ISC HOT BUTTON ISSUES: Tally 10/23/17

"Hot button issues" are issues that could have a major impact on schedule design AND are potentially controversial within ISC and/or the school community. The hot button issues below are listed in priority order, with "1" as the "hottest" issue in terms of its overall importance in the schedule design and how controversial it's likely to be. The second number is the average (mean) ranking of the responses of all ISC members. Hot buttons will be used to focus subcommittee work and prioritize ISC discussions.

Priority #/avg.		Issue	Potential Impacts
#1	3.78	Starting time of 1st class of the day	sleep; commute; traffic; learning; when school ends; equity for families of students whose parents have to work early in the day
#2	4.26	Number of weekly meetings & total weekly minutes per course	homework; teacher-student connections; potential for forgetting; ability for repetition; prep before big exams; assessments
#3	4.42	Number & length of periods (e.g., per day, week, cycle)	educational minutes requirement; degree of equality between classes; extra-curricular activities; teacher planning & preparation; homework load; cheating; student attention span & productivity; ability to do longer projects
#4	4.68	Ending time of last class of the day	Athletics; other extra-curricular activities; work; commute; family dinners; after school meetings; 7th period engagement & learning
#5	5.47	Flex time (e.g., how long, how often, time of day)	conflict of meeting space; scheduling may favor certain classes; no flex time would backfire
#6	5.58	Rotation of course start times (e.g., none/some/all, half or full day)	student learning and engagement (e.g., 1st class of day always has lot of sleepy students; burn out in last period of day, etc.); afternoon rotation impacts students who work; athletes could always miss same class at end of day or have non-academic classes at end of day; rotation reduces monotony; some classes have deadlines at specifics times in day
#7	6.89	Staff collaboration & professional development (e.g., how many, how long, time of day)	teaching quality; productivity; commute time; alignment between classes; how long teachers stay after school; potentially having later start times for students
#8	7.50	Advisory & SEL time (e.g., how long, how often, time of day)	impact on content; more flex/SEL time affects academic time; more face time; could affect time with other teachers; impact of time of day its scheduled
#9	7.63	Innovations (e.g., club or activity period, mandatory free period, intensives, internship period, interdisciplinary block, modular periods, full block, intersession)	Impact depends on which innovation
#10	9.66	InFocus (e.g., how many, how long, time of day)	instructional minutes; behavior issues; expectations; timing challenges with instruction; earlier as a way to get going; way to connect as a community
#11	10.13	Passing periods (e.g., how long)	instructional minutes; student stress; length of day; administration & teacher stress
#12	10.24	Lunch (e.g., how long)	club time; nutrition; adequate time to finish lunch; ability for staff & students to go to Town & Country; ability for relaxed lunch; can be isolating & stressful for students who don't have friends; getting to next class on time; consistent lunch time
#13	10.74	Brunch (e.g., how long, when)	free & reduced lunches; impacts learning if too late; longer brunch can impact classes; brunch is like a longer passing period