

## Discussion Prompts:

1. How did the staff at Seward High School (AK) define the hybrid high school model?

2. Name vestiges of binary thinking that still exist in your school, e.g., college or non-college, vocational or academic, etc.

3. What does your school do to give every student an opportunity to cultivate interests on both sides of the spectrum?

4. What does the article intend by saying, "Schools must become all things to all students?"

5. How does this article suggest that staff can “break the mold”?

6. What is the value of technology integration? How is it currently used at your school? How might you expand its use at your school?

7. If you commit to breaking the mold at your school, what does that new practice look like in areas such as scheduling, credit accumulation, instructional techniques, etc.?

8. How did Seward High School become a hybrid model? Explain the process and describe both the internal outcomes and external outcomes for the school.

9. Explain the home release policy and the school practices that it promotes for students and teachers.

10. How did Seward H.S. involve parents and community organizations in the hybrid school model?

11. Since student goals and interests are critical data in measuring the success of this program, what provisions have been made at your school to document the goals and aspirations of every student and measure their achievement?

12. How can your process be improved and expanded to reach more students?

13. What three mindset changes brought Seward H.S. closer to meeting the needs of each student?

14. Evaluate the mindsets in your school culture. What mindset changes do you recommend for your school if it is to “break the mold”?