



## Northville Public Schools Managing Our Future: K-12 Program Secondary Education: High School

After a three year study block scheduling was instituted at Northville High School in 1997. NHS currently operates with a 4X2 block schedule where students have four 87 minute classes per day over two days. One of those eight classes is a seminar experience. This time is used for conferencing with teachers, academic assistance, and enrichment. At the present time there are approx. 2200 students at Northville High School and approx 126 full-time teachers. This includes general education and special education classroom teachers, counselors, 1/2 time media specialist, and a .2 NCA Chair.

<i><b>Example</b></i>	<i><b>Description</b></i>	<i><b>Implications</b></i>	<i><b>Budget Impact</b></i>
<p><b>Increase class size while maintaining the current “4X2 Block” schedule. In the 4 x 2 block schedule, students have 4 classes on “A” days and three classes and a seminar period on “B” days.</b></p>	<ul style="list-style-type: none"> <li>• Raises class size from 28:1 average ratio to a range of 30-35 per class</li> <li>• Student schedules/choices remain unchanged; students have 14 classes per year + seminar every other day on the block schedule.</li> <li>• Teachers teach 5 out of 7 blocks + 1 seminar period over the course of two days, and could have two 87 minute planning periods in one day, rather than one each day.</li> </ul>	<ul style="list-style-type: none"> <li>• Cost savings due to staff reductions</li> <li>• Option to return to lower class sizes in the future</li> <li>• Maintains student choice and current system</li> <li>• Student schedule remains the same.</li> </ul>	<p>Save ~\$260,000 to \$325,000 due to staff reductions (-4 to -5 teachers)</p>
<p><b>Maintain current “4X2 Block” schedule for students, and reduce teacher planning time to one 87 minute block every other day.</b></p>	<ul style="list-style-type: none"> <li>• Student schedules/choices remain unchanged; students have 14 classes per year + seminar every other day on the block schedule.</li> <li>• Teachers teach 6 out of 7 blocks + 1 seminar period over the course of two days, and would have one 87 minute planning period every other day, rather than one each day.</li> </ul>	<ul style="list-style-type: none"> <li>• Cost savings,</li> <li>• Maintains block schedule</li> <li>• Maintains student course options</li> <li>• Reduces teacher planning time</li> </ul>	<p>Save ~\$1,040,000 to \$1,170,000 due to staff reductions (-16 to -18 teachers)</p>
<p><b>Change schedule to an “ABC Schedule”, with 5 (70 minute) classes per day, with each class meeting two out of every three days.</b></p>	<ul style="list-style-type: none"> <li>• Students have 5 classes per day on A and C days, and 4 classes plus a seminar period on B days, which provides a total of 14 course options + seminar per year (seminar every 3<sup>rd</sup> day)</li> <li>• Teachers have a planning period of approximately 70 minutes every two out of three days.</li> </ul>	<ul style="list-style-type: none"> <li>• Cost savings,</li> <li>• Maintains student course options</li> <li>• Less seminar time (1 sem. every 3 days)</li> <li>• Reduces teacher planning time.</li> </ul>	<p>Save ~\$1,040,000 to \$1,170,000 due to staff reductions (-16 to -18 teachers)</p>

**NOTE:** To the extent that any of these considerations could be implemented only through the collective bargaining process, the School District would, of course, comply with its legal and contractual obligations in this regard.



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<i><b>Example</b></i>	<i><b>Description</b></i>	<i><b>Implications</b></i>	<i><b>Budget Impact</b></i>
<b>Change schedule to a 6 Hour Day with six 55 minute classes each day.</b>	<ul style="list-style-type: none"> <li>• Students have 6 classes each day (total of 12 classes per year) with no seminar; which results in fewer elective course options.</li> <li>• Teachers teach 5 out of 6 classes of 55 minutes each, and have one planning period of approximately 55 minutes per day.</li> </ul>	<ul style="list-style-type: none"> <li>• Cost savings,</li> <li>• No seminar period</li> <li>• Reduces student choice of classes</li> <li>• Reduces teacher planning time.</li> </ul>	Save ~\$975,000 to - \$1,105,500 due to staff reductions (-15 to -17 teachers)
<b>Change to a trimester schedule with 5 (70 minute) blocks per trimester</b>	<ul style="list-style-type: none"> <li>• Students have 5 classes per day, with three trimesters, which provides a total of 15 course options per year without a seminar. Two trimesters = one full credit, which means a full trimester gap in some classes.</li> <li>• Teachers teach 4 out of 5 classes per day, and have one planning period per day of approximately 70 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• Cost savings,</li> <li>• No seminar period</li> <li>• Odd configuring of classes (i.e. skipped trimesters in core classes, speed of Honors classes, etc.)</li> <li>• Reduces teacher planning time</li> </ul>	Save ~\$1,040,000 to \$1,170,000 due to staff reductions (-16 to -18 teachers)
<b>Reduce/eliminate Learning Consultant and/or paraprofessional</b>	<ul style="list-style-type: none"> <li>• Less support for at-risk students/impact on all students.</li> </ul>	<ul style="list-style-type: none"> <li>• Reduces intervention support for at-risk students.</li> <li>• Potential increase in number of identified Spec Ed students.</li> </ul>	Save ~\$32,500 - \$162,500 due to staff reductions (-.5 to -2.5 staff)

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