

7-Block Option

CURRENT SITUATION:

1. 8 blocks, which are alternating
2. Alternating blocks affect consistent instruction and performance
3. Students scheduled all 8 blocks
4. Students need time to access in-school resources such as guidance, computer labs, their own teachers. There is no time for teachers to meet with students during the school day – only before/after school or during activity, which conflicts with extracurricular activities
5. Students always supervised
6. 8 exams/8 teachers/ 8 sets of expectations
7. Lots of electives/options for classes
8. 28 graduation credits are required, which is 6 more than what the state requires
9. Our students are very overscheduled/overextended in their out of school lives, which results in getting homework done to get it done rather than to understand it
10. Students sometimes crash or go flat after the first round of finals
11. Mondays are 1 or 2 hour late starts
12. Uniform approach to scheduling (which may or may not meet the educational needs of all students)
13. No formalized, educational support for “traditional” students – cannot serve ALL students who would benefit from academic support
14. Test Make-up (adequate?)
15. College preparatory school/counseling support
16. Closed campus
17. Dual-credit classes (2) on campus
18. Challenges with transportation/time on campus
19. Time for taking many electives in 4th year of HS
20. Free time is spent in library, cafeteria, band room computer lab, hallways, always with teachers
21. No school provided time to prepare for state testing
22. All homework is done on own time outside of the 8 blocks
23. Some students feel overwhelmed by continuous classes every day, while some students don't want to be unoccupied.
24. Students' can't find enough time to work together on presentations/projects
25. Need to provide accommodations for students with particular needs – injury, illness, mental health, academics

DESIRED POSSIBILITIES FOR THE FUTURE:

1. Students able to get help from subject area teacher
2. Time to participate in Campus Ministry activities, service, prayer time, meet with Fr. Caddy
3. Time to meet with guidance/groups
4. Time for students to meet with students
5. Band/choir drop-ins (flex credit)
6. Flex credit – mini classes, special seminars, online learning – allowing students to meet credit requirements in different ways
7. Open gym
8. Promotion of emotional wellness
9. Time for club extracurricular activities
10. Office help/ambassadors
11. ACT/PSAT/SAT prep programs
12. Self-directed learning/time managements
13. Students have been taught how to use open time and are able to actually utilize it
14. No free block over lunch blocks
15. Students choosing electives out of interest rather than requirement, which changes the class dynamic
16. Support for athletes in academic jeopardy
17. Freshman mentoring
18. Test make up area
19. What open time would allow for the following without students having to miss class:
 - Spiritual – campus ministry/service projects/community service
 - Emotional – counselors available/ support group meetings (grief, blended families, etc.)
 - Intellectual – academic help, remote learning
 - Physical – weight room/open gym/sleep in
 - Social – counselors, clubs, music, art, jobs
 - Environmental – use of space- not everyone can be in the learning commons, use of outside, type of personnel we might hire
 - College prep – meetings with college reps, athletic reps, test prep, academic support

QUESTIONS TO CONSIDER:

1. What should our graduation requirements be; do we need to change them
2. Should we restructure the school day?
3. Should our campus be an open campus? Do students have to be here if they don't have class? Will it be school wide, or limited by grade level?
4. How do we organize a student's day while incorporating other instructional models?
5. What happens to activity block/test make-up?
6. How do we effectively communicate this new model to all stakeholders?
7. How do we "train" our students to take advantage of options available during the free block?
8. Do we consider offering more dual enrollment and AP courses? How are electives impacted by this new idea?
9. What is the impact on teacher schedules and staffing? What will the teacher class load look like? Can teacher supervisions rotate?
10. Do we consider an "advisory-type" model? – i.e. houses or advisory group assigned to a teacher for their career at NDCL. But will all faculty members be motivated to be advisors?
11. How do we assure that online classes or modules are academically rigorous?
12. Can we more closely partner with colleges for CCP opportunities?
13. How do we roll this out systematically?
14. Ongoing evaluation of this new model is critical
15. What does it mean to be a Catholic, college-preparatory school in the 21st century?
16. Who are our top competitors and how does this compare? What might we glean from them, good and bad?
17. How do we find students during "open time"?
18. Will there be so many options it adds to student stress?
19. Who will manage the open time programming?
20. Should we have one focus group meeting with parents and/or students before rolling out the new schedule/final decisions?
21. How will we market the new schedule?
22. How will programming be scheduled, i.e. like club rotations?
23. How do we account for students during emergencies/emergency drills?
24. How will we know this is working – we need evidence that is data driven, rather than anecdotal?
25. Will there still be an activity block?
26. Can we start simple and then add to the programming?
27. How will the day and open time be structured?
28. Do they need to be IN school during the free block?

29. Will this be part of the course selection process?
30. Can parents sign students up for an open time activity?
31. Will we have clubs?
32. What spaces would be available?
33. What would happen to the current tutoring program?
34. Will there be “free” technology?
35. What do we call this “open time”? We need a name that appropriately describes the time.
36. What are the rules for mandatory tutoring and how do they “pass” out of mandatory tutoring?
37. Can a student scheduled with 8 blocks “drop” a class for cause?