



Y1

MORGAN HIGH SCHOOL
BELL SCHEDULE REPORT

February 2026

EXECUTIVE SUMMARY

Aims, impacts, challenges, and highlights

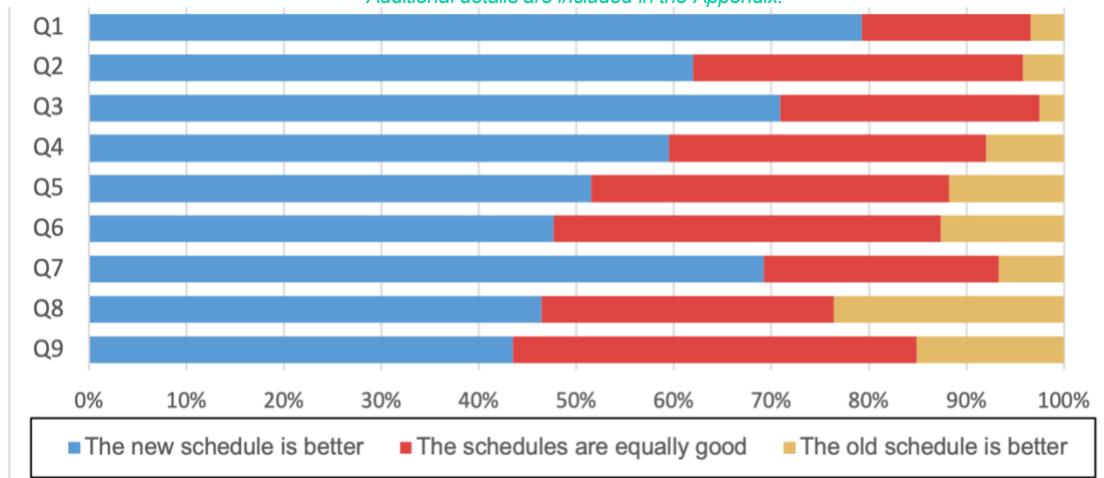
- **Purpose and intent of the research.** To support informed, data-driven future planning and to confirm that any potential changes are grounded in both quantitative data and stakeholder experience. A primary aim was to evaluate how current scheduling structures impact student access to courses, instructional effectiveness, and student flexibility, while also identifying strengths that should be preserved.
- **Impact of scheduling structures.** Findings indicate that existing scheduling practices significantly influence student engagement, course availability, and the effective use of instructional time. Enrollment patterns and course demand reveal both opportunities and constraints within the current system, particularly in balancing student choice with staffing capacity and program sustainability.
- **Challenges and considerations for future planning.** The research surfaced the complexity of aligning schedules with diverse student needs while maintaining equitable access and instructional quality. Additionally, balancing systemwide data with individual student and teacher experiences presents ongoing challenges, underscoring the need for thoughtful, phased planning to achieve desired goals and avoid unintended consequences.

— *Evidence base and stakeholder input* —

- **Research leadership and scope.** The research was conducted by Student Services using a comprehensive approach designed to promote depth, accuracy, and meaningful stakeholder representation.
- **Schedule and enrollment analysis.** Individual student schedules from the 2024-25 and 2025-26 school years were analyzed alongside master schedules to identify trends, inefficiencies, and areas of over- or under-utilization. Enrollment trends and department-level course data were also reviewed to assess demand, capacity, and long-term sustainability across academic areas.
- **Review of professional research.** Professional journal articles were examined to better understand the potential academic, behavioral, and logistical benefits and drawbacks of changing school start times, providing important context for interpreting local data.
- **Stakeholder input and perspective.** Anonymous surveys were administered to students and teachers to gather broad feedback on current experiences, perceived challenges, and successes. In addition, individual meetings were held with teachers and students to gain deeper insight and understanding, allowing stakeholder voices to be reflected beyond quantitative data alone. The same survey will be distributed to parents at the conclusion of the current school year. Parent feedback was intentionally scheduled for a later phase, as this report is intended to reflect an initial internal snapshot of implementation and impact during the first year.

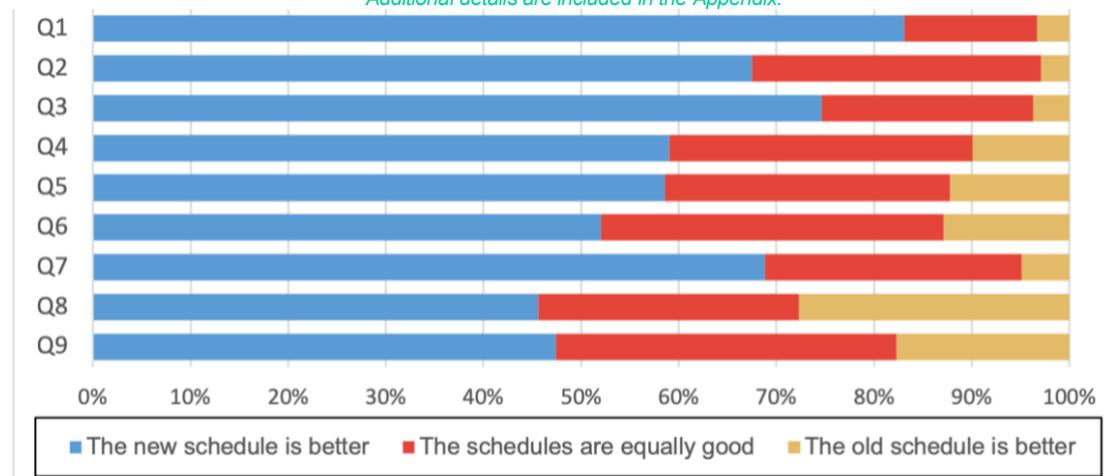
Summary of student survey results (grade 9)

Additional details are included in the Appendix.



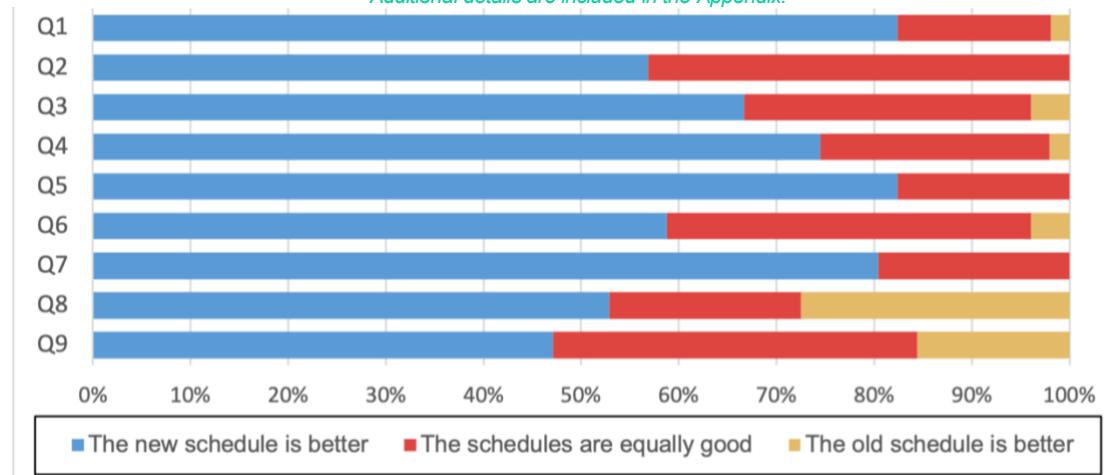
Summary of student survey results (grades 10-12)

Additional details are included in the Appendix.



Summary of teacher survey results

Additional details are included in the Appendix.



SECTION I: PROCESS

ADHERENCE TO ESTABLISHED GOVERNANCE

Transparent collaboration and prior stakeholder involvement

The Morgan County School Board of Education has an established decision-making process, and the high school follows that process with fidelity. Consistent with Board expectations, the school relies heavily on its Community Council, which plays a central role in informing and shaping decisions, including policy-related matters. This level of engagement—uncommon in most districts—often allows decisions to move forward without unnecessary procedural delays.

In the case of the new bell schedule, the Morgan High School (MHS) Community Council was fully informed and actively working with school administration, and faculty were engaged in the process as well. Subsequent public concerns arose following the release of internal, non-public materials, which led to perceptions of insufficient process, communication, or stakeholder input. These perceptions do not reflect the established procedures or the collaborative work that occurred.

In response to public concerns regarding the District's process(es), it is worth noting that its governance and operational practices have previously been independently reviewed and publicly affirmed at a high level. During the Board's most recent evaluation in the summer of 2024, Utah School Boards Association Executive Director, Richard Stowell characterized the District as a "standout" with respect to its process(es), noting that "not all districts in the state are this way," and stated that based on his direct observations, he would rank Morgan County among the top two districts statewide, emphasizing, "I have seen it. I have proof of it" (Morgan School Board, 2024). This external assessment provides important context when considering stakeholder feedback regarding district procedures.

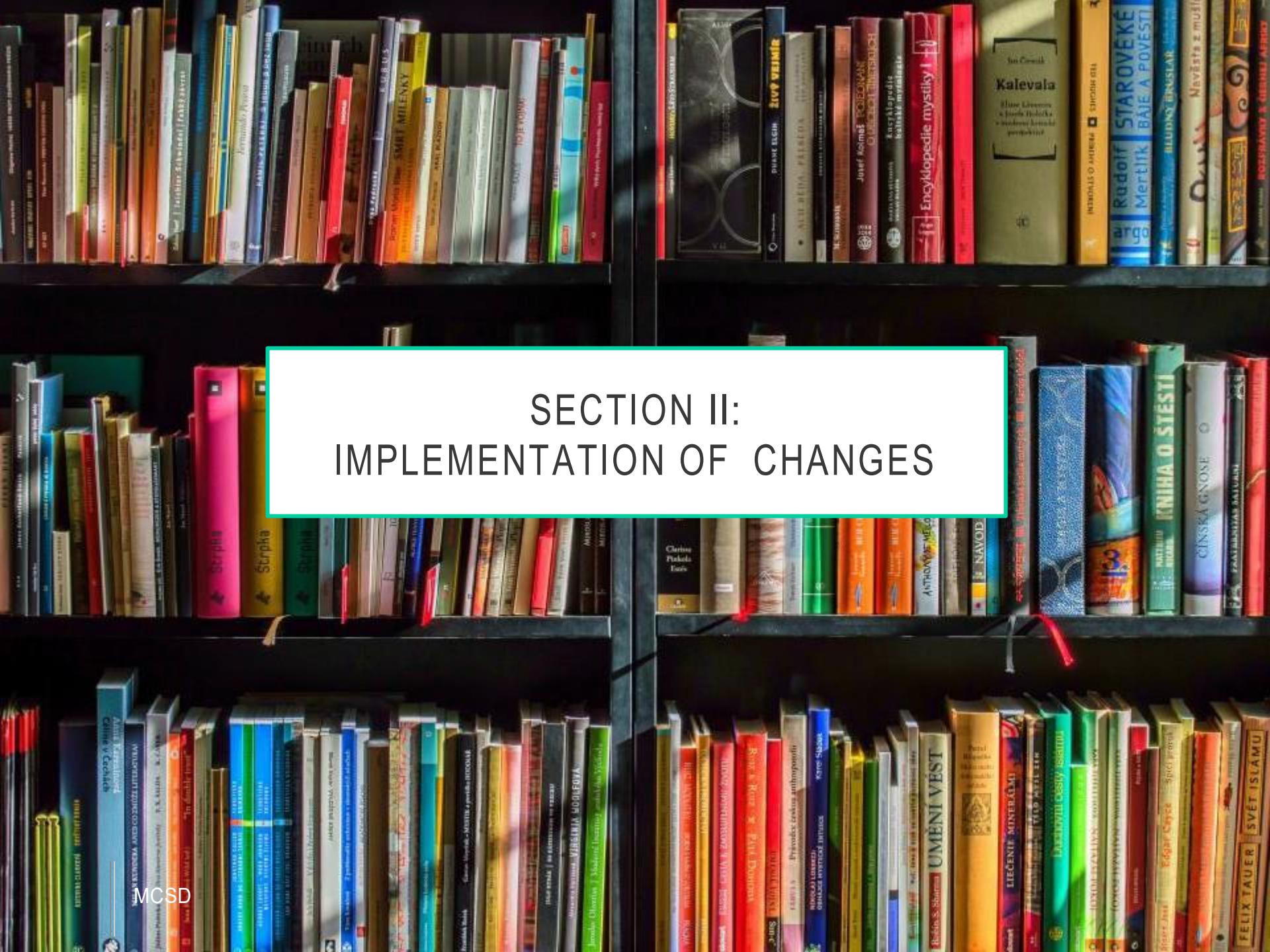
CURRENT SCHOOL PROGRAMMING CLARIFICATIONS

Facts about scheduling, staffing, and graduation requirements

- ◊ No elective courses have been eliminated. In fact, additional elective offerings have been added for the 2025-26 school year. MHS students now have more choices than ever before; more than other schools of comparable size in the state, including many larger high schools.
- ◊ Morgan County School District (MCSD) fully supports students who wish to graduate early, and the current schedule continues to accommodate this option.
- ◊ While teachers teach one less class period per day, the reallocated time, combined with the later start time and earlier release (25 minutes total) and the addition of time to each class period (7 minutes), allows for more targeted time with students and supports stronger learning outcomes.
- ◊ No teachers at the high school have been or will be forced to leave the district due to the bell schedule (i.e., number of class periods in the school day). The number of teaching positions (FTE) at the high school for the 2025-26 academic year remains unchanged from the 2024-25 academic year.
- ◊ High school graduation requirements and bell schedules are related but independent aspects of a school's structure.

- Graduation Requirements: These are set by the state and school district and define the credits and courses students must complete to graduate (e.g., 4 years of English, 3 years of math).
- Bell Schedules: These are determined by the school itself and dictate the daily and weekly timing of classes.

While bell schedules can affect how and when students take required courses (e.g., longer class periods might allow for more in-depth projects), they don't inherently change the number or type of credits needed for graduation. In other words, one can be changed without the other.



SECTION II: IMPLEMENTATION OF CHANGES

CLARIFYING PERCEIVED RISKS

Scheduling logistics, not programmatic loss

There is no risk—nor was there ever—associated with moving from six to five class periods; the challenge lies in scheduling logistics, which are normal and expected. From the outset, the shift from a six-period day to a five-period day involved no unknown variables and was fully informed by existing data. The change was not a matter of determining whether one schedule was better or worse, but rather a response to data indicating that six periods were no longer necessary to meet student needs.

As with any K-12 schedule, the primary challenge lies in constructing the master schedule: determining which courses are offered in which periods, how many sections are needed, and how teacher preparation periods are assigned. These challenges were anticipated and are consistent with those encountered under any scheduling model.

To date, the only challenges reported relate to accommodating student choice within the schedule. Importantly, neither students nor parents have expressed concern that the reduced number of periods limits the total number of courses available. Instead, the challenge is logistical—ensuring that desired courses are offered at times and frequencies that allow students to enroll in their preferred combinations. In other words, the limitation is not the number of options, but when and how often those options are scheduled. With the same number of teachers, and by clearing extra- and co-curricular courses from the regular school day, the new schedule has increased flexibility to better accommodate student choice. This increased flexibility has corresponded with higher overall enrollment.

Summary Takeaway: The transition to a five-period day introduced no new risks beyond the standard, well-understood challenges of schedule construction, with student access limited by timing and course availability rather than by the total number of opportunities or offerings.

RESPONSE TO INTERVENTION

Percentage of students without a full schedule

2024-25 vs. 2025-26

| Trimester 1 | | | |
|-------------|-------------------------|-------------------------|-------------|
| Class Level | 2024-25 (% < 6 Periods) | 2025-26 (% < 5 Periods) | Change (pp) |
| Freshman | 1 % | 1 % | 0 % |
| Sophomore | 1 % | 1 % | 0 % |
| Junior | 11 % | 1 % | 10 % |
| Senior | 85 % | 55 % | -30 % |

| Trimester 2 | | | |
|-------------|-------------------------|-------------------------|-------------|
| Class Level | 2024-25 (% < 6 Periods) | 2025-26 (% < 5 Periods) | Change (pp) |
| Freshman | 1 % | 1 % | 0 % |
| Sophomore | 5 % | 1 % | 4 % |
| Junior | 17 % | 3 % | 14 % |
| Senior | 90 % | 38 % | -52 % |

| Trimester 3* | | | |
|--------------|-------------------------|-------------------------|-------------|
| Class Level | 2024-25 (% < 6 Periods) | 2025-26 (% < 5 Periods) | Change (pp) |
| Freshman | 2 % | 0 % | 2 % |
| Sophomore | 5 % | 1 % | 4 % |
| Junior | 18 % | 2 % | 16 % |
| Senior | 80 % | 35 % | -45 % |

52% (< 5 Periods)

Note: Change (pp) = [2024-25%] - [2025-26%]

*Pending schedule changes as of 1/20/2026

Graduation Requirement Alignment

System-level analysis

MHS has historically required students to complete more core coursework than is necessary to meet state graduation requirements. For example, while the state of Utah requires students to complete three credits of mathematics and four credits of English for graduation, MHS required 4.5 credits of mathematics and 5.0 credits of English for many years.

In an effort to better align district expectations with state standards and to expand student access to elective coursework aligned with individual interests and postsecondary goals, MHS reduced its district-specific graduation requirements. This shift was intended to provide flexibility while maintaining academic rigor.

Over time, however, this adjustment resulted in an unintended pattern of over-delivery. Even under the previous, more rigorous requirements, most students completed their core coursework ahead of schedule. As a result, the reduced requirements further increased the number of students completing graduation requirements well before the end of their senior year.

This over-delivery created a structural challenge: many students reached a point where they had few, if any, required courses remaining, necessitating a response to safeguard meaningful student engagement in coursework throughout their senior year.

CHANGES TO START TIMES

Use of morning time

The majority of students and teachers report improved health and wellness with the new schedule citing: more sleep, safer morning commutes, less stress due to longer class periods and fewer classes, and more time for family and other pursuits. A small number of students noted more increased stress from later practice times, but other student-athletes reported improved management, as longer class periods allowed them to complete assignments before practice.

One of the main motivations for the schedule change was research showing that later start times significantly benefit adolescent health and wellness. A National Institutes of Health summary of multiple studies concluded, "In the majority of studies reviewed, later school start times were associated with greater adolescent psychological health" (Berger, Wisdom, Troxel, 2018). Similarly, Kristen Weir of the American Psychological Association notes, "Later school starts correlate with improved mood, better attendance and grades, and fewer car crashes among youth."

Our survey results align with this research. Even extending the start time by just 10 to 15 minutes appears to yield positive effects: over 80% of students and teachers reported that the new start time is beneficial, while another 15-17% found the new and old start times equally effective. Only 3% of students and 2% of teachers preferred the previous schedule. Students also reported feeling safer on morning commutes due to increased daylight.

“Students seem less stressed. More students are on time to school. Longer class periods give more time for instruction and review. Overall, the new schedule has led to a calmer school day, more students turning work in on time, and better class discussion due to increased class time.” (MHS Teacher)

“More time to do assignments in class, more time for one-to-one help in class, more time to sleep, shorter school day, fewer classes to keep track of.” (Grade 11 Student)

“Getting 10 more minutes of sleep everyday adds up. And leaving even 10 minutes early helps a little with school burn out.” (Grade 11 Student)

“One positive aspect of the new schedule is starting later so the roads are safer in the winter.” (Grade 12 Student)

*“-I can rest more
-less stress
-more learning time
-better time management
-better for my mental health
-less to worry about”
(Grade 11 Student)*

CLASS INSTRUCTION AND REMEDIATION

Extending class time to strengthen learning and support

Surveys and in-class observations indicate that most teachers and students are using the extended class periods to deepen engagement with course material, conduct richer group discussions, and advance labs and projects. Many students report completing work during class that would normally be homework, freeing time outside of school for other activities. Teachers note increased daily productivity, fewer courses to prepare for making workloads and timely feedback for students more manageable, and stronger connections with students. The combination of longer class periods and smaller student loads allows for more individualized feedback and guidance.

Some students report challenges maintaining focus during extended periods, and a few teachers have required additional instructional coaching to optimize engagement. A few students highlighted scheduling conflicts with zero hour and flex hour when seeking extra help. To address this, MHS has begun offering unconventional tutoring hours, starting with the math department, providing students multiple opportunities each week for one-on-one support without conflicting with co-curricular activities.

MHS is also offering in-person credit recovery during the five-period day for students who have failed class sections, providing face-to-face instruction before relying on online or packet-based options. Master schedule analysis shows that remediation classes can be integrated for math, English, and select science courses without limiting other student opportunities.

“I have more time to work on assignments which has caused me to have less homework. The teachers have time to explain everything and still give us time on the work. I have more time after lunch so I’m not late to class.” (Grade 10 Student)

“Having five classes has made me take early morning seminary which is a problem for if teachers are only available to help before school because I either miss seminary or don’t get the help I need.” (Grade 11 Student)

“Sometimes the extra amount of time in class can be beneficial but for MOST of the time a lot of the extra class time we have gets wasted on the teacher doing extra yapping or them giving us easy assignments that we finish early and end up sitting doing nothing the whole class period....” (Grade 9 Student)

AFTER-SCHOOL ACTIVITIES / EXTRACURRICULAR PARTICIPATION

Accommodating athletics and other activities

One of the primary reasons for transitioning to a five-period schedule was to provide equitable access to courses and credits for students involved in extracurricular activities. For many years, MHS has maintained exceptionally high student participation in extracurriculars, with 85-92% of students involved during certain trimesters. Although participation levels fluctuate, a significant majority of MHS students continue to represent the school across a wide range of activities.

Limited facilities required some athletic practices to be scheduled during the school day, while others were not. This created multiple inequities. Student-athletes whose activities met during the school day were required to enroll in their sport-specific class each year, often restricting access to advanced placement (AP), concurrent enrollment (CE), and elective courses. Consequently, many students were unable to pursue offerings such as Certified Nursing Assistant (CNA), Jazz Band, or theater, which were consistently scheduled during certain seasons due to teacher sharing and staffing constraints. Students in activities such as drill, cheer, and wrestling were unable to participate in Davis Technical College (DTC) and many CE offerings because their classes were scheduled exclusively in the morning.

A second inequity involved the awarding of academic credit. Students whose activities were offered during the school day received a half credit each time they enrolled in the course, permitting some to accumulate multiple credits over four years. By contrast, athletes in sports without in-school classes (e.g., baseball, golf, soccer, softball, tennis, and

track and field) were limited to a single half credit to meet the graduation requirement. This resulted in unequal recognition for comparable levels of commitment.

The five-period schedule resolves these issues by shifting all extracurricular activities to zero and flex hours and standardizing the credit awarded for participation. All student-athletes now have access to the full range of academic courses during the school day and receive the same credit for extracurricular involvement. Students should not have to choose between athletic commitments and educational opportunities, nor should some activities be rewarded at a disproportionate rate. This schedule change corrects a long-standing inequity and aligns with MHS's commitment to fairness and access for all students.

ELECTIVE OPTIONS

Current availability and program trends

Analysis of past and current elective offerings indicates that this year, MHS is providing a comparable number of elective courses in all areas. World Languages—no longer a graduation requirement since 2011—experienced a decrease due to reduced student interest and the loss of a teaching position. CTE concurrent enrollment options have expanded significantly, increasing from seven to 11 offerings in one trimester and from four to nine in another. All other elective areas have either maintained or increased their course offerings.

Comparision of Elective Course Offering from 2024-25 to 2025-26

| Elective Options | T1 | T1 | T2 | T2 | T3 | T3 |
|------------------|---------|----------------|---------|----------------|---------|----------------|
| | 2024-25 | 2025-26 | 2024-25 | 2025-26 | 2024-25 | 2025-26 |
| World Language | 7 | 4 | 7 | 4 | 7 | 4 |
| Art | 19 | 16 + 1 Flex | 19 | 16 + 1 Flex | 19 | 18 + 1 Flex |
| CTE | 49 | 47 | 50 | 51 | 50 | 51 |
| PE | 8 | 7 + 2 Flex | 7 | 8 + 3 Flex | 7 | 8 + 2 Flex |

“The days feel less long and overwhelming because the amount of classes is less. The slightly later start time and earlier release time is better for after school activities. Being able to make core classes like math and English go from three trimesters to two trimesters is also nice. This allows me to complete core classes much earlier, and have more availability for college classes in my later years in preparation for college experience.” (Grade 9 Student)

The number of students taking an art elective has increased, with a noticeable increase in freshmen choosing an Art Elective for the 2025-26 School Year. Several community members have expressed concerns that the five-period day would result in fewer opportunities for art electives. The data shows that the number of participants have increased this year. The drops in enrollment that have been experienced were due to fewer freshmen trying out for Ovation, teacher scheduling preferences, and student elective preference choices. The addition of Flex has allowed students to participate in Theater and choose another elective during the school day.

Art Elective Enrollment Comparison: 2024-25 to 2025-26

| Art Electives | Trimester 1 | | | | Trimester 2 | | | | Trimester 3 | | | |
|----------------------|-------------|-----------|-----------|-----------|-------------|-----------|-----------|-----------|-------------|-----------|-----------|-----------|
| | 24-25 | 25-26 | 24-25 | 25-26 | 24-25 | 25-26 | 24-25 | 25-26 | 24-25 | 25-26 | 24-25 | 25-26 |
| Total | Total | Fresh | Fresh | Total | Total | Fresh | Fresh | Total | Total | Fresh | Fresh | |
| Drawing I | 18 | 16 | 5 | 3 | 27 | 19 | 10 | 8 | 30 | 22 | 7 | 14 |
| Drawing II | 4 | X | 0 | X | X | X | X | X | 16 | 15 | 0 | 0 |
| Acrylic | N/A | 20 | X | 2 | 18 | X | 3 | X | X | 16 | X | 11 |
| Calligraphy | 12 | X | 1 | X | X | 15 | X | 7 | 11 | X | 4 | X |
| Bookmaking | N/A | 9 | X | 2 | 27 | X | 7 | X | X | X | X | X |
| Water Coloring | 28 | X | 0 | X | X | X | X | X | 30 | 19 | 10 | 4 |
| Printmaking | N/A | 11 | X | 1 | 15 | 11 | 3 | 3 | X | X | X | X |
| | 82 | 68 | 6 | 8 | 87 | 46 | 23 | 18 | 87 | 72 | 21 | 29 |
| AP | 4 | N/O | 0 | 0 | 2 | N/O | 0 | N/O | 4 | N/O | 0 | N/O |
| 1030 (WSU) | 2 | N/O | 0 | N/O | 2 | 6 | 0 | 0 | 2 | 0 | N/O | N/O |
| | | | | | | | | | | | | |
| Ceramics I | 52 | 46 | 17 | 15 | 48 | 47 | 25 | 22 | 76 | 74 | 41 | 42 |
| Ceramics II | 16 | 20 | 0 | 0 | 21 | 19 | 2 | 4 | 13 | 17 | 0 | 1 |
| Ceramics III | X | X | X | X | 8 | 18 | 0 | 0 | X | X | X | X |
| Tilemaking | 21 | 21 | 2 | 2 | X | X | X | X | X | X | X | X |
| | 89 | 87 | 19 | 17 | 77 | 84 | 27 | 26 | 89 | 91 | 41 | 43 |
| | | | | | | | | | | | | |
| Orchestra | 18 | 19 | 5 | 6 | 16 | 20 | 4 | 7 | 16 | 19 | 5 | 6 |
| Ovation *TO | 25 | 25 | 13 | 4 | 25 | 25 | 13 | 4 | 24 | 24 | 13 | 4 |
| Fond Choir | 8 | 8 | 5 | 3 | 7 | 13 | 4 | 2 | 12 | 10 | 6 | 3 |
| | 51 | 52 | 23 | 13 | 48 | 58 | 21 | 13 | 52 | 53 | 24 | 13 |
| | | | | | | | | | | | | |
| Beg. Theater | 9 | 11 | 4 | 6 | 4 | X | 3 | X | X | X | X | X |
| Stage Design | 22 | 29 | 1 | 13 | 22 | 18 | 3 | 6 | 12 | 22 | 2 | 3 |
| Flex Productions *TO | 49 | 52 | 9 | 13 | 53 | 54 | 10 | 13 | 23 | X | 4 | X |
| Filmmaking | X | X | | | X | X | X | X | 12 | X | 5 | X |
| ADV Production | X | X | X | X | X | X | X | X | X | 22 | X | 3 |
| Flex ADV Production | X | X | X | X | X | X | X | X | X | 20 | X | 2 |
| | 80 | 92 | 14 | 32 | 79 | 72 | 16 | 19 | 47 | 64 | 11 | 8 |
| | | | | | | | | | | | | |
| Percussion | 32 | 36 | 11 | 10 | 29 | 30 | 10 | 10 | 29 | 32 | 11 | 10 |
| Symphonic | 29 | 40 | 14 | 18 | 28 | 45 | 15 | 19 | 29 | 42 | 14 | 18 |
| Jazz *Invite | 23 | 20 | 4 | 2 | 23 | 21 | 3 | 2 | 23 | 21 | 4 | 2 |
| | 84 | 96 | 29 | 30 | 80 | 96 | 28 | 31 | 81 | 95 | 29 | 30 |

STRATEGIC INITIATIVES AND PROGRESS

Expanding access and flexibility in advanced coursework

Previously, students selected from 11 CE courses taught through the Intra-Video-Conferencing (IVC) network. These courses were taught by a cooperating university and via live video instruction and followed the university's semester schedule rather than MHS trimesters. As a result, students were required to schedule placeholder classes to accommodate overlapping calendars. A single university course often occupied two to four MHS class periods, depending on whether it met Monday-Wednesday-Friday or Tuesday-Thursday. Because of this extended time commitment, MHS awarded one high school credit for three-credit university courses. During this period, MHS offered approximately 23 CE opportunities across the year, and only nine AP courses.

Today, MHS offers between 35 and 39 CE and AP course section offerings per trimester. Nearly all concurrent enrollment courses have transitioned to in-person instruction taught by highly qualified MHS educators. Under the trimester schedule, students can earn one credit for university-level coursework completed with a single class period over 12 weeks, while still exceeding the seat-time requirements of traditional university schedules. This structure frees an additional class period, allowing students greater flexibility to pursue electives or additional core coursework. While some districts are moving away from awarding a full credit for university courses, MHS views this model as an opportunity to expand student choice and maximize schedule flexibility.

2-for-1 Concurrent Enrollment

| BEFORE | AFTER |
|-----------------|----------------|
| (2 Trimesters = | (1 Trimester = |
| 1 Credit) | 1 Credit) |
| Trim 1: CE | Trim 1: CE |
| Trim 2: CE | Trim 2: OPEN |
| Trim 3: OPEN | Trim 3: OPEN |

MHS continues to use enrollment, engagement, and student success data to refine course offerings and align them with postsecondary expectations. For example, AP Literature was replaced with English 1005 based on student ACT performance data with the goal of better preparing students for English 2015 at the college level. Weber State University (WSU) English 2200, which closely aligns with AP Literature, remains available and fulfills requirements toward a Certificate of Completion. Additionally, AP Physics II was discontinued due to low enrollment; the three affected students were supported through independent study under supervision and remain eligible to sit for the AP exam. Overall, MHS now offers a broader and more diverse range of CE enrollment opportunities in CTE and general education than ever before.

Comparison of Concurrent Enrollment (CE) Course Offerings from 2024-25 to 2025-26

| CE Classes | T1 | T1 | T2 | T2 | T3 | T3 |
|----------------|---------|---------|---------|---------|---------|---------|
| | 2024-25 | 2025-26 | 2024-25 | 2025-26 | 2024-25 | 2025-26 |
| English | 3 | 5 | 4 | 3 | 5 | 5 |
| Math | 2 | 3 | 4 | 3 | 5 | 5 |
| Science | 2 | 3 | 3 | 2 | 3 | 3 |
| Social Studies | 2 | 5 | 4 | 7 | 3 | 4 |
| CTE | 7 | 7 | 7 | 11 | 4 | 9 |
| Art | 2 | 1 | 1 | 2 | 2 | 2 |

A photograph of the front of a yellow school bus. The word "SCHOOL BUS" is printed in blue on the front. A white rectangular box with a teal border is overlaid on the center of the bus front. Inside this box, the text "SECTION III: OUTCOMES" is centered in a large, dark font.

SECTION III:
OUTCOMES

SENIOR SCHEDULING PATTERNS

Free periods and home release

As a result of the reduced graduation requirements, many MHS seniors will complete the majority of their required coursework prior to their final year. For more than two decades, a typical senior schedule has consisted primarily of English 12, Government and Citizenship, and either Financial Literacy or a Social Studies elective, supplemented by a limited number of elective courses.

This scheduling reality has enabled seniors to incorporate one to two open periods (home release) into their daily schedules, in addition to release time (seminary), if desired. While this flexibility offers benefits for some students, it has also contributed to a pattern in which students do not enroll in additional coursework once graduation requirements are met.

"I can take early morning seminary and it doesn't have to be at 6 am. Classes are longer and I am able to get more work done and get more teacher help in class. School is shorter and we get out earlier so I have more time to get to my extra curricular's after school. I like that school starts later so we have more time to get ready in the morning or sleep a little longer. The longer lunch time is nice because now we actually have time to eat and hang with our friends and it's a nicer break in the middle of the day." (Grade 10 Student)

In practice, this has resulted in significant variations in senior schedules, with some students carrying a minimal course load during the school day. The following comparison illustrates the number of free periods among seniors in the 2024-25 and 2025-26 graduating classes and highlights how scheduling patterns have evolved over time.

2024-25 Trimester 1

- 61 seniors, 20% did not have a first period
- 123 Seniors, 40% did not have a sixth period
- 260 seniors were enrolled in at least one home release period
- 85% of seniors did not have a six-period schedule

2025-26 Trimester 1

- 61 seniors, 22% did not have a first period
- 74 seniors, 27% did not have a fifth period
- 148 seniors were enrolled in at least one home release period
- 55% of seniors did not have a five-period schedule

2024-25 Trimester 2

- 91 seniors, 30% did not have a first period
- 103 seniors, 33% did not have a sixth period
- 323 seniors were enrolled in at least one home release hour (This number is higher than the total number of seniors because some seniors were enrolled in more than one hour of home release)
- 90% of seniors did not have a six-period schedule

2025-26 Trimester 2

- 52 seniors, 19% did not have a first period
- 102 seniors, 38% did not have a fifth period
- 190 seniors were enrolled in at least one home release hour
- 38% of seniors did not have a six-period schedule

2024-25 Trimester 3

- 167 seniors, 55% did not have a first period
- 245 seniors, 80% did not have a sixth period
- 672 total sections of home release for the senior class (This number is higher than the total number of seniors because some seniors were enrolled in more than one hour of home release)
- 80% of seniors did not have a six-period schedule; 52% of seniors did not have a five-period day

2025-26 Trimester 3

- 67 seniors, 25% do not have a first period
- 91 seniors, 34% do not have a fifth period
- 177 seniors are enrolled in at least one home release hour
- 35% of seniors do not have a five-period schedule

TEACHER SUPPORT

Improving morale and capacity

Another driving force behind adopting a five-period day is to support teachers. Many teachers in areas like arts, CTE, and physical education often prepare multiple specialized courses each day, sometimes teaching five different classes in a single trimester, each with its own state standards. Although elective teachers still teach multiple courses to provide student options, reducing daily classes from five to four has noticeably decreased burnout and increased energy and morale. Core teachers also report greater job satisfaction, as grading and preparation can now be completed within work hours.

“I like how much more time I have in the mornings to either make up tests, finish homework, or talk to teachers about assignments, more one on one time with teachers to fully understand the material.” (Grade 11 Student)

“Students seem more alert with the later starting time. It gives teachers more time to meet with students before school who are gone for sports in the afternoon. Teachers seem happier with the new schedule. I get just as much done with five class periods as I did with six. Five is perfect! Please don’t change the schedule. This is manageable – whereas the old schedule was overwhelming. I am able to stay somewhat caught up on grading with less class periods. 99% of my students absolutely thrive with the new schedule and all of my fellow co-workers have enjoyed it as well.”
(MHS Teacher)

GRADUATION AND POSTSECONDARY PREPARATION

Pathways and Utah First Credential program

The MHS bell schedule is equipped to support every student. With foundational, flexible, and advanced pathways, students and parents can select the path that best meets their needs. MHS not only provides strong academic foundations for all students but also offers personalized learning options, student-driven education, customized curricula, and tailored academic experiences. Through partnerships with accredited educational service providers, MHS can extend a variety of online, homeschool, and experiential learning opportunities, allowing students to earn credit toward an MHS diploma.

| Morgan High Pathways | | |
|--|---|--|
| We are committed to ongoing improvement. Shifts to our academic core have been designed to grow our first credential options, to expand student choice, and to provide robust and rigorous learning opportunities that are as varied and diverse as our students' interests and goals. It is no longer enough to graduate our students with just the credits they need to graduate. Instead, we believe that every Morgan High student must be given the opportunity to explore a meaningful progression of coursework that leads to a diploma and a first credential reflective of each student's passions and purpose. Pathways are not new, but the explicit focus on adding and growing our options is more intentional than it has been before. | | |
| WHAT ARE THE KEY DIFFERENCES? | | |
| Foundational Pathway refers to Morgan's core content that is consistent for all students (i.e., Language Arts, Math, Science, and Social Studies, CTE, the Arts, and Physical Education). This reflects Utah's basic graduation requirements. | Advanced Pathways are the opportunities that Morgan offers students (primarily in the 11th and 12th grade) to customize their course progression towards graduation and earning their first credential. | Flexible Pathway refers to all of the options focusing on student and family choices (i.e., online options, homeschool partnerships, hybrid schedules, early graduation, etc.). Morgan High looks at the needs of each individual student and helps coordinate and facilitate personalized learning plans. |

| | | |
|--|--|---|
| <p>Foundational Pathway means...</p> <ul style="list-style-type: none"> • offering all students a rigorous, research-based curriculum that leads to deeper, more complex critical thinking and increased preparedness for advanced coursework. • setting the tone of the Morgan High experience which is rooted in our fundamental belief that all students are capable of meeting high expectations when coupled with strong instruction and personalized supports. • empowering our students to have more academic choices in their high school career especially as they advance. | <p>Advanced Pathway means...</p> <ul style="list-style-type: none"> • empowering students to design a trajectory of courses that results in an authentic and widely recognized outcome, a First Credential, that is related to their post-secondary goals (college, career, etc.). • growing the varied and meaningful choices in our advanced course offerings to increasingly reflect student interests and passions and meet industry needs. • maximizing whole-child development by providing every Morgan graduate with the metacognitive skills to identify their goals and ensuring access to the tools and resources needed to achieve them. | <p>Flexible Pathways means...</p> <ul style="list-style-type: none"> • offering specific students, a personalized option that leads to deeper, more complex critical thinking and increased preparedness for advanced coursework with options that meet the needs of their specific situations. • guiding students and families to accredited options including online courses and homeschool offerings with district partners and/or the Statewide Online Education System. • coaching and mentoring students who need to work toward meeting the Utah Minimal Diploma requirements. |
|--|--|---|

A key component of MHS's advanced offerings is the Utah First Credential Program (UFCP), which enables students to graduate high school with a meaningful, industry-aligned credential that supports college readiness, career preparation, and lifelong learning. Utah is redefining high school graduation by offering students the chance to earn a highly valued diploma paired with a First Credential—a portable, stackable certification that gives graduates confidence as they transition into higher education, careers, and life.

MCSD is positioned to be among the first districts to adopt this innovative approach, preparing students for post-secondary success and strengthening Utah's workforce. The district's shift to a five-period day aligns with the UFCP structure, affording students the opportunity to pursue one of five credential pathways:

- CE First Credential
- Industry Recognized First Credential (IRC)
- Youth Apprenticeship Credential
- CTE First Credential

- Technical College First Credential

Currently, Utah is in the first year of UFCP implementation. MCSD is prepared to meet the standards for three of the five credential pathways—CE, CTE, and Technical College. The State is still developing the standards for the IRC and Youth Apprenticeship Credentials. MCSD remains committed to providing all students with access to this innovative program and will implement the remaining credentials once the state finalizes the corresponding pathways.

| <h2 style="text-align: center;">FIRST CREDENTIAL OPTIONS</h2> <p style="text-align: center;">https://schools.utah.gov/cte/firstcredentialprogram/index</p> | | | | |
|---|--|---|--|---|
| Concurrent Enrollment (CE) | Career and Technical Education (CTE) | Technical College Certificate | Youth Apprenticeship (currently under development) | Industry Recognized Credit (currently under development) |
| <p>Earned by completing...</p> <ul style="list-style-type: none"> ↳ 12-18 core general education (GE) credits across different GE categories, or ↳ a prescribed set of courses designated by the Utah Board of Higher Education ↳ including two door-opening courses, one approved Quantitative Literacy course and one Writing course. These are required because they form the foundation for many degrees and are required by many majors ↳ additional courses to fulfill the CE First Credential requirements can be found in First Credential CE Course List | <p>Earned by completing a state-approved program of study in a career and technical education field.</p> <ul style="list-style-type: none"> ↳ These programs consist of a sequence of high school courses aligned to an industry sector and often embed opportunities for work-based learning. Many pathways also integrate industry-recognized credentials and/or concurrent enrollment credits, enabling students to gain both technical preparation and early momentum in high education. ↳ Learn more at https://schools.utah.gov/cte/pathways/utah ↳ MHS currently offers 18 complete pathways. | <p>Earned by completing an approved certificate or a meaningful portion of a technical college certification (at least 300 hours) from a Utah public technical college.</p> <ul style="list-style-type: none"> ↳ These certificates are competency-based, align to employer-validated program standards, and often embed industry certifications or licensure preparation. | <p>Earned by completing a minimum of 300 hours in an approved youth apprenticeship route.</p> <ul style="list-style-type: none"> ↳ each route must include structured, paid work-based learning combined with related classroom instruction that launches a student on the trajectory toward completion of a registered or approved unregistered apprenticeship program. ↳ Learn more at https://talentready.ushe.edu/trac/ | <p>Earned by completing a credential developed and offered or endorsed by a nationally recognized industry body.</p> <ul style="list-style-type: none"> ↳ Any IRCs identified as a First Credential must represent substantial learning and academic rigor, generally equivalent to at least a semester of high school coursework, to ensure credibility and value added to the student and institution. |
| <p>The goal of the First Credential Master List is to identify and evaluate credentials of value and operationalize routes for students across Utah to earn credentials through one of the five defined First Credential routes.</p> <p>The First Credential Master List is currently under development and will be provided here when finalized.</p> | | | | |

MISCONCEPTIONS

Flexibility expands student options

The most vocal opposition to the five-period school day has come from stakeholders concerned that it might reduce elective opportunities. At first glance, the argument seems reasonable: six periods appear to offer more choices than five. However, when considering the complexities of constructing a master schedule, including course availability, flex and zero hour classes, and graduation requirements, it becomes clear that reducing the number of periods does not necessarily limit student options.

“I am concerned about not being able to fit the classes I need in my schedule next year in order to graduate. That was one of my issues with making my schedule this year. I needed to take Spanish 2 this year and was not able to because of the shortened schedule. Not being able to fit in certain classes in my schedule has made me anxious about reaching my graduation credits.”

(Grade 11 Student)

“The old schedule was better for being able to knock out required classes and get credits faster for graduation, I hate the possibility of having to take a full schedule my senior year.”

(Grade 11 Student)

Flex and zero hour classes, in particular, expand opportunities for both options for both students and teachers. For example, former Agricultural Sciences teacher and Future Farmers of America (FFA) advisor, Ray Little, previously worked with his national champion FFA team before and after school, but students received no academic credit for this work. Under the new schedule, the FFA advisor could teach a parliamentary procedure class before school or offer

credit for participation in the agricultural leadership group after school. Similarly, teachers could provide credit for students' involvement in Debate, Hope Squad, Family, Career and Community of Leaders in America (FCCLA), Future Business Leaders of America (FBLA), Skills USA, Art Guild, and other clubs. By granting credit for these activities, students can free up space in their schedules to take additional classes. Offering structured credit-bearing options for extracurricular and skills-based activities also allows teachers to support students without requiring extra time beyond their contract hours. Additionally, the new schedule accommodates early morning seminary classes, which have been requested by students moving in from out of state.

A review of the master schedule revealed that some students who wanted to take multiple specific classes were unable to do so due to scheduling conflicts. These conflicts typically occurred when desired classes were offered at the same time or overlapped with other requirements. With careful planning and a larger team dedicated to the master schedule, most of these conflicts can be resolved.

Students already have flexibility in incorporating required graduation electives (CTE 1.0, Art 1.5, Social Studies 0.5) across their four-year plan. During yearly Plan for College and Career Readiness (PCCR) meetings, students and counselors can individualize graduation plans to align with each student's interests, extracurricular activities, and post-secondary goals. Health, Digital Studies, and PE electives can be taken at any time during the four years. Participation in MHS sports can also satisfy PE requirements, allowing students to take additional electives. Participation skills is being expanded to include all elective options in the PE department, furthering student choice in their ninth grade schedule.

The five-period day also supports academic flexibility: students can receive remediation in English and math during the third trimester, follow a flexible math pathway through the Plus option, and access advanced English and math options beginning in junior year.

| 2024-25 Grade | | | | Class of 2029 | | | Class of 2028 | | | Class of 2027 | | | | | |
|---------------|---------|---------|---------|---------------|---------|---------|---------------|-----|---------|---------------|---------|-----|----|----|----|
| G9 | T1 | T2 | T3 | G9 | T1 | T2 | T3 | G9 | T1 | T2 | T3 | G9 | T1 | T2 | T3 |
| P1 | Math 1A | Math 1B | Math 1C | P0 | | | | | | | | | | | |
| P2 | Eng 9A | Eng 9B | Eng 9C | P1 | Math 1A | Math 1B | Math 2A | | | | | | | | |
| P3 | Geo | Health | PE 9* | P2 | Eng 9A | Eng 9B | Eng 10A | | | | | | | | |
| P4 | Sci A | Sci B | DS | P3 | Sci A | Sci B | PE 9* | | | | | | | | |
| P5 | | | | P4 | Geo | | | | | | | | | | |
| P6 | | | | P5 | | | | | | | | | | | |
| | | | | FX | | | | | | | | | | | |
| G10 | T1 | T2 | T3 | G10 | T1 | T2 | T3 | G10 | T1 | T2 | T3 | G10 | T1 | T2 | T3 |
| P1 | Math 1A | Math 2B | Math 2C | P0 | | | | P0 | | | | | | | |
| P2 | Eng 10A | Eng 10B | Eng 10C | P1 | Math 2B | Math 3A | Math 3B | P1 | Math 2B | Math 2B | Math 3A | | | | |
| P3 | WH | Sci A | Sci B | P2 | Eng 10B | Eng 11A | WH | P2 | Eng 10A | Eng 11B | WH | | | | |
| P4 | PE 10 | | | P3 | Sci A | Sci B | PE 10 | P3 | Sci A | Sci B | PE 10 | | | | |
| P5 | | | | P4 | Health* | | | P4 | Health* | | | | | | |
| P6 | | | | P5 | | | | P5 | | | | | | | |
| | | | | FX | | | | FX | | | | | | | |
| G11 | T1 | T2 | T3 | G11 | T1 | T2 | T3 | G11 | T1 | T2 | T3 | G11 | T1 | T2 | T3 |
| P1 | Eng 11A | Eng 11B | Eng 12 | P0 | | | | P0 | | | | | | | |
| P2 | Math 3A | Math 3B | Math 3C | P1 | Eng 11B | Eng 12A | US A | P1 | Eng 11A | Eng 11B | US A | | | | |
| P3 | US A | US B | Sci A | P2 | US B | Sci A | Sci B | P2 | US B | Sci A | Sci B | | | | |
| P4 | Sci B | PE* | | P3 | DSI | PE* | | P3 | Math 3B | PE* | | | | | |
| P5 | | | | P4 | | | | P4 | | | | | | | |
| P6 | | | | P5 | | | | P5 | | | | | | | |
| | | | | FX | | | | FX | | | | | | | |
| G12 | T1 | T2 | T3 | G12 | T1 | T2 | T3 | G12 | T1 | T2 | T3 | G12 | T1 | T2 | T3 |
| P1 | Eng 12 | Gov | Fin Lit | P0 | | | | P0 | | | | | | | |
| P2 | | | | P1 | Eng | Gov | Gov | P1 | Eng | Eng | Gov | | | | |
| P3 | | | | P2 | Fin Lit | | | P2 | Fin Lit | | | | | | |
| P4 | | | | P3 | | | | P3 | | | | | | | |
| P5 | | | | P4 | | | | P4 | | | | | | | |
| P6 | | | | P5 | | | | P5 | | | | | | | |
| | | | | FX | | | | FX | | | | | | | |

These guides are suggestions for a path for graduation based on state requirements. Students will also need to complete 1.5 credits in Art and 1.0 in CTE. Courses marked with * can be taken in any year a student chooses. Honors, AP and CE and Plus options are all available. It is highly encouraged students and parents meet with their school counselor yearly for their PCCR to create an individual path to graduation.



“Our goal was to focus on learning and subsequently the mental and physical health of students, and this has met that completely.”

-Anonymous

RECOMMENDATIONS

Guidance for the School Board

- Develop thoughtful and analytical scheduling
- Utilize individual planning time for College and Career Readiness to create thoughtful and personalized four-year student plans
- Re-evaluate after 2030 to see the true impact over four years

The above recommendations are provided for the Board's consideration as part of its ongoing oversight of scheduling practices and long-term planning. They are intended to inform future discussions by highlighting opportunities for thoughtful, outcomes-based scheduling and for using individual PCCR time to support personalized four-year planning. A re-evaluation after 2030 is suggested to assess long-term impact before considering any further adjustments.

Works Cited

American Psychological Association. (2024, August 22). *Schools shift as evidence mounts that later start times improve teens' learning and well-being.*

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“To a certain extent, it's a community conversation... about kids' mental and physical health and learning. That's what our focus is. I can't change everybody's work schedule. I can't change all the things they do before or after school, but when they're here with us I can make it the absolute best environment and opportunity they have.”

-Anonymous

APPENDIX

25/26 Bell Schedule Analysis

Trimester 1

| Offerings by Category | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 |
|-----------------------|----------------------------|-------------|--------------|-------------------------|------------------------------|
| Prep. Periods | 9 | 8 | 9 | 11 | 8 |
| Grade 9 | 6/9 (15) | 9/10 (19) | 9/13 (22) | 5/12 (17) | 9/10 (19) |
| Grade 10 | 7/12 (19) | 7/16 (23) | 7/15 (22) | 6/19 (25) | 6/17 (23) |
| Grade 11 | 6/14 (20) | 9/17 (26) | 8/15 (23) | 5/20 (25) | 7/21 (28) |
| Grade 12 | 8/11 (19) | 6/14 (20) | 7/13 (20) | 5/10 (15) | 6/20 (26) |
| AP/CE | 10 | 7 | 6 | 7 | 5 |
| Conflicts/Notes | Math IA x 2 Fin Lit x 2 | Welding x 2 | Math IAH x 2 | 3 preps same department | Math IIA x 2 Strength x 2 |

Trimester 2

| Offerings by Category | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 |
|-----------------------|--|-------------------------|-------------|-----------------------------|----------------------------|
| Prep. Periods | 7 | 8 | 9 | 9 | 11 |
| Grade 9 | 8/12 (20) | 7/9 (16) | 7/8 (15) | 8/8 (16) | 8/9 (17) |
| Grade 10 | 7/15 (22) | 4/15 (19) | 5/14 (19) | 7/18 (25) | 6/14 (20) |
| Grade 11 | 11/16 (27) | 11/16 (27) | 8/18 (26) | 9/22 (31) | 6/15 (21) |
| Grade 12 | 11/13 (24) | 9/16 (25) | 7/18 (25) | 3/18 (21) | 6/15 (21) |
| AP/CE | 11 | 8 | 7 | 5 | 6 |
| Conflicts/Notes | Fin Lit x 2 Welding x 2 Math IBH x 2 | 3 preps same department | Math IB x 2 | Welding x 2 Eng 11BH x 2 | Math IBH x 2 Eng 9B x 2 |

Trimester 3

| Offerings by Category | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 |
|-----------------------|-------------------------|-------------|-------------------------|---|-------------|
| Prep. Periods | 10 | 7 | 11 | 8 | 9 |
| Grade 9 | 6/6 (12) | 8/9 (17) | 6/6 (12) | 8/9 (17) | 8/10 (18) |
| Grade 10 | 6/13 (19) | 8/14 (22) | 5/14 (19) | 7/16 (23) | 5/18 (23) |
| Grade 11 | 8/14 (22) | 6/15 (21) | 7/16 (23) | 8/19 (27) | 6/20 (26) |
| Grade 12 | 9/15 (24) | 8/15 (23) | 10/16 (26) | 7/17 (24) | 5/20 (25) |
| AP/CE | 9 | 8 | 9 | 7 | 6 |
| Conflicts/Notes | 4 preps same department | Welding x 2 | 3 preps same department | Math IIA x 2 US Hist B x 2 with US Hist 1700 Welding x 2 | Eng 10A x 2 |

APPENDIX

Analysis of student attrition and enrollment changes from 2025 to 2026

| |
|--|
| MES |
| 25 total students not attending from 2025 to 2026 |
| 22 have moved out of the county |
| 3 attend other schools but live in the county |
| MGES |
| 20 total students not attending from 2025 to 2026 |
| 13 have moved |
| 7 attend other schools but live in the county |
| MMS |
| 22 total students not attending from 2025 to 2026 |
| 15 have moved out of the county |
| 7 attend other schools but live in the county |
| MGMS |
| 18 total students not attending from 2025 to 2026 |
| 9 students attend other schools but live in the county |
| 9 students have moved |
| MHS |
| 50 total students not attending from 2025 to 2026 |
| 23 attend other schools but live in the county |
| 17 have moved out of the county |
| 7 earned a diploma early |
| 1 unaccounted for |
| 2 unenrolled for nonattendance |
| District-Wide |
| 135 total student not attending from 2025 to 2026 |
| 49 attend other schools but live within the county |
| 76 have moved out of the county |
| 1 unaccounted for |
| 7 early diplomas |
| 2 unenrolled for nonattendance |
| Aggregate, Including Incoming Students |
| 178 potential students moved into the district |
| 125 have moved out of county or attending elsewhere |
| 157 new kindergarteners (Class of 2038) |
| 285 seniors exited (Class of 2025) |
| Net Total = -75 students |

APPENDIX

Early morning seminary

| Overall | Grade | 2024-25 | | 2025-26 | |
|-------------|-------------------|------------|-------|-------------------|------------|
| | | Enrollment | | Enrollment | |
| O | 9 | 280 | | 9 | 287 |
| VER | 10 | 308 | | 10 | 283 |
| AL | 11 | 288 | | 11 | 291 |
| L | 12 | 306 | <hr/> | 12 | 271 |
| | Total Enrollment: | 1182 | | | 1132 |
| Trimester 1 | Hour | Enrollment | | Hour | Enrollment |
| | 1 | 78 | | (Early Morning) 0 | 87 |
| | 2 | 90 | | 1 | 94 |
| | 3 | 107 | | 2 | 92 |
| | 4 | 82 | | 3 | 100 |
| | 5 | 144 | | 4 | 126 |
| | 6 | 148 | <hr/> | 5 | 128 |
| | Total Enrollment: | 649 | | Total Enrollment: | 627 |
| | | (55%) | | | (55%) |
| Trimester 2 | Hour | Enrollment | | Hour | Enrollment |
| | 1 | 118 | | (Early Morning) 0 | 79 |
| | 2 | 84 | | 1 | 95 |
| | 3 | 113 | | 2 | 136 |
| | 4 | 89 | | 3 | 97 |
| | 5 | 89 | | 4 | 83 |
| | 6 | 119 | <hr/> | | 110 |
| | Total Enrollment: | 612 | | Total Enrollment: | 600 |
| | | (52%) | | | (53%) |
| Trimester 3 | Hour | Enrollment | | Hour | Enrollment |
| | 1 | 104 | | (Early Morning) 0 | 67 |
| | 2 | 85 | | 1 | 74 |
| | 3 | 70 | | 2 | 78 |
| | 4 | 57 | | 3 | 68 |
| | 5 | 68 | | 4 | 73 |
| | 6 | 107 | <hr/> | 5 | 82 |
| | Total Enrollment: | 491 | | Total Enrollment: | 442 |
| | | (42%) | | | (39%) |

APPENDIX

Student survey

Bell Schedule Student Survey

Instructions: In an effort to ascertain the efficacy of the new bell schedule for Morgan High School, adopted at the beginning of the 2025-2026 school year, relative to the previous bell schedule, Morgan County School District (MCSD) Student Services has created the following survey. Thank you for your participation.

Old Schedule = 7:50 start, 2:35 end, 5 min passing time, 30 min lunch time, 58 min class time

New Schedule = 8:00 start, 2:20 end, 5 min passing time, 35 min lunch time, 65 min class time

- 1) How do you view the desirability of the start time?
 the new start time is better the start times are equally good the old start time is better
- 2) How do you view the start time in terms of minimizing the number of times you are tardy to class?
 the new start time is better the start times are equally good the old start time is better
- 3) How do you view the start time as impacting your commute to school?
 the new start time is better the start times are equally good the old start time is better
- 4) How do you view the schedule in terms of providing time to work with teachers?
 the new schedule is better the schedules are equally good the old schedule is better
- 5) How do you view the schedule in terms of balancing schoolwork, extracurricular activities, jobs, social time, and family time?
 the new schedule is better the schedules are equally good the old schedule is better
- 6) How do you think the schedule and timing of athletic activities impact student-athletes' grades?
 the new schedule is better the schedules are equally good the old schedule is better
- 7) How do you view the schedule's effect on your ability to complete assignments given during class?
 the new schedule is better the schedules are equally good the old schedule is better
- 8) How do you view the schedule in terms of providing flexible timing to make more beneficial classes available to students?
 the new schedule is better the schedules are equally good the old schedule is better

9) How do you view the schedule in terms of providing opportunities for taking classes off campus?
 the new schedule is better the schedules are equally good the old schedule is better

Please list what you see as positive aspects of the new schedule:

Please list what you see as positive aspects of the old schedule:

Please comment on other concerns about the schedule, if any:

Thank you!

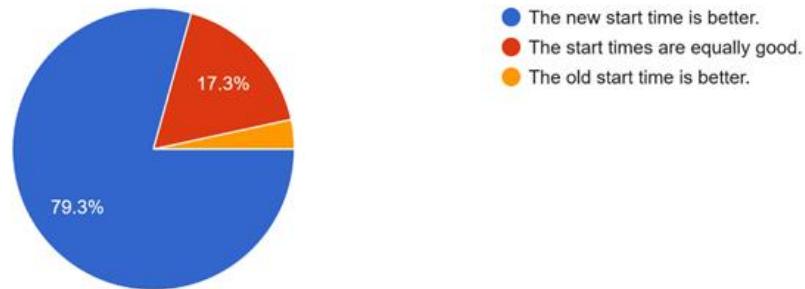
MCSD Student Services

APPENDIX

Student survey results (grade 9)

How do you view the desirability of the start time?

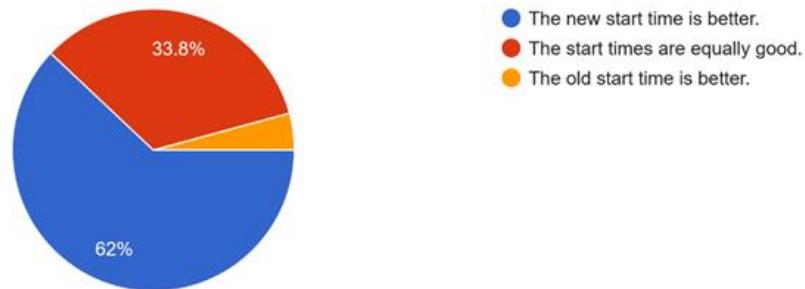
237 responses



- The new start time is better.
- The start times are equally good.
- The old start time is better.

How do you view the start time in terms of minimizing the times you are tardy to class?

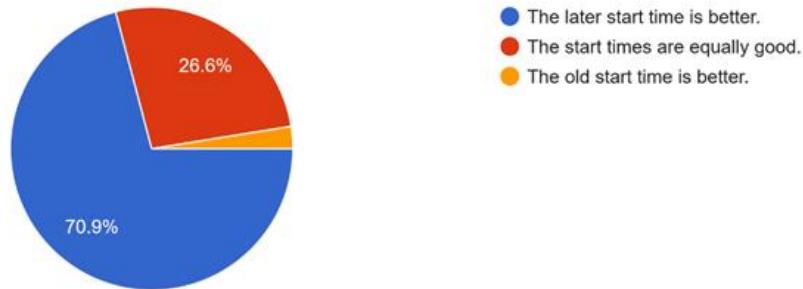
237 responses



- The new start time is better.
- The start times are equally good.
- The old start time is better.

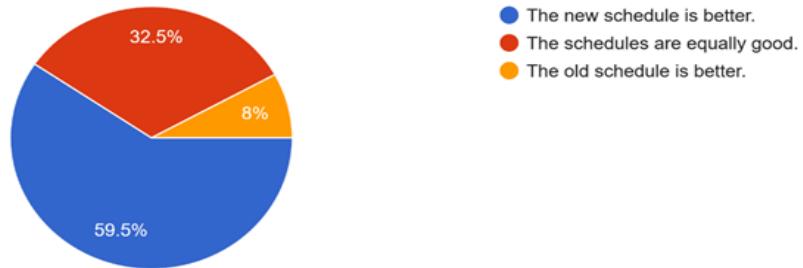
How do you view the start time as impacting your commute to school?

237 responses



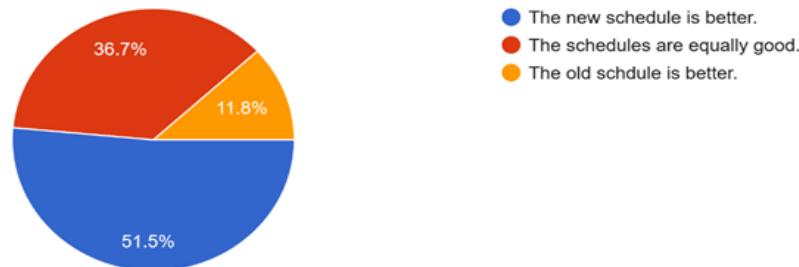
How do you view the schedule in terms of providing time to work with teachers (for extra help on assignments or making up tests and assignments)?

237 responses



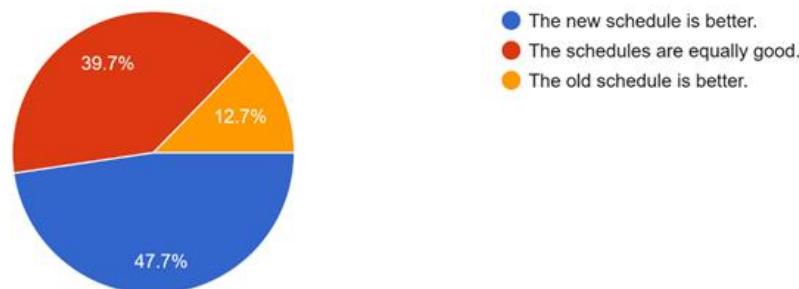
How do you view the schedule in terms of balancing school work, extra curricular activities, jobs, social time, and family time?

237 responses



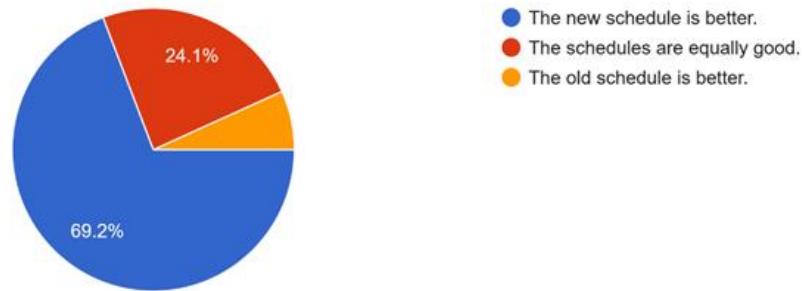
How do you think the schedule and timing of athletic activities impact student-athletes grades?

237 responses



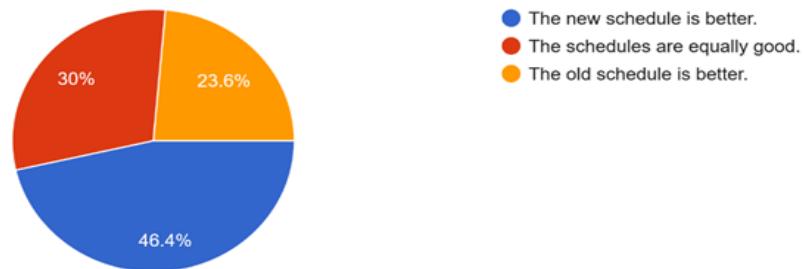
How do you view the schedule's effect on your ability to finish assignments within class time?

237 responses



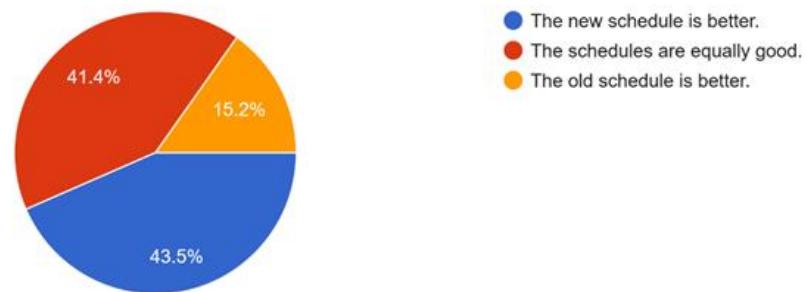
How do you view the schedule in terms of providing flexible timing to make more beneficial classes available to students?

237 responses



How do you view the schedule in terms of providing opportunities for taking classes off campus?

237 responses

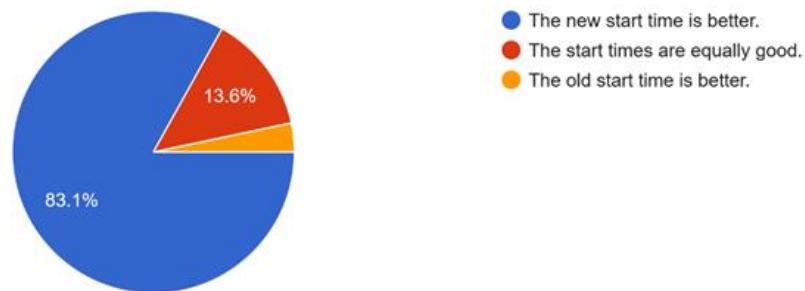


APPENDIX

Student survey results (grades 10-12)

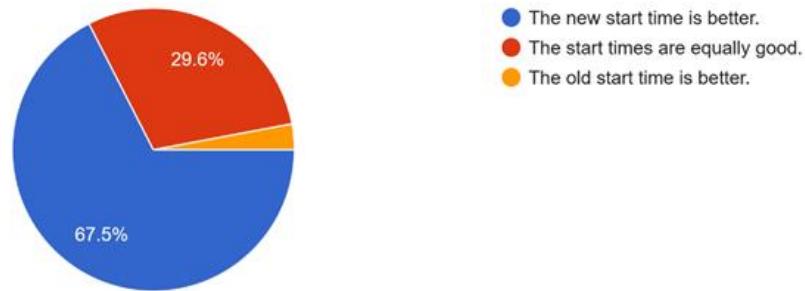
How do you view the desirability of the start time?

544 responses



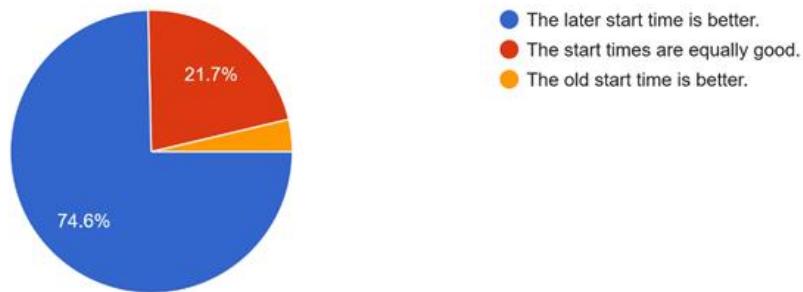
How do you view the start time in terms of minimizing the times you are tardy to class?

544 responses



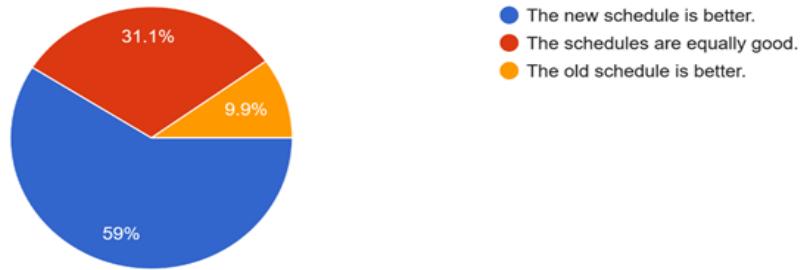
How do you view the start time as impacting your commute to school?

544 responses



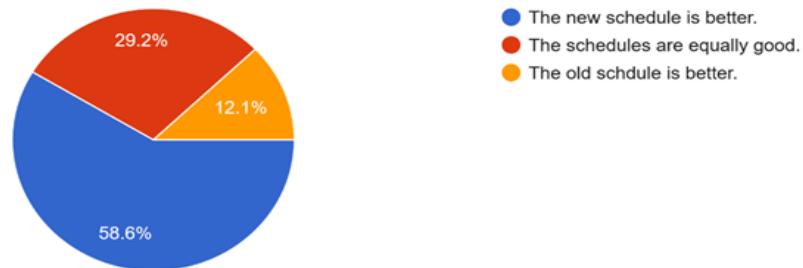
How do you view the schedule in terms of providing time to work with teachers (for extra help on assignments or making up tests and assignments)?

544 responses



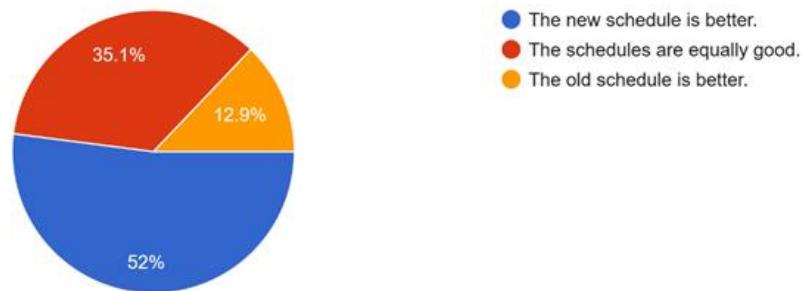
How do you view the schedule in terms of balancing school work, extra curricular activities, jobs, social time, and family time?

544 responses



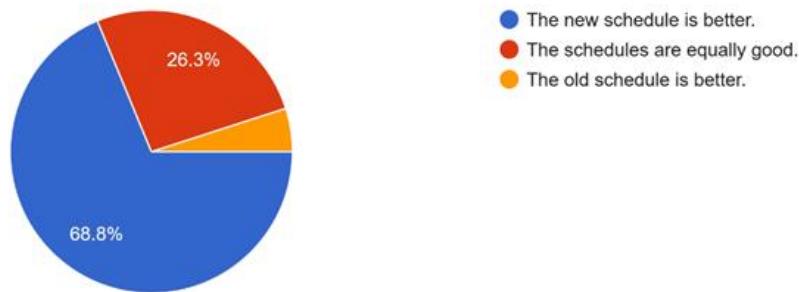
How do you think the schedule and timing of athletic activities impact student-athletes grades?

544 responses



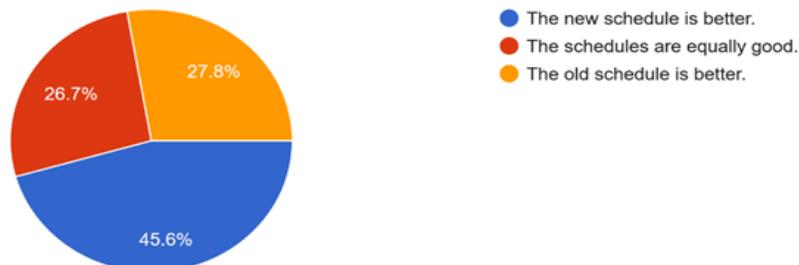
How do you view the schedule's effect on your ability to finish assignments within class time?

544 responses

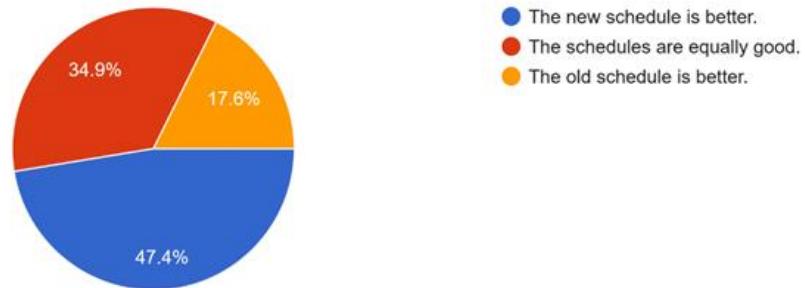


How do you view the schedule in terms of providing flexible timing to make more beneficial classes available to students?

544 responses



How do you view the schedule in terms of providing opportunities for taking classes off campus?
544 responses



APPENDIX

Teacher survey

Bell Schedule Teacher Survey

Instructions: In an effort to ascertain the efficacy of the new bell schedule for Morgan High School, adopted at the beginning of the 2025-2026 school year, relative to the previous bell schedule, Morgan County School District (MCSD) Student Services has created the following survey. Thank you for your participation.

Old Schedule = 7:50 start, 2:35 end, 5 min passing time, 30 min lunch time, 58 min class time

New Schedule = 8:00 start, 2:20 end, 5 min passing time, 35 min lunch time, 65 min class time

- 1) How do you view the desirability of the start time?
 the new start time is better the start times are equally good the old start time is better
- 2) How do you view the start time in terms of minimizing the number of times students are tardy to class?
 the new start time is better the start times are equally good the old start time is better
- 3) How do you view the start time as impacting your commute to school?
 the new start time is better the start times are equally good the old start time is better
- 4) How do you view the schedule in terms of providing time to work with students?
 the new schedule is better the schedules are equally good the old schedule is better
- 5) How do you view the schedule in terms of balancing workload?
 the new schedule is better the schedules are equally good the old schedule is better
- 6) How do you think the schedule and timing of athletic activities impact student-athletes' grades?
 the new schedule is better the schedules are equally good the old schedule is better
- 7) How do you view the schedule's effect on students' ability to complete assignments given during class?
 the new schedule is better the schedules are equally good the old schedule is better
- 8) How do you view the schedule in terms of providing flexible timing to make more beneficial classes available to students?
 the new schedule is better the schedules are equally good the old schedule is better

9) How do you view the schedule in terms of providing opportunities for taking classes off campus?
 the new schedule is better the schedules are equally good the old schedule is better

Please list what you see as positive aspects of the new schedule:

Please list what you see as positive aspects of the old schedule:

Please comment on other concerns about the schedule, if any:

Thank you!

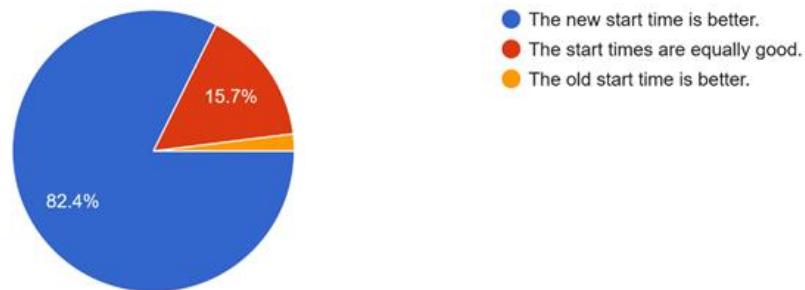
MCSD Student Services

APPENDIX

Teacher survey results

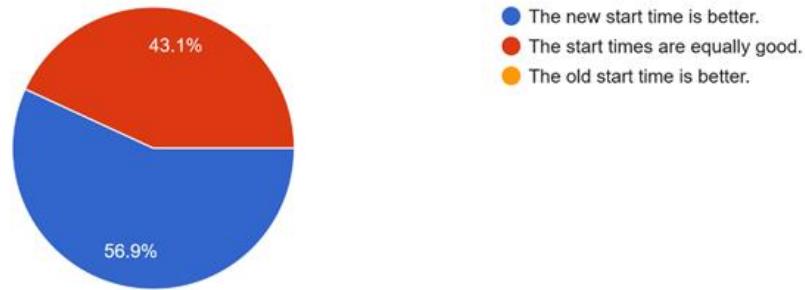
How do you view the desirability of the start time?

51 responses



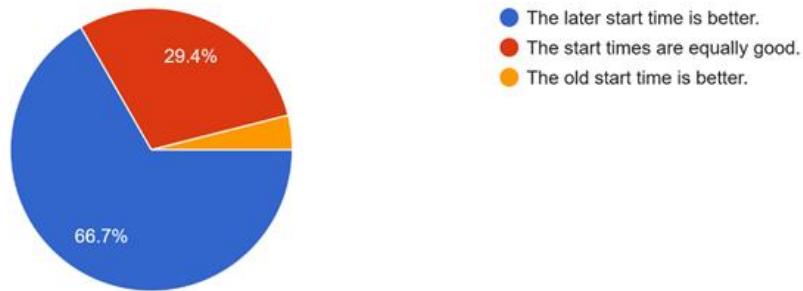
How do you view the start time in terms of minimizing the times students are tardy to class?

51 responses



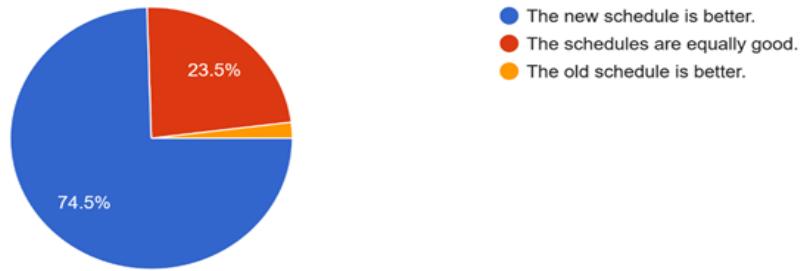
How do you view the start time as impacting your commute to school?

51 responses



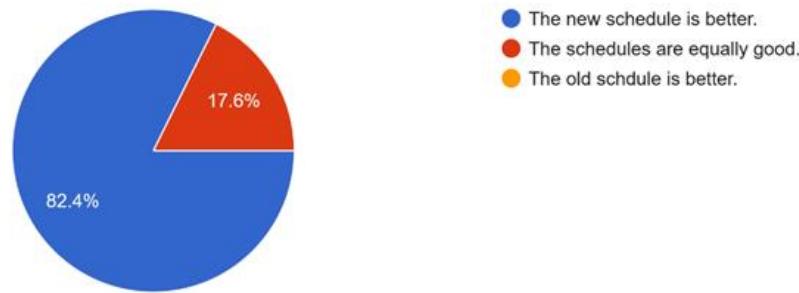
How do you view the schedule in terms of providing time to work with students (for extra help on assignments or making up tests and assignments)?

51 responses



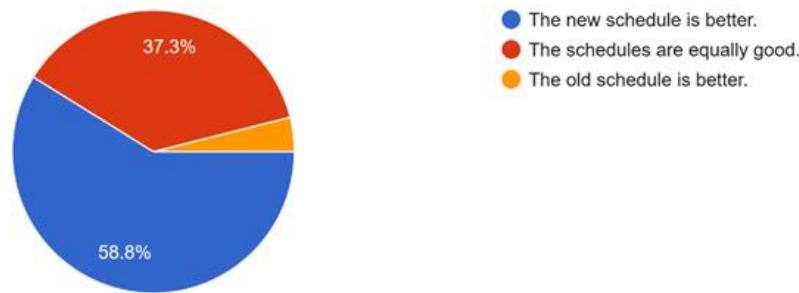
How do you view the schedule in terms of balancing work load?

51 responses



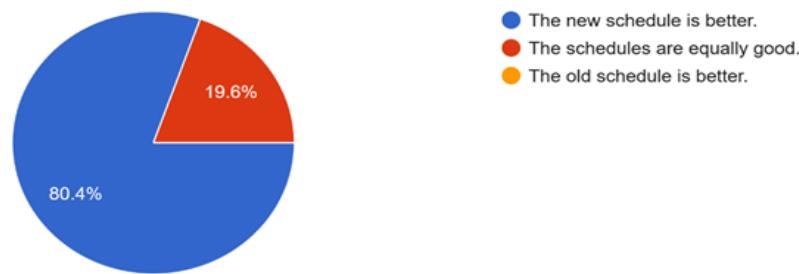
How do you think the schedule and timing of athletic activities impact student-athletes' grades?

51 responses



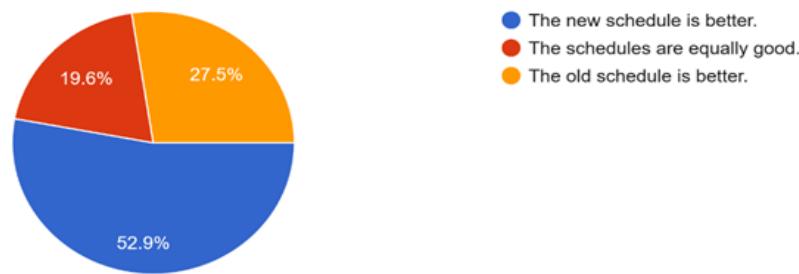
How do you view the schedule's effect on the ability of students to complete assignments during class time?

51 responses



How do you view the schedule in terms of providing flexible timing to make more beneficial classes available to students?

51 responses



How do you view the schedule in terms of providing opportunities for students to take classes off campus?

51 responses

