



The potential benefits and challenges listed below are meant to help families, students, and staff better understand how each schedule model may impact different aspects of school life. This is not a definitive or one-size-fits-all list—every student and staff member is unique, and what works well for one person may not work as well for another. Our goal is to support a thoughtful, informed conversation about which schedule model best fits the needs of each school community.

LEARNING AND TEACHING OPPORTUNITIES

LINEAR		SEMESTER	
POTENTIAL BENEFITS	POTENTIAL CHALLENGES	POTENTIAL BENEFITS	POTENTIAL CHALLENGES
<ul style="list-style-type: none"> • Provides long-term continuity and routines for learning concepts and skills. • More time to digest material. • Makes it easier to catch up on missed material. • Supports deeper learning in courses that benefit from time (e.g., music, languages). • Offers more time for assessment and feedback. • Ensures students with learning services support have a primary block for the full year. • Creates more opportunities for cross-curricular connections. • Enables year-round learning that can be tailored to the season, weather, or events. 	<ul style="list-style-type: none"> • Students remain in the same courses for the full year. • Provides less frequent, non-daily practice. • Managing eight courses at the same time can be more challenging for some students. • Limited advancement within the school year for students interested in accelerated courses. • Requires summer school or online learning to repeat graduation-required courses. • Makes school or program transfers during the year more difficult. 	<ul style="list-style-type: none"> • Fewer number of courses at a time to manage (four per semester). • Supports daily practice and reinforcement of course concepts. • Fewer students make it easier to track progress and attendance. • Allows students to advance in specific discipline areas. • Offers more opportunities for semester-based programs. • Creates greater flexibility in designing alternative student schedules. • Provides the option for flexible graduation timelines. 	<ul style="list-style-type: none"> • More fast-paced than linear. • Possible year-long gap in learning (e.g. math, science). • Less time for feedback and course correction. • May impact learning in courses that benefit from year-round instruction (e.g., languages, music, reading). • Less time to review previous material in class as students have the course daily. • Harder to catch up after absences. • Some programs or students don't have year-long support. • Scheduling consistent prep time for teachers a challenge.

MENTAL AND PHYSICAL WELL-BEING

LINEAR		SEMESTER	
POTENTIAL BENEFITS	POTENTIAL CHALLENGES	POTENTIAL BENEFITS	POTENTIAL CHALLENGES
<ul style="list-style-type: none"> • May provide sustained classroom connections with teachers and peers. • Consistent course load throughout the year. • A day in between classes to digest info and complete assignments. • Guaranteed year-long prep for teachers. • Greater predictability of a year-long support block for students with learning needs. 	<ul style="list-style-type: none"> • More courses to juggle at a time which can be overwhelming. • “Stuck” in a course for a full year instead of end in sight after five months. • Connection building can take longer with more students and classes. • Course pacing may feel slow, which can reduce engagement for some learners. 	<ul style="list-style-type: none"> • More focused study due to four courses at a time can be less overwhelming, especially for students who benefit from added structure or support. • Opportunity to start fresh and reset in February. • Daily connection between students and teachers. • Easier to build short-term goals and feel a sense of progress with term completion every five months. 	<ul style="list-style-type: none"> • Possibility of unbalanced course load per semester. • Quicker coverage of curricula in a shorter time span can lead to students feeling overwhelmed. • It may be difficult to keep up the missed work due to absences. • Class connection limited to half a year.

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