D86 Three-Year Calendar Proposal

And Early Release Schedule for SY 22-23

Board of Education - April 28, 2022

Proposed 3-Year Calendar

We are not proposing any changes to the previously presented 3-year calendar in the areas of:

- Start and end dates for SYs 22-23, 23-24, 24-25
- Breaks / Days Off
- Constructional Schedule

We are proposing changes in the following areas (since BOE presentation on March 24):

- Curriculum night moved to Sept. 15 to remove Homecoming conflicts
- For SY 22-23, state optional fall testing days have been reduced to just the PSAT/NMSQT in order to recapture instructional time during the condensed construction year (MAP remains to continue fall - spring growth measurements)
- April 7, 2023 has been made a student & staff half day (11:30 release) instead of March 24. This contractual half day is compensation for teachers working the evening of March 2 for Parent/Teacher Conferences.
- Structure of Early Release Days SY 22-23 ONLY
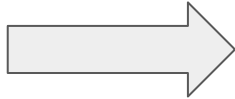
Considerations when designing this proposal:

We need a schedule that:

1. Instructional Continuity → 1. Provides consistent opportunities for teachers to develop and deliver effective lessons

2. Instructional Time → 2. Provides more time for students to engage in academic instruction

3. Collaboration / Professional Development Objectives → 3. Provides sufficient time for teacher teams to work on common curriculum, assessments, and accomplish goals of the D86 Strategic Plan, notably Curriculum Alignment

4. Cost → 4. Takes into consideration the human and financial cost to the district

Context for SY 2022-2023

- Construction Year Schedule
  - Condensed due to 'hard' start and end dates
- Strategic Plan, Goal 1, Curriculum Alignment moves to next phase(s) for each department:
  - Curriculum Development Teams: English, Social Studies, Art and Music, CTE, PHD, World Languages, SPED
  - Curriculum Writing Teams: All
- Proposed Early Release Schedule is a **1-year proposal…because…**
- The Supt. Committee for Secondary Instructional Schedules is hard at work:
  - Discussing start and end times, block vs traditional scheduling, homeroom/advisory, teacher collaboration time, student intervention time, etc…
  - The work of this committee will drive both the instructional AND collaboration schedule moving forward

Data Informing This Recommendation

D86 Professional Development / Collaboration Needs

Early Release - Course Teams

- Course Team Collaboration (often more than 1 team)
- Data Review
- SEL Training
- Common Assessment and/or Instructional Practice Development
- Building Specific Professional Development

Early Release - Strategic Plan

- Curriculum Alignment (priority on District Team work)
- District PD: Culturally Responsive Education, Assessment Literacy, Grading Practices

Curriculum Alignment work not accomplished or not completed in these settings is typically accomplished with:

- Summer Work (budgeted every summer)
- Team Pull Outs

Strategic Plan Work: Goal 1

Innovation and Alignment			Continuous Improvement
Program Team Work - Phase 1	**Development Team Work - Phase 2**	**Writing Team Work - Phase 3**	**Department / Course Team Work**
SWOT Analysis	Unpack, reorder, revise - standards /outcomes /objectives	Develop 'Units' for all new/revised courses	Use assessment data to modify instruction, outcomes, assessments
Draft Program Mission	Articulate horizontal / vertical alignment	Update Common Curriculum Templates	Articulate with MS Sender schools
Write SP Goals	Apply curriculum elements to common templates	Select Instructional Materials / Resources	Articulate with other D86 Programs
Consider and research program innovations	Identify and apply for Dual Credit opportunities	Write / Revise Common Summative Assessments	Collaborate on formative assessments
Create/Revise Program Course Sequence	Internal Program alignment conversations (between programs)	Develop alternative assessment strategies / practices	Collaborate on instructional strategies
Align courses in POS (Continue, Combine, Collapse	Coordinate articulation with MS Senders	Apply Common Grading Practices	Collaborate on intervention strategies
Draft Program KPIs	Identify instructional materials needed		Review, update, report on KPI progress
Draft Implementation Timeline	Discuss Common Grading Practices		
*In Alignment with Equity Mission and Vision			

| Curriculum and Grading Alignment work: All Programs working toward completion in either SY 23-24 or SY 24-25	This is the ongoing, regular work that will continue after alignment work is complete

Curriculum Alignment Work in Progress…

Department	Overall Curriculum Alignment Status	Program of Studies	Fees	Textbooks	Grading Practices	Course Objectives	Unit Alignment	End of Term Assessments
Art	49%	89%	100%	100%	50%	2%	2%	2%
Business	48%	82%	82%	82%	88%	0%	0%	0%
ELL	100%	100%	100%	100%	100%	100%	100%	100%
English	20%	61%	61%	4%	4%	4%	4%	4%
FACS	37%	97%	97%	63%	0%	0%	0%	0%
Math	55%	100%	100%	75%	32%	39%	39%	34%
Music	71%	100%	100%	100%	50%	50%	50%	50%
Physical, Health, Drivers' Education	70%	93%	93%	93%	54%	54%	54%	54%
Science	51%	86%	86%	77%	30%	30%	34%	11%
Social Studies	25%	0%	100%	58%	0%	18%	0%	0%
Special Education	0%	0%	0%	0%	0%	0%	0%	0%
Technology	0%	43%	0%	0%	0%	0%	0%	0%
World Language	54%	98%	94%	91%	50%	16%	19%	14%

Teacher Absences Requiring a Substitute Teacher for 21-22 (*Updated 4/13/22)
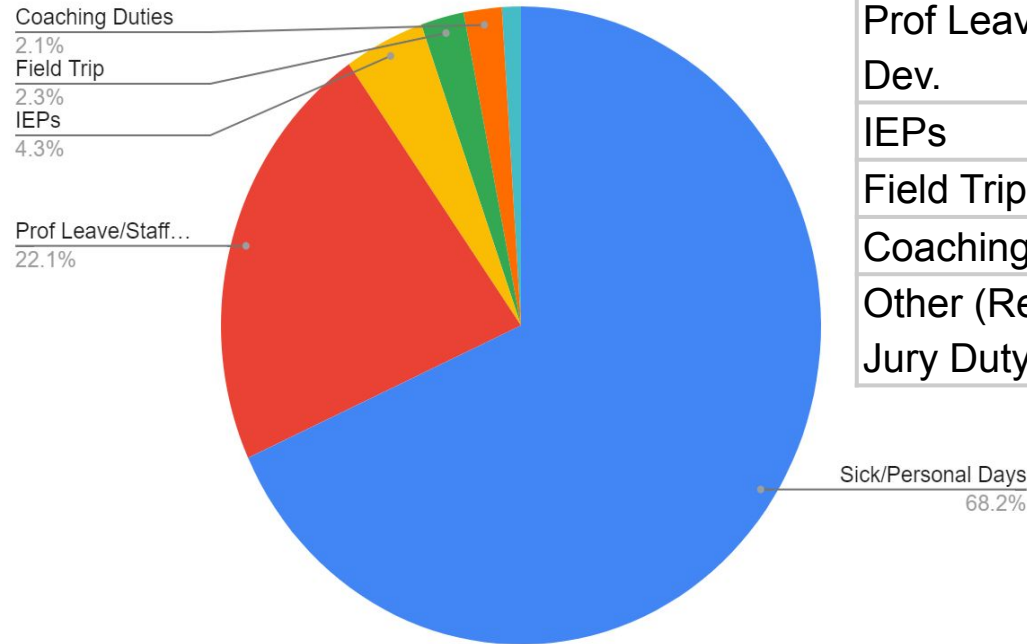
Absence Reason	Total Periods	Periods per Employee*	Days per Employee*
Sick/Personal Days	11,753	36.84	7.37
Prof Leave/Staff Dev.	3,805	11.93	**2.39**
IEPs	747	2.34	0.47
Field Trip	400	1.25	0.25
Coaching Duties	354	1.11	0.22
Other (Religious, Jury Duty, etc.)	176	0.55	0.11

Coaching Duties
2.1%
Field Trip
2.3%
IEPs
4.3%
Prof Leave/Staff...
22.1%
Sick/Personal Days
68.2%

6 YR Trend: Instructional and Collaboration Hours

Instructional Time and Collaboration Time

■ Collaboration Time ■ Instructional Time

| Year	Collaboration Time	Instructional Time
2016-17	18	1024
2017-18	18	1023
2018-19	18	1023
2019-20	28	1005
2021-22	29	995
2022-23 (Same Schedule)	30	998
2022-23 (Proposed w/ER)	23	1003

Begin Strategic Plan: Curriculum Alignment
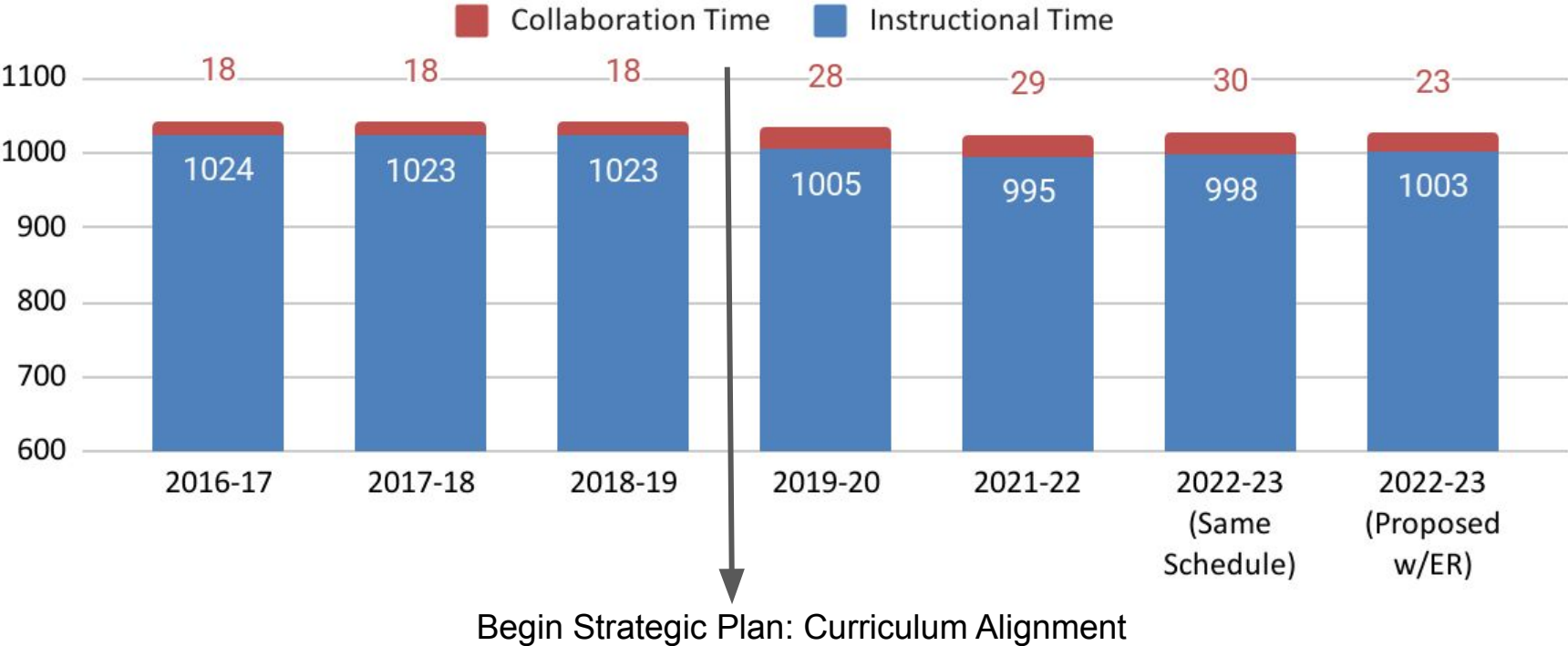
Survey Results: 1440 responded (43% Parents, 41% Students, 16% Staff)

Which of the following options do you prefer for professional development/teacher collaboration days?

1,440 responses
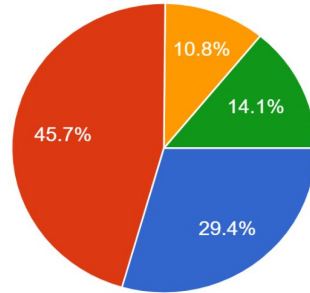
- ● Late start once a week
- ● Early release once a week
- ● Half day release multiple times a year (currently called Flex Learning Days)
- ● A mixture of the above options (please indicate specific preferences in the comments section at the end of the form)

Pie chart labels: 10.8%, 14.1%, 45.7%, 29.4%

	Late start once a week	Early release once a week	Half day release (Flex Days)	Mixture of all options
Students	19%	**57%**	6%	18%
Parents/Guardians	**45%**	26%	15%	14%
Staff	16%	**69%**	11%	5%

Survey Results: Early Release / Late Start Priorities

Instruction / Intervention

1. **Provide sufficient class time for meaningful work (n= 900)**
2. **Maintain or increase instructional time (n=638)***
3. **Create additional academic resource opportunities for students (n=514)**
4. Create additional intervention opportunities for students (n=347)
5. Create additional student services opportunities for students (n=281)

Scheduling / Administrative

1. **Create a consistent weekly schedule (n=871)**
2. **Provide more time for students to sleep (n=703)***
3. **Create a consistent daily start time (n=558)**
4. Provide consistent collaboration time for teams and departments (n=355)
5. Maintain a traditional lunch period (n=252)*
6. Maintain cost neutrality (n=111)

*The results of this survey will also be shared with the D86 Secondary Instructional Schedule Committee

When are students currently eating Lunch?

Grab and Go Options:

- Deli & Chicken Sandwiches, Ham/Cheeseburgers, Fruit, Milk, Juice, Pop, Water, Yogurt, Chips, Cookies, Cereal
- Rotating Options: Pizza, Nachos, etc.
- Cost: Same a traditional lunch (FRL applies)

Note: 40% of current D86 students have lunch after 12:15 this year

Lunch Periods 21-22	South	Central	Total	
4	234	496	730	**19%**
5	175	340	515	**14%**
6	377	639	1016	**27%**
7	223	378	601	**16%**
8	269	619	888	**24%**
	1278	2472	3750	

Dates	Late Start Day - Total	Non Late Start Monday - Total	Week of Tues - Fri - Total
09/13		80	170
09/20	203		163
09/27	165		140
10/04		47	100
10/11		48	81
10/18		47	178
10/25	177		229
11/1	111		170
11/8	86		140
11/15		44	131
11/29	47		161
12/6	86		131
12/13	88		167
12/20		52	37
01/03	138		301
01/10		109	29
01/17	No School		124
01/24		Weather - No Tardies Issued	208
01/31	130		105
02/07	157		205
02/14		53	237
02/21	69		85
02/28		40	116

Deans' Perspective

Consistent start time is important:

- Significant Tardy Issues on Late Start Days
- Bus routes take longer on Late Start Days (in conflict with parent drop off at sender schools)
- Goal 2 Strategic Plan Team and Superintendent's Secondary Instructional Schedule Committee is studying additional benefits (e.g. consistent later start for more sleep)

Peer District Comparisons?

SY 2021-22	New Trier 203	Stevenson 125	Glenbrook 225	D113 Deerfield	D128 Vernon Hills / Libertyville	D204 IPSD: NVHS, MVHS, WVHS	D87 Glenbard West, North, East, South	D86 Proposed SY 22-23
Instructional Days	176	176	176	176	176	176	176	179
Bell Schedule	Block	Traditional	Block	Cycle (6/8 classes per day)	Traditional	Traditional	Traditional	Traditional
Class Length	85 Minutes	47 Minutes	90 Minutes	57 Minutes	45 Minutes	47 Minutes	48 Minutes	50 Minutes
Regular Bell Schedule Days*	160	166	169	139	139	140	146	164
Reduced IM Bell Schedule Days**	16	10	7	37	37	36	42	15
Type of Reduced Day	LS & ER	LS	LS	LS	LS	ER	ER	ER
Instructional Minutes/Hours	57,600 / **960**	57264 / **954**	61260 / **1021**	57,840 / **964**	54,060 / **901**	56,100 / **935**	57840 / **964**	61,075 / **1017*****
Advisory / Homeroom	Yes	No	No	Yes	No	9th only	No	No
Advisory Homeroom Minutes / Hours	4380 / 73	NA	NA	1668 / 28	NA	NA	NA	NA
Start Time	8:20	8:30	8:00	8:10	8:45	7:25	7:35	8:00

*Includes Final Exam Days, Half Days, Testing Days: Reduction of minutes/hours not accounted for here as they vary from District to District
**Days designed for teacher collaboration
***When taking into account our actual local minutes for half days, testing days, etc. <u>D86 would have **1003** Instructional Hours</u>
****Block Schedule adds significant instructional time due to reduction of passing period minutes (NT=+58 hours; GB +35 hours)

Option 1: Continue with same LS/FD Schedule for [SY 22-23](#)

Snapshot below - Full calendar linked above

Highlights:

- 20 Late Start Days (8:50 Start Time)
- 6 Flex Days (11:30 Dismissal)

HHSTA - Collectively Bargained Agreement

Section - 5.1.7

Section - 5.1.8

November, 2022

M	T	W	TH	F	Total
	1	2	3	4	4
7	8	9	10	11	4
14	15	16	17	18	5
21	22	23	24	25	3
28	29	30			3
TOTAL					19

December, 2022

M	T	W	TH	F	Total
			1	2	2
5	6	7	8	9	5
12	13	14	15	16	5
19	20	21	22	23	3
26	27	28	29	30	
TOTAL					15

February, 2023

M	T	W	TH	F	Total
		1	2	3	3
6	7	8	9	10	5
13	14	15	16	17	5
20	21	22	23	24	5
27	28				2
TOTAL					20

March, 2023

M	T	W	TH	F	Total
		1	2	3	2
6	7	8	9	10	5
13	14	15	16	17	5
20	21	22	23	24	5
27	28	29	30	31	
TOTAL					17

Option 1 - Continue with Same LS/Flex Day Schedule

Benefits:

- Use a familiar schedule while the Secondary Instructional Schedule Committee continues its work (BOE update and *potential* recommendation scheduled for June)
- Instructional time increases by 2 hours
- No loss of food service revenue
- Building specific course teams have more frequent opportunities for collaboration meetings (LS days)

Challenges:

- Class minutes remain uneven on 17 LS days (difference of 15 minutes per class)
- Flex Day class periods remain at 25 minutes
- Tardy and bus concerns persist
- Students consistently pulled from class for intervention and academic/student services
- Limited time for District collaboration toward alignment goals - likely requiring more pull out days

Instructional Minutes in D86 with <u>No Change</u> - for Construction Year 22-23

Types of Days	# of classes	Total Min per Day	Total Collab Min	# Days in 21-22 CURRENT	Total Min per year	Collaboration / PD Time	# Days in 22-23 PROPOSED	Total Min per year	Collaboration/PD Time
Regular (w/ Final Exam dates)	7@ 50 min.	350	0	149	52,150	0	149	52,150	0
Late Start (8:50)	5@ 40 min. and 2@ 50 min.	300	50	17	5,100	850	18	5,400	900
Early Dismissal (11:30) Half Day	7 @ 25 min (no Lunch)	175	0	2	350	0	4	700	0
Flex Day 11:30 Dismissal	7@ 25 min (no lunch)	175	150	6	1,050	900	6	1,050	900
Early Release 12:35 Dismissal	7 @ 35 (no lunch)	245	90	0	0	0	0	0	0
Early Dismissal (1:00)	Testing Days	260	0	4	1,040	0	2	520	0
TOTAL DAYS/Instructional/Collab Minutes				178	59,690	1,750	179	59,820	1,800
Total Instructional/Collab Hours					**995**	**29**		**997**	**30**

Option 2: Modified Early Release Proposal - SY 22-23

Highlights:

- Bi-Monthly Early Release days
  - 15 Scheduled Early Release days with 12:35 dismissal
  - Removed all other collaboration days
- On Early Dismissal days, all classes 35 minutes long (no uneven class lengths)

Modifications from initial proposal:

- Removed 15 collaboration days
- Increased remaining collaboration time by 25 minutes/day
- Would still require an HHSTA agreement to alter existing contractual release time

Snapshot below - Full calendar linked above

November, 2022

M	T	W	TH	F	Total
	1	2	3	4	4
7	8	9	10	11	4
14	15	16	17	18	5
21	22	23	24	25	3
28	29	30			3
TOTAL					19

December, 2022

M	T	W	TH	F	Total
			1	2	2
5	6	7	8	9	5
12	13	14	15	16	5
19	20	21	22	23	3
26	27	28	29	30	
TOTAL					15

February, 2023

M	T	W	TH	F	Total
	1	2	3		3
6	7	8	9	10	5
13	14	15	16	17	5
20	21	22	23	24	5
27	28				2
TOTAL					20

March, 2023

M	T	W	TH	F	Total
	1	2	3		2
6	7	8	9	10	5
13	14	15	16	17	5
20	21	22	23	24	5
27	28	29	30	31	
TOTAL					17

Option 2 - Shift to a Modified Early Release Schedule

Benefits for Students:

- Increased instructional time
  - (8 hours for SY 22-23)
- Consistent start time
- Consistent class length
- Increased class length on ER Wednesdays
- Support Services (Academic and SEL) available twice a month without missing class
- Teacher pull out from class reduced

Benefits for Staff:

- One plan for each class
- Sufficient collaboration time for in-building AND cross-district meetings

Challenges:

- Estimated loss of food service revenue: $45,000
  - Worth noting that pausing PSAT fall testing saves D86 approx. $40,000 in assessment fees to the College Board
- Transportation back to campus for afternoon/evening athletics/activities

Instructional Minutes in D86 - Proposed for Construction Year 22-23

Types of Days	# of classes	Total Min per Day	Total Collab Min	# Days in 21-22 CURRENT	Total Min per year	Collaboration / PD Time	# Days in 22-23 PROPOSED	Total Min per year	Collaboration/PD Time
Regular (w/ Final Exam dates)	7@ 50 min.	350	0	149	52,150	0	158	55,300	0
Late Start (8:50)	5@ 40 min. and 2@ 50 min.	300	50	17	5,100	850	0	0	0
Early Dismissal (11:30) Half Day	7 @ 25 min (no Lunch)	175	0	2	350	0	4	700	0
Flex Day 11:30 Dismissal	7@ 25 min (no lunch)	175	150	6	1,050	900	0	0	0
Early Release 12:35 Dismissal	7 @ 35 (no lunch)	245	90	0	0	0	15	3,675	1,350
Early Dismissal (1:00)	Testing Days	260	0	4	1,040	0	2	520	0
TOTAL DAYS/Instructional/Collab Minutes				178	59,690	1,750	**179**	60,195	1,350
Total Instructional/Collab Hours				**995**		**29**		**1,003**	**23**

What are Student Options on an Early Release Day?

- Go home (full bus routes depart approx. 10 minutes after the last bell)

OR - Because students are already at school the following are **opportunities for students**:

- Quiet Study or Homework Space
- Group work for class projects; student leadership planning time
- Test Make Up Center (missed test, extended time, reassessment)
- Meet with Counselor, Social Worker, Group (without being pulled from class)
- Down time before afternoon practice (athletics facilities open and supervised)
- Looking to gather student interest in organizing an intramurals system
- Note: Based on the level of intervention/remediation needed, some students will be expected to stay during this time
  - ❖ Grab and Go food will be available for all students on ER Wednesdays
  - ❖ Second bus route available for students who choose to stay

District 86 Recommendation

Shift to the proposed Modified Early Release Wednesday Schedule for SY 22-23

Major Rationale:

- More instructional time
- More consistent class time (duration and frequency)
- More opportunity for District collaboration (without teacher pull out)
- More identified academic support and resource opportunities