sleep rhythms at this developmental stage. 2) Have you considered how the new schedule will impact students with special needs? It may be a positive change, but I wonder if you have looked at this, since their are no questions in the survey that address the impact on this population. Mar 5, 2012 9:47 PM

182 I feel that adapting a common schedule threw out the district would be a good idea if you were to adopt south's schedule, but because I am under the impression that is not the case, I feel like it would be harmful to the schools that have a good schedule, and that it would be lowering good school to the low standard of other schools instead of raising the lower school to the higher level of expectations. I feel that it is not fair to lower the standards just to make the schools in the district equal. Mar 5, 2012 9:39 PM

183 We have had several students who have attended high school in the 4J district. One, a graduate from SHS in '10, is attending Harvard University in Cambridge, the other student is a future graduate from SHS in '14 and has had great grades. As an highly academic family, we strongly feel that the 4X4 class schedule for all 4J high schools will be the most beneficial. The schedule is very important to the student's preparation for college; the 3X5 schedule would more harmful than beneficial. There have been many horror stories from other schools, including high schools, where the "trimester schedule" has become a real nightmare for students, teachers, and staff. If the school board votes in favor of the 3X5 class schedule for all 4J high schools, we will start thinking of withdrawing our last student from the 4J school. We know that the other academically skilled students at SHS also support the 4X4 class schedule and that their families will not support the 3X5 class schedule. Mar 5, 2012 9:36 PM

184 My children and I would love to see the 4 x 4 option implemented. Perhaps shorter terms would be less frustrating for some students. Because of the workload, I think 5 classes a day would be a burden, too. I feel the 4 x 4 option is close to what the students have now: four periods with a 90-minute class time. The 4-term idea would be an easy adjustment for all, along with less change. Mar 5, 2012 9:33 PM

185 I NEEDS FREE PERIOD. Mar 5, 2012 9:21 PM

186 I would be worried about classes such as math, science, and language. In math and science, (math in particular) there is only so much a student can absorb in one lesson. This would lead to student having a more difficult time in math and science. Additionally in language, a student needs to have exposure to the language almost every day in order to gain some comfort and fluency in the language. Having a language class every other day would not be conducive to learning a language. Mar 5, 2012 9:16 PM

187 A schedule must have enough flexibility to allow students in unique situations to take the classes they need to graduate as well as classes that reflect thier personal interests Mar 5, 2012 9:14 PM

**Page 3, Q7. Additional suggestions, concerns or questions?**

188	Please DO NOT require each school to be the same. Students should have a choice between 3 or 4 terms. I want Sheldon's present 4 term school year to stay in place and not have to change because another school wants 3 terms.	Mar 5, 2012 9:13 PM
189	South Eugene High School has a lovely scheduling system already, I would hate for it to change, and free periods are essential for the growing brain. Periods any longer than they already are at South would make students learn less efficiently-student's have rather short attention spans, and cannot concentrate for a full 70 or 90 minutes as proposed. As I said. And the shorter classes allow for students to move around more often; from class to class, and during free periods (as they are at south, with an open campus). Movement is essential. If the students don't have time to be at least little active between periods of learning, they will lose concentration faster.	Mar 5, 2012 9:11 PM
190	All high schools should be on the same schedule at the same time. Please have all schools comply with the new schedule without further delay.	Mar 5, 2012 9:08 PM
191	Seriously consider that students need sleep. My son became ill, according to his doctor, from getting only six hours sleep for an entire term, which included athletics in the early morning and after school 5 days a week after school. I know the intention of coaches was nothing but the best. I would be happy to see free periods built into schedules so long as nothing academically was sacrificed, and so long as students were required to go to study halls and use their time to do their work. But in any case, it is ridiculous to have kids in school from 7 am til 6 pm, and the answer is NOT to take away extracurriculars or sports.	Mar 5, 2012 9:03 PM
192	More district leadership is needed to align resources, policies, and practices.	Mar 5, 2012 9:02 PM
193	Transfer students shouldn't be the tail that wags the dog. Let's not forget the bulk of the kids when we're trying to provide the "right fit" to a few. There's no substitute for daily reinforcement and daily skills practice.	Mar 5, 2012 9:02 PM
194	Studies have shown that the longer a students spends in a classroom the less likely they are able to stay focused. Also, extensive breaks in certain subjects will cause students to forget the material they learned and a long review will be necessary. The four block will drop test scores and over all lower the value of education we offer our students.	Mar 5, 2012 9:01 PM
195	Again, i believe that as budgets decrease and class sizes increase it is us as parents who will need to bear the burden of leading and teaching our children. Lets must try to make it as financially easy for parents as possible so parents who cant afford the extra activities that cost so much and are so important to keep our children interested, focused and a part of the majority can have the same chance of success with their child as the parent that can afford football, baseball and any other activity offered. Our time, care and concern for our children is free and endless. Something like football, that is very expensive and even unaffordable by some, is so important because it keeps our kids involved and focused. We dont need our kids 'hanging around' with nothing to do.	Mar 5, 2012 9:00 PM
196	like 4by4 schedule so I can double up on classes	Mar 5, 2012 8:53 PM
197	use a 4x4! It's better because you have only 4 tests or classes to study for at a time so you can study for those classes better instead of doing more things for	Mar 5, 2012 8:52 PM

Page 3, Q7. Additional suggestions, concerns or questions?

more classes.

198	It's obvious this is driven by teacher workload issues. It might be best to try and float everyone to the top instead of sinking some at the expense of others.	Mar 5, 2012 8:52 PM
199	IHS schedule at South is terrific and should be on the table. (We are not an IHS family.) Part alternating/depth, part daily/shorter classes, time for 8 year round classes, i.e., time for support and elective classes. This is a common schedule we would be pleased to see. The proposed schedules are seriously flawed - classes for only part of the school year, maximum of one year-long elective for a college prep schedule are big red flags.	Mar 5, 2012 8:50 PM
200	My kids and i have enjoyed the 4x4 schedule at sheldon for several years. Since we live in the North attendance area, this difference in scheduling and the ability to take marching band were key factors in our choice of sheldon. My kids have also done choir with band, and been in the IHS program that is more of a 4x4x2 program with 4 classes a day, swapping subjects daily. This has resulted in them taking 7-8 classes per term but still having the benefit of 90 minute periods. It also allows them some flexibility in timing thier homework assignments. I'd highly recommend a 4x4x2 schedule for all high schools where all classes were 90 minutes but every other day. This would allow more kids to have core classes each term, and eliminate the problem with lost foundation knowledge that comes from too long a time without using knowledge.	Mar 5, 2012 8:46 PM
201	Get rid of the incompetent principals who are making cuts that kill enrollment, programs, electives. Berman needs to visit schools when principals aren't there and talk to staff who can then give the truth; things are ugly, morale is down, no one is happy, yet principals continue to make drastic cuts that they shouldn't be making. Why does one school cut electives, yet justify 8 classes with 12 or less students? How is that equitable for teachers with 36+ students? Some one wake up!!!!!!	Mar 5, 2012 8:45 PM
202	I don't like the 4 by 4 option. My daughter is a 4.0 student. As a junior, three weeks away from the SAT exam, she hasn't taken math since last spring. She feels her math is incredibly inadequate and she is not ready for that part of the test. There must be a way to offer more classes more frequently so this does not happen! It is ridiculous! Her very inflexible schedule did not allow her to take a SAT prep course that was offered. Only taking math half the year is just plain dumb.	Mar 5, 2012 8:44 PM
203	South Eugene High School's current scheduling is the best ever and a LOT of the students at south agree. FREE PERIODS ARE ESSENTIAL and THE 7-PERIOD PER DAY SCHEDULE AT SOUTH IS REALLY GOOD. IF THE CLASSES ARE LONGER THAN THEY ALREADY ARE IT'S WAY TO EASY TO FALL ASLEEP OF BOREDOM. ALSO, LONGER PERIODS MAKE IT WAAAAY HARDER TO CONCENTRATE. WE ARE MAD THAT THE SCHEDULE MIGHT CHANGE	Mar 5, 2012 8:35 PM
204	Continue seeking parent input, and share the results with us. Thank you.	Mar 5, 2012 7:55 PM
205	We want the 4x4 schedule	Mar 5, 2012 7:54 PM
206	Who has been invited to fill out this survey? I have opinions, but at this time do	Mar 5, 2012 7:53 PM

**Page 3, Q7. Additional suggestions, concerns or questions?**

not have any children in high school nor do I teach at the secondary level. While you should take into consideration the results of this survey, the decision really needs to be made by the staff at the high schools, with input from parents of high school students.

207	I regards to the performing arts--in addition to them playing an important role in the social health of students as well as providing a healthy, focused artistic outlet, both South drama and choir participate in state wide events and competitions. Having classes which don't last all year would make participation in these events very difficult. I realize that other schools don't have programs like those at South but those schools have a different social climate which contribute to student happiness in different ways.	Mar 5, 2012 7:47 PM
208	There should definitely be a schedule where students can take classes the whole year long, such as band or math.	Mar 5, 2012 7:26 PM
209	This whole process has been insulting. It feels like there has been an agenda all along and it didn't matter the input. Why insult us and pretend you care what we say? As an English teacher, I will not be able to teach the same number of books in a shorter time. You cannot assign 50 pages a night. I will not get to know my students as well as I do in a year. Saving money isn't everything. You list that as a reason as the holiest reason. 50 students per class saves money, but it isn't wise. These questions just lead us down the path you want.	Mar 5, 2012 7:23 PM
210	Changing the schedule to four periods a day would make taking higher level classes at the U of O very difficult. Also, I like the way that you get a little of every class every day. I would not be able to focus as well if the classes were so long.	Mar 5, 2012 7:22 PM
211	Some students work well on their own, but block schedule would make having tutors almost essential to students and parents. That causes a lot of financial strain on families-especially families that don't have unlimited financial resourses.	Mar 5, 2012 7:19 PM
212	Please realize that parents are not able to just drive across town for a class, or that every family is able to purchase their child a car to transport themselves.	Mar 5, 2012 7:00 PM
213	90 minute classes may be good for faculty but not for the student. Staying focused for this length of time in a crowded classroom is not a good situation. The schedule at South seems like it is working well for students/faculty there. Was that considered?	Mar 5, 2012 7:00 PM
214	Facilitating college course enrollment would benefit a small number of students, but seems to be one of the main drivers of this process. The teenage brain is challenging to engage for long class periods.	Mar 5, 2012 6:58 PM
215	Is there a way to keep choir, drama, and similar activities in the common schedule? Is there a way to keep free periods in the common schedule? I have a free period, and it has been an essential part of getting my homework done on time and catching up on any lessons I've missed.	Mar 5, 2012 6:56 PM
216	Small class sizes are most important. I don't really care whether high schools are on same schedule! Most important is maintaining high level of academic classes	Mar 5, 2012 6:47 PM

**Page 3, Q7. Additional suggestions, concerns or questions?**

and small class sizes so our kids can learn and get into good colleges.

217	Please remember and keep at the forefront that you are thinking about 5 high schools within our district; North, South, Churchill, Sheldon and International HS.	Mar 5, 2012 6:40 PM
218	Please report the results of this survey on-line. For many reasons the 3 x 5 option seems better in line with the goals of the District. I think the opinion of the Sheldon students, who have weathered the longer class periods, would be useful information. This is a tremendous opportunity for 4j. I applaud this step forward--thank you!	Mar 5, 2012 6:37 PM
219	In my opinion, I like the 4 classes per day option. My daughter has thrived in that environment. While I was concerned about her academics when she started as a freshman, because I grew up with the 8 classes per day and short time periods, I was concerned how she would do with the longer classes. She has done so much better because she has less subjects to deal with each night for homework and can manage her schedule better.	Mar 5, 2012 6:30 PM
220	Please don't use the trimester schedule- it has already been tried and failed by many schools. This schedule would also cut down on the amount of credits available which isn't fair to students (like me) who have planning out how to use all the credits possible to take all their most desired classes.	Mar 5, 2012 6:30 PM
221	Please consider the 3 by 5. The 4 by 4 has class lengths that are to long. Not many teachers are able to utilize the time. I believe most students do not benefit form the long periods of sitting. I have quality time with 70 minutes. To much waisted time with 90 minutes Give all the schools a fresh perspective and make them all rethink their time and curriculum. If Sheldon and North do not change than they do not rethink there perspective. Status Que.	Mar 5, 2012 6:21 PM
222	I like 5 classes and 3 terms. Fall winter spring. 4 terms makes for not much time per term.	Mar 5, 2012 6:11 PM
223	Again when is a common schedule not a common schedule? When every school has two schedules the common and IHS. What has been solved? Is this the new 4j equity? It looks like the old 4j equity. Why are we all required to participate in the hoax?	Mar 5, 2012 6:07 PM
224	The trimester system should not even be on the table - it has failed at Thurston and Willamette and if anyone in 4J thinks it can work, we need to see specific schedules that include year-long activities. We are told that "educational experts" have found that taking a term off from something like math or a foreign language is no big deal - baloney! I'm sorry, but so-called educational "research" comes out with a different story every decade. If there was one schedule that produced the best academic results, every school in the country would have discovered that schedule years ago. The fact that they haven't speaks to the fact that student and teachers are all different and there is no one superior schedule. This whole discussion has been kept very quiet until right before the decision is to be made. That smacks of politics and whoever is organizing this should be ashamed. A decision like this, which can create a major disruption to current students should not be made lightly. Show us a complete list of pros and cons, show us some specific schedules for each	Mar 5, 2012 5:49 PM

**Page 3, Q7. Additional suggestions, concerns or questions?**

system. And why is Churchill's schedule not even being discussed at all? And stop listening to "experts" - listen to the students, the parents and the teachers.

225 AUTOMOTIVE PROGRAM to be reinstated Mar 5, 2012 5:47 PM

226 Thank you for asking for our opinions! Mar 5, 2012 5:45 PM

227 Good luck! Mar 5, 2012 5:45 PM

228 I believe it is crucial for students to have oportunities for electives....this is indeed a time of preperation but it is also a critical time for exploration. Mar 5, 2012 5:43 PM

229 If schedules change from semesters to trimesters, consider what happens to seniors if they do not get registered for necessary classes during the first or second trimester. How will their class credits change for graduation? What if they need a series of classes (I, II, and III in a subject) but don't get in to the class that first trimester? Will they be able to finish the series before graduation? Would seniors have to load their fall schedules with core classes just to make sure they graduate? How would this affect the fall athletes that tend to miss more class time due to their athletic schedules? Will changing schedules guarantee that there will be more teachers? Smaller classrooms? More time for teacher/student interaction? I think teacher/student interaction is variant depending on who the teacher is, not whether or not there are 4 or 5 classes in a day. Mar 5, 2012 5:40 PM

230 I'm in favor of the 3x5. 70 min is long enough class period. 12 weeks is much better than 9. Lower class size is a benefit as well. Mar 5, 2012 5:38 PM

231 The 4x4 is a proven system at Sheldon. I urge you to stick with that system as one school is already established that it is a workable solution. The district would be able to focus on the transition in only three other schools saving valuable time and resources. Mar 5, 2012 5:32 PM

232 Please take a look at middle schools. It is unfair that children that feed into the same highschool do not have the same educational choices at middle school i.e. Cal Young which offers robotics, shop, and other electives that Monroe does not offer. Mar 5, 2012 5:15 PM

233 I am concerned for IHS because they will get screwed if we change to this schedule. Thurston doesn't have IHS so how do you know that these IHS students with a very specific and well thought out teaching plan will be okay? I am VERY concerned for myself because I want SO BADLY to be able to take two math classes in one year to further myself and not have to pay to take a calculus class in college. It will save me money. I also would like to double in language my senior year to be bilingual. My question is why don't you interview or ask the students? It's their learning that is being messed with. An online survey is something only parents, and very concerned students like me, will take advantage of. Everyone has a voice and we deserve to be heard. Please look and see if you have any comments praising the trimester schedule. If you don't then when you keep Sheldon's block schedule you can say well at least we had one person who was willing to stand up and say that this schedule is really working and we really like learning in this environment. Mar 5, 2012 5:11 PM

**Page 3, Q7. Additional suggestions, concerns or questions?**

234	I am very concerned about class size and availability of the classes my children need, not only to complete their education, but to keep them challenged and working at their fullest potential.	Mar 5, 2012 5:10 PM
235	Reward great high school teachers with prep time. Don't give it to those who are doing the bare minimum.	Mar 5, 2012 5:09 PM
236	I fully support an R-G editorial I saw recently (by Catherine Heising), outlining the reasons why a later starter time is healthier and more productive for teen aged students. I think we need to work with their inner clocks. No sense rolling the rock uphill!	Mar 5, 2012 5:05 PM
237	Yes. Don't do anything that will hurt the IHS model. Listen to those teachers and if the 4x4 hurts IHS, don't do it, please.	Mar 5, 2012 5:04 PM
238	My son is on the autiam spectrum. We have found that longer classes (4 by 4) at Sheldon has been very beneficial. He gets a much better grasp of the information. He has struggled with a 7 day course load n middle school.	Mar 5, 2012 4:59 PM
239	I would like to see a more "year-round" schedule, without such a long summer break, so that there is less time spent catching up and getting back into school "gear" in the fall. Is it possible to factor this into the schedule planning? As long as we're re-engineering, let's think boldly and broadly!	Mar 5, 2012 4:57 PM
240	Good first step in aligning schedules. Now apply it to all levels.	Mar 5, 2012 4:56 PM
241	Very concerned about the future of Oregon students. Think about what is best for all students not just for a few. Look at the schools performances before making schedule changes that could harm the good. Listen to parents don't have this time as a propaganda piece to say "hey you had your chance to speak" but not actually take comments to heart. My daughter is a junior and I also had a daughter graduate from South 5 years ago. Both their educations were wonderful and yes they were/are part of IHS What is great about IHS is all the schools offer these programs.	Mar 5, 2012 4:52 PM
242	As a retired administrator in 4-j, I would like to see a sincere effort to get the four principals to work together, to share what is working, to share problems that perhaps amongst the four, better solutions can be found. I was a principal for twelve years and that is enough in one building. I believe moving high school administrators after a number of years would be real healthy. In addition, the role of the principal inn 4-j should be looked at and skills needed to to that job should be identified. The principals should be evaluated every couple of years using the criteria established as a baseline. In order to do this evaluation, one would have to spend some quality time in the buildings working with administrators and their staff. A once a year, one shot deal won't do it.	Mar 5, 2012 4:50 PM
243	Whatever else goes on, a teacher has to be helpful with students who want help. This may sound simplistic but teachers are just 'putting stuff up on the board' and then letting the student 'figure it out.' If the student cannot, the student becomes discouraged and learning becomes more and more difficult.	Mar 5, 2012 4:40 PM
244	Having math every other day is not best practice. At Churchill, having Blue day / Red day means on some weeks a student may end up with only two periods of	Mar 5, 2012 4:39 PM

**Page 3, Q7. Additional suggestions, concerns or questions?**

math in a week. That is not what would be considered best practice in getting them ready for college. Our son is taking an honors Chemistry class now online through a teacher in Churchill. I want him to be in class with a teacher. I fully appreciate technological advances and the use of them, but not in place of "real time" teacher in a class where there are interactions taking place in real time. I appreciate that our new superintendent is expecting all high schools to have a full schedule. Why is it that Roosevelt M. S. and South H. S. has full schedules, they have all sorts of extra curricular opportunities while others do not? How is that fair? I am happy to see new leadership wanting that to be the case for ALL children regardless of the school you are at. Thank you!

- |     |   |                     |
|-----|---|---------------------|
| 245 | One of the most important problems to solve is to ensure that students are IN SCHOOL and taking classes all day. It is scandalous that 4j high school students do not attend class for a good portion of the day in many cases. WHAT a WASTE!   | Mar 5, 2012 4:36 PM |
| 246 | I think that the trend toward longer classes per day for a shorter period is, overall, not actually a good thing. I think it's harder for students to develop an interest and play it out well within the school than it was back in the day when one COULD take (for instance) a journalism class/newspaper every single day for the last three years of high school. Doing that now has a high cost because if there are only four class periods, then you're spending 1/4 of your time, and maybe you can't. Ditto arts stuff like band or theater, or technical stuff like, I don't know, shop classes. I further think that while the case can be made that the longer classes are better for struggling students, it's often those same students who can benefit from having a place where they thrive (in arts or in humanities or in shop class, but also maybe the kids who are in fact the most successful in the sciences and do best when they always have a science class) that they have ALL the terms, but because with fewer classes per day they can't actually do that--they HAVE to have some terms that have all non-strength classes, that doesn't serve them very well. | Mar 5, 2012 4:36 PM |
| 247 | My oldest daughter is in the honors program at Sheldon and the 4 class schedule is exceptional in helping her focus on the material in those classes in the shorter time frame, instead of having more classes and more distractions. The intensity level keeps the student engaged and from what I can see also keeps teachers on their A game. It more closely mimics the type of schedule they will see in college and enriches their high school academic experience.   | Mar 5, 2012 4:34 PM |
| 248 | As a Sheldon IHS parent I feel that the trimester schedule may put SHS IHS at risk because the teachers will have difficulty staffing multiple schools. We already feel like 2nd class citizens compared to SEHS IHS. Don't make it worse!!!!!!!!!!!!   | Mar 5, 2012 4:33 PM |
| 249 | I don't like either of these schedule options and I'm glad my last child will be a senior in the fall. I hope his school doesn't change until after he graduates. You want to build a sense of community but have only informed parents in recent weeks. Also why the rush to implement in the fall? How will teachers get professional development to prepare that quickly? How will you keep students from losing ground if they don't have a class such as math for a full year?   | Mar 5, 2012 4:24 PM |
| 250 | Starting a little later would be most beneficial. Teenagers are not too adept at early rising, so it makes sense that schools would accommodate their internal  | Mar 5, 2012 4:22 PM |

**Page 3, Q7. Additional suggestions, concerns or questions?**

clocks and begin the day later.

251	South is a very popular school, largely BECAUSE of it's traditional 7 period day. We don't have many transferring out because they would rather attend a school that doesn't have a block schedule. If we are doing this because of \$, say so and we will do it, because we have been making due with less for as long as I have been teaching (over 25 years). This is just one more example of this.	Mar 5, 2012 4:15 PM
252	I like the 5 classes in 3 terms paradigm. It allows for more classroom focus in a duration that seems realistic. Much shorter terms intervals can make many students really frantic--not good for teenagers!! Fewer than 5 classes might mean that important subjects are not studied all year long: writing, maths, languages need regular (daily) attention.	Mar 5, 2012 4:09 PM
253	I've looked at the options closely, and I find the 3 X 5 very appealing. It's a nice compromise that incorporates reduced student load during a given semester without stretching the periods to be too long.	Mar 5, 2012 4:08 PM
254	I know you are tired of hearing this but we do need a system that allows for the better teachers to excel and the mediocre moved on.... If a person wants to be a teacher they should also want to be a good one.	Mar 5, 2012 4:08 PM
255	Two insightful quotes from Stop Stealing Dreams by Seth Godin... "Reinventing School: If the new goal of school is to create something different from what we have now, and if new technologies and new connections are changing the way school can deliver its lessons, it's time for a change... It's easier than ever to open a school, to bring new technology into school, and to change how we teach. But if all we do with these tools is teach compliance and consumption, that's all we're going to get. School can and must do more than train the factory workers of tomorrow." (pgs 29-30) "School belongs to parents and their kids, the ones who are paying for it, the ones it was designed for. It belongs to the community, too, the adults who are going to be living and working beside the graduates the school churns out. Too often, all these constituents are told to treat school like an autonomous organism, a pre-programmed automaton, too big to change and too important to mess with. Well, the world changed first. Now it's time for school to follow along." (pgs 35-36)	Mar 5, 2012 4:04 PM
256	Student learning and academic performance are the primary measure of an education system, not how many classes a student takes or how much homework they do. Refusing to measure performance typically means you measure effort or even busywork.	Mar 5, 2012 3:56 PM
257	The greatest strength of the 4x4 is that it reduces the number of students a teacher is in contact with each day thus providing more individualized attention per student. This is invaluable.	Mar 5, 2012 3:55 PM
258	Many teachers are concerned that while lip service has been paid to increased teacher workload, no acknowledgement has been made that this shift will be a huge burden on all teachers during the first year. That is not saying that teachers don't want it to happen, just that they want to have their stress at the fact of a change addressed.	Mar 5, 2012 3:55 PM
259	I feel very grateful that this important work is being done -- this is a very hopeful	Mar 5, 2012 3:54 PM

**Page 3, Q7. Additional suggestions, concerns or questions?**

move on the part of the district and I strongly support the leadership called upon to do this difficult but critical task. Thank you!

260 I think the schedule SEHS IHS has righ now works really well fr my son. Mar 5, 2012 3:52 PM

261 By allowing individuals to select all responses as the most important, you dilute the usefulness of the results of the survey. The last two questions have only two responses, both supportable, again diluting the usefulness of the survey. In general I am in favor of: Fewer terms, more in depth classes full schedules smaller classes Mar 5, 2012 3:52 PM

262 I really have no idea. School is so different now-adays than when I was in school. I just want my son to get a decent education that is good enough to get him into college if he wants. Mar 5, 2012 3:48 PM

263 5 classes 3 terms preferred Mar 5, 2012 3:46 PM

264 I like anything that maximizes learning and efficiency. Hand in hand we need to make sure that teachers and principals are accountable and that we only have excellent teachers teaching our kids. Mar 5, 2012 3:46 PM

265 School district needs to cut PERS to retireed teachers and also cut administration costs. Money needs to flow to students in the classroom. School district also needs to be able to fire poor teachers not just have them go from school to school. Mar 5, 2012 3:44 PM

266 Keep AVID and BRIDGES. MAYBE FIND A WAY TO EXPAND IT. Mar 5, 2012 3:41 PM

267 Your email seems like a reaction to the grievance that EEA filed. I know the teachers who are on that committee and I know they wouldn't go ahead with a grievance if you had shown due diligence in the process. Mar 5, 2012 3:37 PM

268 Gaps in sequential courses (i.e. foreign languages and math, etc) need to be avoided, so that the time in those classes is not a waste of the teacher or student time. Mar 5, 2012 3:36 PM

269 I have concerns regarding the design of this survey, which is intended to favor a schedule of fewer classes of longer length. Thus, the results of this survey will not provide an accurate reflection of opinion. Mar 5, 2012 3:29 PM

270 Ninety-minute classes are too long. Even at the college level, student (and teacher) concentration breaks down during such long classes. Mar 5, 2012 3:24 PM

271 There are issues related to teacher effieciency throughout the year that are not listed on this survey. For example, teaching the same group of students for both terms of a two-term class is extremely important. Mar 5, 2012 3:24 PM

272 Any schedule adjustment that would allow teachers to spend more time addressing learning differences & questions; covering material in greater depth to ensure students thoroughly learn concepts necessary for SAT, AP, and future college achievement; provide computer skills classes to ensure students are able to use Excel spreadsheets in HS & college; retain drama, art, music electives to broaden knowlege and allow exploration of these subject. Mar 5, 2012 3:24 PM

**Page 3, Q7. Additional suggestions, concerns or questions?**

273	Run the district like a business. After all won't our children either be running one or working for one?	Mar 5, 2012 3:23 PM
274	Already addressed but need to emphasize that many students cannot focus for 90 minutes. The argument will be that this is because teachers need to learn how to teach in this time frame BUT at Churchill we have spent about 10 years with 84 minute periods and I would estimate that at least 50% of teachers have not yet learned to teach in a manner that uses the entire 84 minutes well and to the best advantage. Strong support for 70 minute periods.	Mar 5, 2012 3:20 PM
275	I am not sure we need 4 high schools for the number of students that we have. We could provide more electives if we had fewer high schools. Moving students between buildings is a way to accomplish more offerings in the short term, but the best long-term solution may be larger schools.	Mar 5, 2012 3:12 PM
276	When I taught at Sheldon, every student and parent with an opinion HATED it, along with most of the teachers.	Mar 5, 2012 3:10 PM
277	Make decisions that will broad based for all schools. Common calendars, schedules, courses, so that no matter what school you attend you get the same chance at the best education. Electives do make a difference in the arts but we can only afford so much. We are stretched too thin and it isn't productive.	Mar 5, 2012 3:08 PM
278	I am really concerned about the 4x4 schedule. I have taught in this schedule and it is unreasonable to think that students can develop an in-depth understand of a year's worth of material in a semester. This does not provide for processing time. My other concern is regarding long class periods. What I currently see at all high schools currently using long periods is that a large portion of the class is used to work on homework. This results in less instructional time. Since long periods appear to be inevitable at this point it is vital that teachers receive adequate professional development to learn how to effectively use the entire class period.	Mar 5, 2012 3:02 PM
279	Students should be able to get all their classes to graduate.	Mar 5, 2012 2:49 PM
280	Would like part of the schedule to include a common time for office hours for all staff. At this time there would be no scheduled classes so all teachers and all students would be available to meet. Would include IHS. This would be especially important for students if they are to have full schedules.	Mar 5, 2012 2:44 PM
281	I like the schedule that enables students to be in class more frequently for shorter periods of time, rather than the schedule that has students in class for longer periods but for fewer weeks. I especially think that this second option is not the best way to help students retain their learning about math concepts.	Mar 5, 2012 2:29 PM



**Page 4, Q8. Please indicate your status with the district:**

1	Substitute Teacher & Classified Staff	Mar 9, 2012 3:40 PM
2	Taxpayer	Mar 8, 2012 3:57 PM
3	Also a site council member	Mar 7, 2012 3:08 PM
4	Retired 4J math teacher	Mar 7, 2012 2:15 PM
5	Central service functions predominate	Mar 7, 2012 1:16 PM
6	PTO President as well	Mar 7, 2012 12:34 PM
7	I work as a guest teacher in 4j elementary schools	Mar 7, 2012 10:51 AM
8	Guest teacher	Mar 7, 2012 9:56 AM
9	grandparent of current students	Mar 7, 2012 1:17 AM
10	School Bus Driver	Mar 6, 2012 8:18 PM
11	parent of four 4j graduates	Mar 6, 2012 7:11 PM
12	Currently have more than one student in 4j schools.	Mar 6, 2012 6:14 PM
13	Classified Substitute	Mar 6, 2012 4:42 PM
14	I'm also a education practicum student in 4J right now.	Mar 6, 2012 4:32 PM
15	retired high school teacher who developed schedules	Mar 6, 2012 3:03 PM
16	Super volunteer	Mar 6, 2012 2:48 PM
17	Retired educator/administrator	Mar 6, 2012 11:38 AM
18	Substitute Instructor	Mar 6, 2012 9:42 AM
19	Also a parent of 3 former 4J students	Mar 6, 2012 7:49 AM
20	Parent of a future student	Mar 6, 2012 6:17 AM
21	Licensed Guest Teacher	Mar 6, 2012 2:33 AM
22	Parent of a Springfield elem student who plans to move to Eugene in 2-3 years	Mar 5, 2012 11:31 PM
23	We are on our third and final student in the 4J system and each has had an excellent education; I don't know how you all do it, seriously.	Mar 5, 2012 9:04 PM
24	alumnus	Mar 5, 2012 9:04 PM
25	A HATER OF ANY NEW SCHEDULE	Mar 5, 2012 8:36 PM
26	Classified employee at 4J elementary	Mar 5, 2012 7:01 PM
27	Retired high school principal - 4-j	Mar 5, 2012 4:51 PM

**Page 4, Q8. Please indicate your status with the district:**

28	Masters in Education Retired	Mar 5, 2012 4:41 PM
29	An educator for the past 28 years.	Mar 5, 2012 4:40 PM
30	active volunteer	Mar 5, 2012 4:33 PM
31	volunteer SEHS	Mar 5, 2012 4:23 PM
32	Staff member: professional	Mar 5, 2012 3:44 PM
33	It doesn't matter.	Mar 5, 2012 3:38 PM



**Page 4, Q9. If you are a 4J parent or student, please tell us where you or your student(s) attend school.**

1	ed options	Mar 9, 2012 1:43 PM
2	But living in Santa Clara	Mar 9, 2012 12:10 PM
3	Charter school	Mar 9, 2012 9:45 AM
4	why is that important?	Mar 8, 2012 4:55 PM
5	children and grandchildren in school	Mar 8, 2012 12:43 PM
6	I live in North Eugene area.	Mar 8, 2012 4:15 AM
7	Also, I have a middle school-aged child currently at Ridgeline who will go to North for high school.	Mar 7, 2012 2:57 PM
8	We have a student attending each rms and sbms, because they are different.	Mar 7, 2012 2:17 PM
9	We were moved into the South area during middle school.	Mar 7, 2012 10:38 AM
10	My daughter actually goes to Marist, but we are in Sheldon district.	Mar 7, 2012 8:47 AM
11	All were Sheldon Region	Mar 6, 2012 7:11 PM
12	IHS/french immersion	Mar 6, 2012 2:35 PM
13	in lottery for South	Mar 6, 2012 11:20 AM
14	Ridgeline Montessori	Mar 6, 2012 6:15 AM
15	I have two students at South	Mar 5, 2012 11:21 PM
16	IHS	Mar 5, 2012 9:11 PM
17	All 3 of our children in each case.	Mar 5, 2012 9:04 PM
18	home school	Mar 5, 2012 8:45 PM
19	Coburg Charter	Mar 5, 2012 8:45 PM
20	french immersion students	Mar 5, 2012 8:36 PM
21	One child at Marist	Mar 5, 2012 7:01 PM
22	2 in churchill	Mar 5, 2012 5:47 PM
23	have a freshman in college that went through South schools.	Mar 5, 2012 5:39 PM
24	IHS	Mar 5, 2012 4:53 PM
25	Our oldest child graduated from Churchill.	Mar 5, 2012 4:53 PM
26	IHS	Mar 5, 2012 4:34 PM
27	My son attended North region. 07' graduate.	Mar 5, 2012 3:44 PM

**Page 4, Q9. If you are a 4J parent or student, please tell us where you or your student(s) attend school.**

28	It doesn't matter.	Mar 5, 2012 3:38 PM
29	Also have kids at Adams Elementary	Mar 5, 2012 3:18 PM



**Page 4, Q10. If you are a 4J staff member, please indicate the place of your primary assignment.**

1	all over the district	Mar 9, 2012 3:40 PM
2	transition program	Mar 9, 2012 1:43 PM
3	ESD	Mar 9, 2012 11:35 AM
4	Work-Study	Mar 8, 2012 1:00 PM
5	Ed Center - all schools k-12	Mar 8, 2012 8:45 AM
6	District Office	Mar 7, 2012 4:54 PM
7	Transportation	Mar 7, 2012 4:36 PM
8	no way	Mar 6, 2012 6:21 PM
9	Classified Substitute / Long term	Mar 6, 2012 4:42 PM
10	Practicum student at Chavez. Attending NCU.	Mar 6, 2012 4:32 PM
11	anonymous	Mar 6, 2012 3:09 PM
12	4 years at NEHS, then 26 years at SEHS, now retired	Mar 6, 2012 3:03 PM
13	don't wanna say.	Mar 6, 2012 3:01 PM
14	Sub/Guest Teacher	Mar 6, 2012 12:41 PM
15	Guest Teacher	Mar 6, 2012 12:29 PM
16	Ed Center	Mar 6, 2012 11:15 AM
17	Special Ed	Mar 6, 2012 10:23 AM
18	Substitute Instructor	Mar 6, 2012 9:42 AM
19	itinerant specialist	Mar 6, 2012 9:27 AM
20	Eugene International High School	Mar 6, 2012 7:59 AM
21	no.	Mar 5, 2012 8:36 PM
22	Education Support Services	Mar 5, 2012 7:44 PM
23	You didn't ask the questions I wanted to answer. I hope you read my input.	Mar 5, 2012 5:10 PM
24	I was at the high school level.	Mar 5, 2012 3:59 PM
25	District office-but worked at CHS for 5 years prior to this.	Mar 5, 2012 3:44 PM
26	It doesn't matter.	Mar 5, 2012 3:38 PM
27	Facilities Management	Mar 5, 2012 3:14 PM

**Page 4, Q10. If you are a 4J staff member, please indicate the place of your primary assignment.**

28	Eugene Education Options East	Mar 5, 2012 2:58 PM
29	ESS	Mar 5, 2012 2:46 PM
30	District office	Mar 5, 2012 2:45 PM
31	ESS SLP	Mar 5, 2012 2:41 PM