

Innovative School Experience BOE Update: Part 2

February 3, 2025

Outcomes

Review Stakeholder Feedback and Insights

- Present key themes and takeaways from Focus 203 and community engagement efforts regarding innovative school experience and school start and end times.
- Demonstrate how stakeholder feedback informed the decision-making process and shaped the final recommendations.

Present Final Recommendations for Board Approval

- Provide a clear and comprehensive overview of the final proposal from the ISE Design teams and Operational team that includes proposed start and end times, instructional shifts, professional learning outcomes, and measurement of success.
- Outline the anticipated benefits and challenges.



“Schools were built for a time that no longer exists and school leaders must widen their perspectives from the constant and specific demands they’re facing to consider bigger questions - much bigger questions”

-Will Richardson and Homa Tavangar

Students of today will be in the workforce into the 2080s



School Improvement is our North Star

School Improvement is a continuous improvement model to ensure ALL students are learning and growing while providing access to opportunities and supports for every student to achieve at high levels and feel an authentic sense of belonging to the school community.





Strategic Focus 1



STRATEGIC FOCUS 1

Design and implement effective practices that enhance academic, social-emotional, and college, career, and post-secondary readiness for all students



Commitments:

1. Design and embed college and career skill building across all disciplines to enhance academic, SEL, and workplace readiness for all students.
2. Conduct an analysis and update the junior high school exploratory programs and experiences to ensure relevance, rigor, and alignment to current student interests and industry trends.
3. Conduct an analysis of innovative school day models that support effective MTSS and flexible use of time and space that responds to the student of the future.
4. Conduct an analysis of student services support systems to ensure students' exceptional needs are met through an efficient and effective resource model.
5. Conduct an analysis of early childhood experiences, facilities, resources, staffing, and outcomes to make recommendations for future programming.
6. Conduct an analysis of the current alternative education programs and consider recommendations for effective in-district programming.
7. Design and implement relevant, high quality learning models that foster personalized environments to meet diverse students' interests and needs through blended and online learning structures.
8. Conduct an analysis of the current gifted/advanced programming in the district and consider recommendations for future practice.





Community Input



Focus 203 Data*

- Information and invitations were sent via email/text **13** times between November and January to our Naperville 203 community
- **21,285** community members received an email/text communication regarding the event invitations
- **200** total participants attended all 4 in person sessions
- **62** total comments to Thought Exchange combined for both sessions
- **893** stakeholders viewed the session 1 video
- **925** stakeholders viewed the session 2 video

**Data as of 12:00 p.m. on January 29, 2025*



Let's Talk Data*

- **21,285** community members received the January 24th email regarding the changes
 - ◆ The message received **44,712** views
- **10,313** visits to our ISE webpage
- **222** Let's Talk submissions regarding ISE
 - ◆ **Approximately 1%** of message recipients submitted a Let's Talk
 - ◆ 139/222 expressed disagreement (**63%**)
 - 131/139 disagreement comments related to start/end times
 - 86/139 referenced personal schedules as the reason for disagreement

**Data as of 12:00 p.m. on January 29, 2025*



D203 Community Feedback

Feedback Trends - <i>What did we learn?</i>	Actions - <i>What are we doing?</i>
Need for real-world learning: internships, job shadowing, career exploration.	Built schedules with flexible blocks of time to expand career pathways, allowing for internships and work based learning opportunities
Desire for flexible, personalized learning and equitable support for all students.	Implementing “What I Need” time for personalized academic and SEL support; flexible learning structures across all levels.
Ensure support for diverse learners, including those with IEPs, 504s, and EL needs.	Embedding executive functioning, SEL instruction, and targeted interventions within WIN and developed structures where students can access support or extension WITHOUT stealing from instructional time.
Families need clear, accessible communication.	Expedited communication plan and established parent communication committee to review communication and provide feedback
Teachers and students require training on time management and block schedules.	Developed multi-year implementation plan with clear expectations and professional learning opportunities
Concern over late middle school start times affecting student transportation.	Partnering with community organizations to offer before-school care for middle school students.



Staff Voice



Leveled Design Teams

- Teams identified to **come to consensus around recommendations for their level** on behalf of their colleagues
- Members **selected through a collaborative process** between district cabinet members, NUEA executive board, and principals
- Included certified educators, educational support professionals and administrators from **various roles and schools**



Early Childhood Design Team

- Meredith Leonard
- Colleen Morgan
- Amy Cavlovic
- Erin Seyring
- Megan Lara
- Megan Hafer
- Sonia Dayal Boyce
- Jenny Donatelli
- Carrie Smith
- Erin Marker
- Katie Matthews

May 3rd, October 28th, November 13th,
December 2nd, December 16th



Elementary Level Design Team

- Patrick Gallagher
- Damaris Yusuf
- Kristie Carr
- Katie Farrell
- Lisa Dalton
- Michelle Bauer
- Christine Miller
- Deb Whang
- Cheryl Heilicser
- Anna Gamez
- Erica Gallanis
- Tara McFarlin
- Lisa Schusler
- Emily Padilla
- Laura Bass
- Kyle Mitchell
- Victoria Beach
- Emily Fiedler
- Brett Kirk
- Eric Dahn
- David Pittman
- Sara Paris
- Sarah Stock
- Katie Flessner
- Maria Garcia
- Jason Pinelli
- Courtney Hummel
- Gina Baumgartner
- Hugh Boger
- Maribel Guerrero
- Jenny Donatelli
- Katie Matthews
- Chuck Freundt

April 17th, April 25th, May 2nd, September 24th, October 2nd,
November 1st, November 20th, December 11th



Middle School Design Team

- Brooke Knox
- Christine Halblander
- Roselyn Timm
- Leslie Figueroa
- Jennifer Russotiesi
- Kim Fricke
- Sarah Gartland-South
- Cara DiBona
- Lucas Croci
- Steve Brown
- Kate Barr
- Chuck Hoff
- Shannon Harper
- Brian White
- Peter Norris
- Lori Kimberley
- Amy Willer
- Kelley Markwell
- Jon Vogel
- Eric Krzak
- Josh Stumpenhorst
- Kristen Caprarola
- Rob Hunt
- Suzanna Robbins
- Jimmy Boyle
- Tanya Pardungkiattisak
- Nicole Lynch
- Erika McCann
- Kristin Richardson
- Janel Cook
- Mary Pieters
- Julie Scott
- Andrea Szczepanski
- Caitrin Gruchot
- Amanda Connell
- Jennifer Donatelli
- Allison Boutet

April 18th, April 29th, May 8th, September 11th,
November 14th, November 20th,



High School Level Design Team

- Jay Wachtel
- Kira Mocon
- Greg Hodges
- Bob Quinn
- Jon Pereiro
- Melissa Oskroba
- Tim Brown
- Sean Williams
- Ebony Baker
- Katie Genovesi
- Art Albright
- Dan Iverson
- Brian Nierman
- Lauren Jamieson
- Nick Janssen
- Denise Gomez
- Jackie Thornton
- Steve Jeretina
- Carrie McFadden
- Merigan Neben
- Sam Szopinski
- Stephanie Vinton
- Rebecca Mancuso
- Matt Gresk
- Jennifer Jansen
- Jennifer Dotson
- Jessica Freed
- Alyssa Santella
- Gina DeCarlo
- Mike Stock
- Rachel Wick
- Andrea Szczepanski
- Jen Smith
- Heather Schild
- Jeff Sturgeon
- Mark Skarr
- Brady Denio
- Kyle Adams
- Jeff Plackett
- Brett Thompson
- Peter Hostrawser
- Carrie Ray
- Ken Wilson
- Ross Berkley
- Jayne Willard
- Jill Hlavacek
- Megan Plackett
- Mark Cohen

April 24th, April 26th, May 10th, September 10th,
September 30th, November 20th



Gathering All Staff Voice & Input

- **Fall 2023 Staff Morale Survey**
 - Recognition & Value, Ownership & Input, and Time & Resources identified as threats to system morale
- **Innovative School Experience Staff Surveys**
 - Early Childhood launched April 25, 2024
 - Elementary launched March 20, 2024
 - Middle School launched April 18, 2024 & October 3, 2024
 - High School launched April 1, 2024
- **Internal website to share updates on strategic blueprint work created**
- **Listening/Feedback Sessions**
 - Early Childhood - 5/3, 1/8 and 1/9
 - Elementary schools - 1/9, 1/13
 - Middle schools - 10/4, 10/22, 10/23, 10/30, 1/13
 - High School meetings - 9/11, 10/10, 12/4, 12/11, 1/5, 1/29
- **Breakout Focus Groups**
 - MS Performance Music: 12/17
 - Elementary PI: 12/18
 - MS ISE Design Team, Department Chairs, & Admin: 1/13
 - Elementary Band/Orchestra: 1/21



Staff Communications

- **Level Specific Updates**

- EC - 4/25, 5/3, 1/6
- Elem - 4/17, 4/25, 5/2, 10/9, 11/11, 11/21, 12/12, 12/20, 1/7, 1/29
- MS - 4/22, 5/3, 9/13, 10/3, 10/31, 11/21, 1/10
- HS - 4/25, 4/29, 5/13, 9/18, 10/4

- **All staff updates**

- April 1st
- August 14th & September 4th
- December 4th, January 14th, 24th, & 30th
- All Talk203's sent to the community

- **Internal Website launched August 2024**

- **FAQ documents created based upon listening session themes and shared with Elementary and Middle School staff in January 2025**



- **High School staff meetings in December to present the proposed schedule**


- **IPC (Cabinet & NUEA Executive Board) discussed ISE**

- 3/12, 4/4, 10/8, 11/21, 1/8



203 Recent Staff Voice

Trends - <i>What did we learn?</i>	Actions - <i>What are we doing?</i>
Desire to have their voice included and receive transparent, ongoing communication regarding district initiatives and how we were Innovating the School Experience	ISE design teams were established in collaboration with Union leadership, surveys were sent to staff, updates were sent after every meeting, and a website was developed and published to all staff to share updates regarding all district initiatives, particularly ISE.
Some Middle School staff have raised concerns about the late end time and the impact on extracurricular schedules.	The Operations team is working closely with principals and athletic directors to ensure that extracurricular activities continue as they currently do, with potential for more before-school clubs and intramural opportunities. Additionally, communication with our conference schools is happening concurrently to align efforts.
Some elementary staff who were not on the design team have shared concerns regarding the addition of 15 minutes.	The addition of the 15 minutes was recommended by the design team in order to ensure there is time within the school day to incorporate daily morning meetings and a WIN block 4 days a week for student support, intervention, and extension. The team determined that 15 min. was necessary to provide students the instructional minutes needed to maintain the integrity of core instruction offered to students while incorporating the new components.
Some secondary staff have shared the need for additional professional learning and planning time to be prepared to teach in a block model.	Explicit implementation expectations for the first three years and a comprehensive professional learning plan has been developed.
Inconsistent feedback regarding schedules with some frustration shared regarding the bookends (Elementary earlier start and Middle School later end), and Elementary staff raised concerns about daycare for their own families.	Administration is increasing communication regarding the rationale for the staggered schedule recommendation. As the district vetted multiple start time scenarios, 7:45 start was determined to be manageable for staff daycare needs since our high school faculty have been starting school at 7:45 for decades and are able to secure daycare for their children.

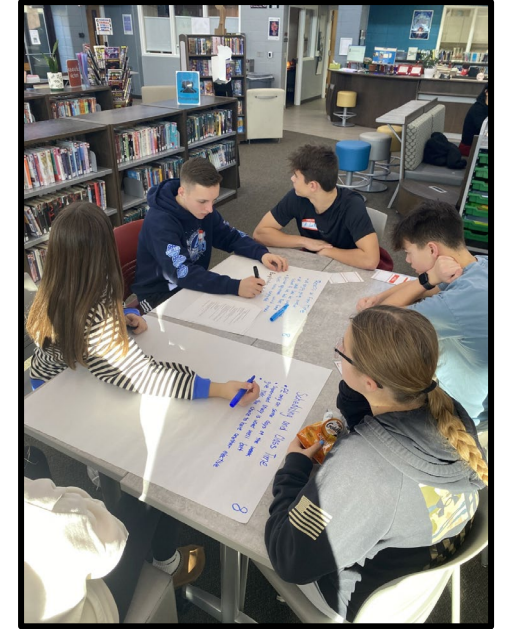
A group of students and adults are sitting in a circle in a library or classroom, engaged in a discussion. The room has bookshelves, a table with tools, and a large window. The text "Student Voice" is overlaid in the center.

Student Voice



Student Surveys & Focus Groups

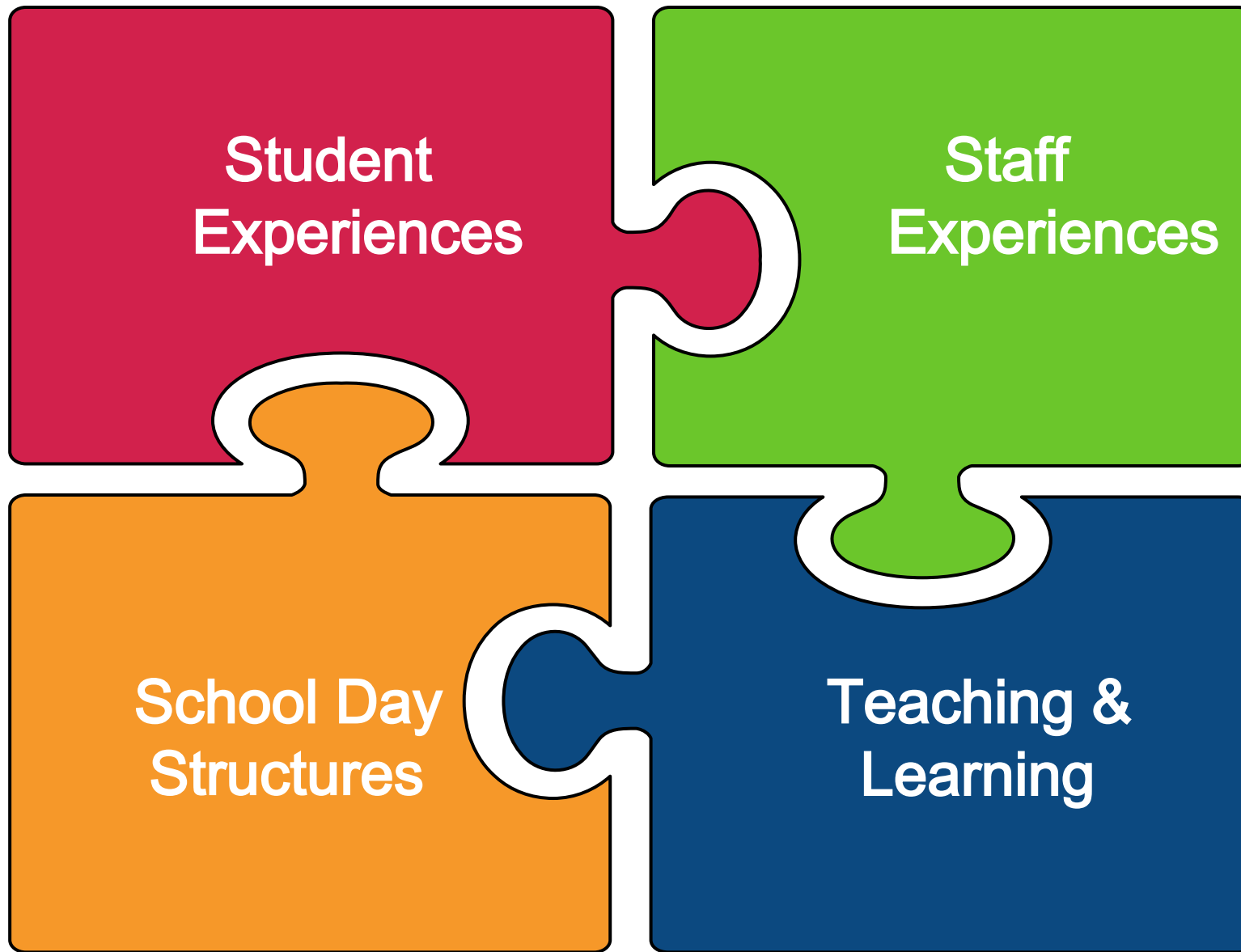
- **Students in grades 6-12 were surveyed about their school experience**
 - 173 high school student responses
 - 2777 middle school student responses
- **Feedback gathered from Middle School Student Leadership Focus Group in December**
- **Feedback gathered from High school Principal Advisory teams throughout the fall**
- **Feedback gathered from Superintendent Student Advisory Committee in September and January**



203 Recent Student Voice

Level	Updated Feedback Trends - <i>What did we learn?</i>
Middle School Student Leadership and SSAC	<ul style="list-style-type: none">• Overwhelming enthusiasm that Band, Chorus, and Orchestra will be offered as options in the exploratory wheel• Excitement that they will have more time for mathematics support and learning• Looking forward to having additional opportunities for exploratory classes• Looking forward to the option to either sleep in or use the morning time before school for homework• Pleased to continue having daily PE and recess, and provided valuable suggestions for enhancing both the structure and activities available during recess.
High School SSAC	<ul style="list-style-type: none">• Expressed relief to see bus issues would be fixed, allowing for better use of time in their days.• Stated that this schedule may better prepare them for college.• Continued to express that passing periods and lunch allow for key socialization with peers• Expressed that students would not want an 85 minute lecture for class structure





Innovative School Experience Work and Final Recommendations





**Engagement:
Attendance &
Tardiness**



**Instructional
Minutes and
Mandates**



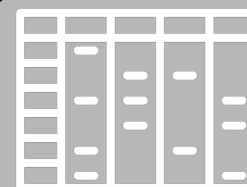
**Professional
Collaboration**



**Individualized
Supports**



**Post-Secondary
Readiness**



Schedule



**Nested Transportation
& School Days**



Committee Process and Problem Solving

ISE Design Team Responsibilities	Operation Team/Administrative Responsibilities
<ul style="list-style-type: none">• Reviewed the current conditions against lived experiences, requirements & unit district constraints• Identified core values and beliefs about the student experiences, structures and future considerations• Developed recommendations based on Strategic Blueprint 1.3 that transform the school experience in a manner that best supports the academic, social-emotional, and behavioral development of our students• Determined & recommended learning conditions that best supports & facilitates our priorities for students & staff with accompanying rationale & examples	<ul style="list-style-type: none">• Identified the impact of unstructured time during early morning bus arrival and afternoon dismissal as a contributing factor to student discipline issues• Collaborated across levels to determine possible solutions to drop off students closer to the start and end times• Considered developmental impact of earlier vs later start times for each level• Collaborated with transportation consultant to optimize level schedule to solve the identified issues• Created multiple start and end schedules• Gathered feedback from the District Leadership Teams for final recommendation





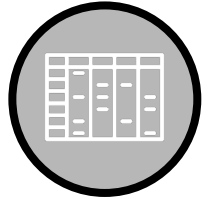
Early Childhood



Early Childhood - Proposal

Revise the early childhood program structure by offering dedicated AM sessions for 3-year-olds and PM sessions for 4-5-year-olds to ensure the following:

- More **tailored instruction to students' developmental stages** by **differentiating the time students attend** by age level.
- **Play-based preparation for kindergarten** for children transitioning from early childhood to kindergarten
- **Increased planning and collaboration** time to innovate and design instruction to meet students' unique needs and align to EC standards



Proposed Early Childhood Plan

Early Childhood Proposed Model					
Model	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-10:15 Morning Session ONLY 3 year olds	Targeted Attendance	All	All	All	Out Fridays for Home Visits, Community Events and Collaboration
10:30-11:25 - Planning & Collaboration					
11:25-12:05 -Staff Lunch					
12:05-2:35 Afternoon Session ONLY 4&5 year olds	Targeted Attendance	All	All	All	All



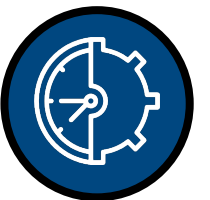
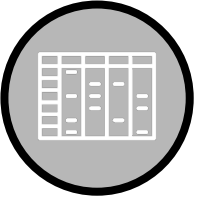
Elementary



Elementary - Proposal

Add 15 minutes to the school day to address the following identified needs:

- Built in time for **individualized interventions and extensions** for students
- Ensure a **daily morning meeting** routine and explicit social and emotional learning
- **Maximize use of instructional time** by accounting for non-instructional tasks (i.e. snacks, transitions)
- Add opportunities for **collaboration** within schools and across the district



Sample Elementary Schedule

SAMPLE Grade 1	Monday	Tuesday	Wednesday	Thursday	Friday
Student Arrival ~ 15 Minutes					
School Day Begins					
15 minutes	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
60 minutes	Math	Math	Math	Math	Math
20 minutes	Recess (15 min.)	Recess (15 min.)	Recess (15 min.)	Recess (15 min.)	Recess (15 min.)
100 minutes	Literacy	Literacy	Literacy	Literacy	Literacy
45 minutes	Lunch-20min. / Recess-20min.	Lunch-20min. / Recess-20min.	Lunch-20min. / Recess-20min.	Lunch-20min. / Recess-20min.	Lunch-20min. / Recess-20min.
30 minutes	SEL	WIN	WIN	WIN	WIN
60 minutes	Literacy	Literacy	Literacy	Literacy (45 min.)	Literacy (45 min.)
30 minutes	Music (25 min.)	Art (50 min.)	LC (50 min.)	Science OR Social Studies (40 min.)	Science OR Social Studies (40 min.)
25 minutes	PE (25 min.)			PE (25 min.)	Music (25 min.)
5 minutes	Closing	Closing	Closing	Closing	Closing
School Day Ends - Student Dismissal 15 Minutes					



Middle School



Middle School - Proposal

Implement a flexible modified block with an anchor day structure designed to do the following:

- **Increase math** instructional minutes
- Incorporated time for **individualized interventions** while maintaining access to exploratory offerings
- **Add a weekly anchor day with advisory** and all classes to strengthen **connection, community, SEL, and Profile of a Learner skills.**
- Allow **opportunities for deeper learning** in math, science, and social studies
- Incorporate **Band, Choir, & Orchestra** as exploratory offerings
- **Ensure flexible time** for hands-on projects, interdisciplinary connections, and collaboration
- Expand innovative **exploratory choices**



Sample MS Student Schedule

Period Length	Monday	Tuesday	Wednesday	Thursday	Friday
SAMPLE Grade Level Schedule	Daily Math & Literacy Block Modified Block (A/B) Science & Social Studies		Anchor Day Advisory & 35 min. periods	Daily Math & Literacy Block Modified Block (A/B) Science & Social Studies	
41 minutes	Math / WIN	Math / WIN	Advisory (30 min.)	Math / WIN	Math / WIN
38 minutes			Math (35 min.)		
38 minutes	Literacy	Literacy	Math / WIN (35 min.)	Literacy	Literacy
38 minutes			Literacy (35 min.)		
38 minutes	Lunch/Recess	Lunch/Recess	Lunch/Recess (35 min.)	Lunch/Recess	Lunch/Recess
38 minutes	Science (A)	Social Studies (B)	Science (35 min.)	Science (A)	Social Studies (B)
38 minutes			Social Studies (35 min.)		
38 minutes	Exploratory 1	Exploratory 1	Exploratory 1 (35 min.)	Exploratory 1	Exploratory 1
38 minutes	PE	PE	PE (35 min.)	PE	PE
38 minutes	Exploratory 2	Exploratory 2	Exploratory 2 (35 min.)	Exploratory 2	Exploratory 2



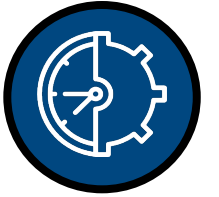
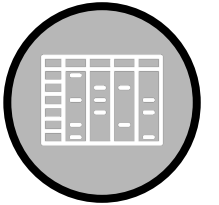
High School



High School - Proposal

Implement a block schedule with an anchor day designed to do the following:

- Allow **opportunities for deeper learning** in **all content areas**
- **Maximize instructional time**
- Built in time for **individualized interventions** for students
- **Decrease unstructured time and increase engagement & attendance**
- Increase **opportunities for teacher collaboration**



Proposed High School Schedule

Block Day A	Block Day B	Anchor Day	Block Day A	Block Day B
8:20 - 9:45 Course 1	8:20 - 9:45 Course 2	8:20-9:06 Course 1	8:20 - 9:45 Course 1	8:20 - 9:45 Course 2
		9:12-9:58 Course 2		
9:51 - 11:16 Course 3	9:51 - 11:16 HR / WIN / SOAR / Tier II A: 9:51-10:31 B: 10:36-11:16	10:04-10:50 Course 3	9:51 - 11:16 Course 3	9:51 - 11:16 HR / WIN / SOAR / Tier II A: 9:51-10:31 B: 10:36-11:16
		10:56-11:42 Course 4 or Lunch		
11:22 - 1:39 Course 5 (w/52 minute lunch)	11:22 - 1:39 Course 4 (w/52 minute lunch)	11:48-12:34 Course 4, 5, or Lunch	11:22 - 1:39 Course 5 (w/52 minute lunch)	11:22 - 1:39 Course 4 (w/52 minute lunch)
		12:40-1:26 Course 5 or Lunch		
		1:32-2:18 Course 6	1:45 - 3:10 Course 7	1:45 - 3:10 Course 6
1:45 - 3:10 Course 7	1:45 - 3:10 Course 6	2:24-3:10 Course 7		

Connections



Connections Innovation



Operational



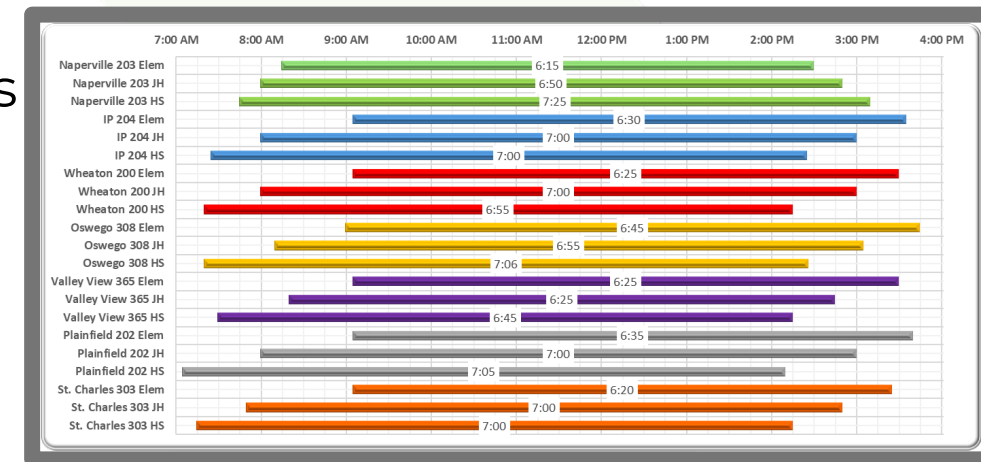
School Day Challenges

Student Sleep & Well-Being – Adolescents experience a natural shift in their circadian rhythms that make it difficult to wake for their current start times.

Operational Efficiency – School schedules overlap too closely, creating logistical and operational inefficiencies for a three tier bus system. On average, bus routes require 35 minutes, while school start times are only 15 minutes apart, leading to scheduling conflicts and delays.

Limited Supervision Capacity – The tight scheduling across school levels makes it difficult to allocate staff effectively for student supervision, particularly at middle and high schools where some students arrive 60 minutes before their day begins.

Transportation Constraints – Lack of infrastructure to continue current nested school day without continuing to negatively impact students



Naperville 203 is the ONLY unit school system in the Chicagoland area who doesn't stagger start/end times.



Considerations Behind Recommendation

- Current route lengths, times & ridership
- Youth & Adolescent sleep cycles
- Strengths and challenges of our current structure
- Data regarding daily sunrise/sunset times
- Bus fleet usage during the school day and for extracurriculars
- Surrounding district bus tier schedules
- Impact of potential changes on stakeholders
- Feasibility of increasing partnerships with transportation partners
- Transportation infrastructure (possibilities of adding to our fleet)
- Recommendations and feedback from the *National Bus Service* consultant



Staggered Student Day

Level	Current Student School Day Hours	Proposed Student School Day Hours
Early Childhood	AM Session - 8:15-10:45 PM Session - 12:05-2:35	3 year olds - 8:15–10:15 AM 4&5 year olds - 12:05–2:35 PM
Elementary	8:15 AM -2:30 PM	7:45 AM–2:15 PM
Middle School	8:00 AM - 2:50 PM	8:50 AM–3:40 PM
High School	7:45 AM -3:10 PM	8:20 AM–3:10 PM
Connections	8:30 AM - 2:30 PM	8:30 AM - 2:30 PM



Staggered Student Day

Buses require at least 35 minutes between most routes

- Adding buses to our fleet is not possible due to infrastructure (land, staffing, financial, and partnership) constraints
- Minimizing the gaps between proposed start/end times would create new and significant supervision issues
- Adolescents have biologically shifted sleep cycles that benefit from later wake times
- If *Elementary were to shift later*, it would be a more significant schedule disruption to families who require the largest amount of childcare, and the later dismissal time would not allow for buses for middle or high school extracurriculars until after 4:30 p.m.
- If *High School were to shift later*, this would limit district participation in conference events and impact student internships and their paid employment.





Proposed Structural Changes

Structures alone aren't innovative, but they allow us to innovate and iterate.

- Shift to a ***staggered school day***
- Add ***15 minutes to the Elementary*** day
- Shift ***MS and HS to later start times*** to address physiological needs of teens
- Shift ***Elementary to start first and MS to start last***
 - Ensure students arrive to school as close to the start as possible
- Shift to have no school day start before 7:30 a.m. or end later than 4:00 p.m
- ***Change schedules*** to
 - Embed individualized support time within the day
 - Extend time for MS mathematics
 - Ensure opportunities for deeper learning
 - Ensure non-instructional time is appropriate to the level
 - Implement extended blocks of time for deeper learning and fewer transitions



Outcomes and Metrics



Educator 3 Year Professional Learning Outcomes

Implementation Year	Outcomes: Area of Focus
2025-2026	<ul style="list-style-type: none">• Understand the Block Schedule Framework• Plan, Design, and Implement Effective Instruction• Promote Student Engagement, Critical Thinking and SEL• Build Meaningful Relationships that Cultivate a Sense of Belonging
2026-2027	<ul style="list-style-type: none">• Differentiate and Individualize Instruction• Enhance Student Ownership and Autonomy• Integrate Executive Functioning Skills and SEL• Assess Impact and Adjust Practices
2027-2028	<ul style="list-style-type: none">• Embed Interdisciplinary and Project-Based Learning• Evaluate and Iterate



Three Year Implementation Metrics

Plan, Design, and Implement Effective Instruction

- **Student Mathematics Outcomes:** Increased mathematics proficiency and growth across all student groups as measured by internal and external district assessments.
- **Professional Learning Engagement:** Teachers participate in professional learning sessions on block scheduling, with exit surveys reflecting an increased understanding of its purpose and benefits.
- **Lesson Design Implementation:** Lesson plans reviewed show evidence of intentional chunked instruction, clear transitions, and varied learning activities.
- **Targeted WIN/SOAR Interventions:** WIN/SOAR schedules and student groupings are data-driven, with students demonstrating measurable improvement in targeted skill areas based on assessment data supporting School Improvement Plan targets.

Promote Student Engagement, Critical Thinking and SEL

- **Student Outcomes:** Less frequent tardies, improved attendance rates, and fewer disciplinary incidents during unstructured time.
- **Active Learning Strategies:** Classrooms incorporate collaborative or inquiry-based learning at least twice per week, as evidenced in walkthroughs and teacher lesson plans.
- **Executive Functioning Skills Instruction:** Students can articulate and demonstrate strategies for time management, task prioritization, and self-monitoring, as measured by student reflections or teacher observations.

Build Meaningful Relationships that Cultivate a Sense of Belonging

- **Collaborative Learning Opportunities:** Observed lessons include structured peer-to-peer interactions, such as group projects, discussions, or team-based problem-solving.
- **Student Perception of Belonging:** Student survey data indicates that students feel connected to peers and valued in the learning environment.
- **Classroom Culture and Inclusivity:** Classroom walkthroughs show evidence of inclusive teaching practices, such as student voice opportunities, culturally responsive instruction, personalized feedback, and strong teacher-to-student relationships.





Anticipated Challenges

- Family adjustment to new schedule
- New schedules for staff
- Adjustment to new instructional practices
- Adapting to change
- Impact on contract negotiations
- Establishing consistency of homework expectations within a block schedule
- Refinement of transportation schedule after implementation when ridership is known
- Review middle school extracurricular transportation and start times once new system is implemented

Anticipated Benefits

All Levels

- Maximized instructional time & increased intervention and extension time
- Enhanced student engagement, deepened relationships & improved sense of belonging
- More efficient bus transportation and routing, improving timeliness and reducing unstructured time for students
- Increased opportunity for staff collaboration aligned to staff surveys
- A structure that supports interdisciplinary opportunities

Early Childhood

- Strengthened relationships and connections with families
- Curriculum tailored to student developmental stages
- Developmentally appropriate focus on kindergarten readiness

Elementary

- Consistent learning experiences across all elementary schools
- Flexibility within the school day to ease time-related stress and accommodate full curriculum
- Eliminated need to utilize core instructional minutes for other needs

Grades 6-12

- Middle School will now get two exploratory offerings per day (including performance music)
- Increased math minutes at the Middle School level
- Shifts in start times for adolescents aligned with research
- Less exclusionary disciplinary events due decrease in unstructured time for 6-12
- Creates a more manageable student workload
- Extended time in fewer classes per day enables teachers to provide more individualized attention and build stronger connections with students.
- High School students maintain instructional minutes and the number of courses



Student and Staff Voice



INNOVATIVE
SCHOOL EXPERIENCE





In a **responsive** educational system that serves **every child** - where students are **explicitly** and **implicitly** asking for something different - our question should not be *should we change* but rather *how can we evolve to ensure change?*



Seeking BOE Approval

Comprehensive Innovative School Experience



- **Recommended Innovative School Experience learning structures:**
 - Early Childhood Plan
 - Elementary Plan
 - Middle School Plan
 - High School Plan

- **Recommended School Start and End Times**

Level	Proposed Student School Day Hours
Early Childhood	3 year olds - 8:15–10:15 AM 4&5 year olds - 12:05–2:35 PM
Elementary	7:45 AM–2:15 PM
Middle School	8:50 AM–3:40 PM
High School	8:20 AM–3:10 PM
Connections	8:30 AM - 2:30 PM

- **Recommend this transition is implemented at the start of the 2025-2026 school year**

Thank You!

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