

Theme	<i>College Preparation and specialized career training</i>	<i>Access to Electives (Course Options)</i>	<i>Student/Teacher Contact Time</i>	<i>Connectivity</i>	<i>Financial Considerations</i>	<i>Teacher Planning</i>	<i>Alternative Education</i>
<b>Considerations</b>	<p>Impact of electives on college and career preparation</p> <p>Different Lengths of Time for Different Learning Purposes</p> <p>The impact of whats required for college preparation on electives</p> <p>How do CTE courses impact those who pursue specialized career training</p>	<p>Cultural Significance in a building</p> <p>Impact of Electives</p> <p>Flexibility/Choice</p> <p>Costs of electives</p> <p>Sharing students and staff needs to be considered when constructing the school day</p> <p>What's working, what's not?</p>	<p>Construction of School Year (Logical Breaks)</p> <p>State Requirements</p> <p>Frequency of Contact Time</p> <p>Amount of Contact Time per class meeting</p> <p>Consistency of Contact Time</p> <p>Different Lengths of Time for Different Learning Purposes</p> <p>Maximize student-teacher contact time</p> <p>What's working, what's not?</p>	<p>Impact of Electives on Connectivity</p> <p>Advisory</p> <p>Tutorials (open computer labs?)</p> <p>Impact of sharing staff/students across schools and relation to connectivity</p> <p>A time for clubs/other groups</p> <p>Amount of teacher time spent with students to promote connectivity</p> <p>Teacher-student ratios that promote connectivity</p> <p>What's working, what's not?</p>	<p>Socio-Economic Considerations</p> <p>Start Up Costs</p> <p>Ongoing Expenses</p> <p>Access to tuition based learning opportunities</p> <p>Hisotical perspective on start up costs (and training/PD)</p> <p>Cost of electives</p> <p>What's working, what's not?</p>	<p>Common planning time amongst disciplines</p> <p>Consistent time for planning</p> <p>What's working, what's not?</p>	<p>Will the schedule serve those students who have struggled in our comprehensive high schools</p> <p>On line learning</p> <p>Summer school</p> <p>Night academy</p> <p>Home Tutoring Programs</p> <p>Transportation (i.e. night academy, equitable access for all, geography)</p> <p>What's working, what's not?</p>
<b>PROPOSED CRITERIA</b>			<p>Schedule allows for student-teacher contact time to occur at a minimum of four times a week, not limited to class time (could include office hours, labs, tutorials, ect)</p> <p>Any schedule proposal would allow for 60 minute classes on Wednesday</p> <p>Any proposed schedule could have different lengths of time for learning purposes</p> <p>Any proposed schedule does not have classes meet for</p>	<p>Proposed schedule would allow for 30 minutes two days a week for connectivity activities (i.e. advisory, tutorial, computer lab, clubs, etc.)</p> <p>Proposed schedule would include a regularly scheduled advisory time</p> <p>Proposed schedule would include a regularly scheduled academic support time with teachers during the school day</p>	<p>proposed schedule must have any paid professional development needed</p> <p>Proposed schedule must have funds that cover any necessary start up costs (materials, personnel) associated with it</p> <p>Proposed schedule will not result in any new cost increases to students and their families</p> <p>Proposed schedule will not force a cost increase to families</p>	<p>Daily teacher planning</p> <p>Equity of planning time across schools</p> <p>Minumum 4 day weekend between formal grading periods</p> <p>Teacher planning time is at least 16% of a teachers schedule (1/6)</p>	<p>Schedule cannot hinder outside the school day credit options that currently exist</p> <p>Schedule cannot hinder alternative learning opportunities</p>

			<p>any less time than our current shortest classes in our schedule now (35 minutes)</p> <p>Proposed schedule should strongly consider learning time vs transition (non learning) time</p> <p>Any proposed schedule allows for adequate transition time</p> <p>Any proposed schedule should not hinder abilities to have pre and post school day courses</p> <p>Any proposed schedule should not hinder the ability to schedule an integrated block</p> <p>Any proposed schedule should not hinder a students ability to meet the demands of rigorous academic course (i.e. IB)</p> <p>Any schedule should allow for expanding access to specifically the IB program</p> <p>Any schedule should preserve reasonable daily caseloads</p>	<p>Proposed schedule would allow for 30 minutes one day a week for connectivity activities (i.e. advisory, tutorial, computer lab, etc.)</p> <p>Proposed schedule would allow for advisory, tutorial, computer labs, clubs for 60 minutes every two weeks.</p>	<p>but will allow for voluntary transfer to a class</p>		
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Themes Table

**OHSE GUIDING BELIEFS**

**ACCESS:** Students must have maximum academic access to courses, faculty, programs, and instruction that best meet the needs of those students. Wherever possible, roadblocks and impediments need to be removed to increase accessibility.

**CONNECTIVITY:** Students must feel connected to their school. Students must have positive relationships with staff and feel strongly connected to at least one adult in the school setting at all times during their 9th- through 12th-grade school years.

**CITIZENSHIP:** Students must have learning opportunities for service allowing students to think beyond themselves while building compassion, understanding, and respect for others.

**RESILIENCY:** Students need to be provided with a safe and structured environment which allows them to move out of their comfort zones, to take informed, reasonable risks. From these opportunities, students may experience success and failure while building resilience and humility.

**EXPRESSION:** Students must have multiple opportunities for self-expression

**CHARTER PARAMETERS**

Team members are asked to consider: a) The provision of time for instruction that is consistent with how high school students learn b) Data regarding student learning for the Issaquah School District c) Educational compatibility across Issaquah, Liberty, Skyline, and TMCHS High Schools d) Allowance for creative and flexible uses of time e) Be cost neutral f) Comply with district policies, as well as state and federal laws