

Theme	Considerations
College Preparation and specialized career training	Impact of electives on college and career preparation Different Lengths of Time for Different Learning Purposes The impact of whats required for college preparation on electives How do CTE courses impact those who pursue specialized career training
Access to Electives (Course Offerings)	Cultural Significance in a building Impact of Electives Flexibility/Choice Costs of electives Sharing students and staff needs to be considered when constructing the school day What's working, what's not?
Student-Teacher Contact Time	Construction of School Year (Logical Breaks) State Requirements Frequency of Contact Time Amount of Contact Time per class meeting Consistency of Contact Time Different Lengths of Time for Different Learning Purposes Maximize student-teacher contact time What's working, what's not? Proposed schedule should strongly consider learning time vs transition (non learning) time Any proposed schedule allows for adequate transition time Any proposed schedule should not hinder abilities to have pre and post school day courses Any proposed schedule should not hinder the ability to schedule an integrated block Any proposed schedule should not hinder a students ability to meet the demands of rigorous academic course (i.e. IB) Any schedule should allow for expanding access to specifically the IB program Any schedule should preserve reasonable daily caseloads Any proposed schedule could have different lengths of time for learning purposes

Connectivity	<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>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>
Financial Considerations	<p>Socio-Economic Considerations</p> <p>Start Up Costs</p> <p>Ongoing Expenses</p> <p>Access to tuition based learning opportunities</p> <p>Historical perspective on start up costs (and training/PD)</p> <p>Cost of electives</p> <p>What's working, what's not?</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 but will allow for voluntary transfer to a class</p>
Teacher Planning	<p>Common planning time amongst disciplines</p> <p>Consistent time for planning</p> <p>What's working, what's not?</p>
Alternative Education	<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> <p>Schedule cannot hinder outside the school day credit options that currently exist</p> <p>Schedule cannot hinder alternative learning opportunities</p>