

Alternative Scheduling Research Project  
Final Report Prepared for the Board of Education at  
Lockport Township High School District 205  
April 21, 2008

TABLE OF CONTENTS

Background/History  
The Challenge  
Methodology  
Research Team  
Viable Alternatives Researched  
Comparison (Pro and Con Analysis) of Alternatives  
Summary  
Recommendations

Background/History

Lockport Township High School District 205 is comprised of 63 square miles located in Will County Illinois in an area experiencing moderate to rapid population growth. Current enrollment is slightly more than 3900 students housed in two buildings and a six-classroom mobile unit with combined capacities of 3700. Student population continues to increase on an annual basis. It is projected that the district's maximum enrollment could peak at 8000 students around the year 2030 (Northeastern Illinois Planning Commission). The district had plans to build a new campus on district-owned property, add an addition to the current east Campus, and vacate the aging Central Campus. The Board of Education requested permission from the voters in the district, via referenda, to proceed with the financing of these plans. Three referendum attempts have failed to pass. The Board of Education empowered an Internal Growth

Committee in school year 2003-2004 to put short-term strategies in place to combat the increasingly overcrowded conditions within the district's current facilities. The Board approved the committee's recommendations and the administration implemented many effective initiatives over the past several years. However, the committee has exhausted their options and delivered their final report to the Board of Education in 2007. Overcrowding has reached a crisis point for the district and student/staff safety issues have emerged as a top priority.

### The Challenge

The district can no longer safely house the total student population using existing facilities and a traditional school schedule. In light of the current and pending overcrowding crisis, the Board of Education set a goal to research and surface recommendations regarding viable alternative schedules that would accommodate the growing student population and provide a safe and orderly environment. Short-term and intermediate plans need to be put in place while the Board continues to seek voter approval to finance additional facilities to adequately house the growing student population.

### Methodology

The research team opted to use the Rational Planning Model as the framework for this project. The model was adapted to address both quantitative and qualitative data gathered for this research endeavor. The model's components:

- Define the problem/challenge
- Discern viable alternatives
- Engage in analyses of pros and cons associated with each alternative
- Compare analyses
- Recommend appropriate solution

## Research Team

Pete Colarelli, Director of Community Relations  
Stefanie Croix, Assistant Business Manager  
Matthew Dusterhoft, Director of Technology  
Brett Gould, Principal  
Kerri Green, Assistant Principal  
Dennis Hicks, Principal  
Julie Hulbert, Director of Special Education  
Randall Konstans, Director of Athletics  
Thomas Kurzawski, Director of Student Activities  
Richard Lesniak, Director of Business Services  
Patrick Olmsted, Assistant Principal  
Frank Popek, Director of Transportation  
Garry Raymond, Superintendent  
William Sanderson, Assistant Principal  
Peter Sullivan, Assistant Superintendent  
William Thompson, Director of Buildings and Grounds  
Todd Wernet, Assistant Superintendent

## Viable Alternatives Researched

Three viable scheduling alternatives surfaced for the purposes of this research project:

- Staggered/Slide
- True Split
- Year Round

Each of these alternatives will be defined and compared in the matrix which follows this report.

## Summary

In addition to the data provided in the matrix, the research team leaders met with staff from both campuses and student government leaders to share findings and seek consensus on the three scheduling alternatives. The team also received input from community residents and parents at the Special Board meeting held on April 7, 2008.

The research team understands that the current housing economy has slowed the growth in the district somewhat. However, the district's student population continues to grow and the slowdown is only temporary. The administrative team was hopeful that the district could operate for one more school-year with the current schedule. However, as presented by the Internal Growth Committee and observations during our recent tornado drill, we have reached a crisis point with overcrowding in our buildings and something needs to be done. The district needs to develop a short and long-term plan to safely house the growing student population in our current facilities.

As a school district, LTHS has operated with the Utilitarian philosophy in mind, wherein we make decisions based on doing the greatest good or doing the least harm. In the past we have focused on the greatest good. Currently, until a referendum is passed and additional facilities can be added to the district, we are being forced to make decisions based on doing the least harm. It is always a concern when a school district is pushed from a proactive stance to a more reactive one. Therefore, there is a need to implement alternative student scheduling options for Lockport Township High School District 205.

The research revealed that, underlying each scheduling alternative, options exist and a need for an implementation timeline emerged. We also discovered that there are legal considerations (e.g. Special Education IEPs) which limit the scope of significant schedule changes for next school year. The scheduling process normally starts in November which places limitations on any options for next

year's schedule. As with any programmatic phase-in, the Board and administrative team would need to annually evaluate the plan.

## Recommendations

Upon analysis of the qualitative and quantitative data, the research team presents the following findings:

- For LTHS the preferred order of schedule alternatives are:
  1. Staggered/Slide
  2. True Split
  3. Year Round
- For LTHS the preferred implementation is a phase-in approach utilizing a timeline based on student population figures
- The timeline would stay in place for a minimum of two years following the passage of a building bond referendum
- The following timeline should be evaluated annually, in October, by the Board and administration

School Year 2008-2009

4000 students

Expanded Early Bird

200+ sophomores to Central until Early Bird students are dismissed

School Year 2009-2010

Staggered/Slide Schedule (Option B)

When Student Enrollment Projected at 4250

Probably Around School Year 2013-2014

True Split Schedule

Potential to Close Central Campus

## STAGGERED SLIDE (OPTION B)

**Seniors**                      Mandatory Early Bird starting at 6:44 a.m. (Housed at East Campus Periods 1 – 6/7). Seniors may opt out of lunch and leave after Period 6 without bus transportation.

**Juniors**                      Mandatory Early Bird starting at 6:44 a.m. (Housed at East Campus Periods 1 – 6/7). Some Juniors may opt out of lunch and leave after Period 6 without bus transportation.

**Sophomores**                8:44 a.m. – 3:44 p.m. Periods 3-9. 200 sophomores would be housed at Central Campus Periods 3-6. Sophomores will be transported back to East between Periods 6 & 7.

**Freshmen**                    8:44 a.m. – 3:44 p.m. Periods 3-10. Housed at Central Campus.

<b>EAST CAMPUS</b>	
<b>PERIOD</b>	<b>TIME</b>
<b>1</b>	6:44 – 7:40
<b>2</b>	7:44 – 8:40
<b>3</b>	8:44 – 9:40
<b>4*</b>	9:44 – 10:40
<b>5*</b>	10:44 – 11:40
<b>6*</b>	11:44 – 12:40
<b>7*</b>	12:44 – 1:40
<b>8</b>	1:44 – 2:40
<b>9</b>	2:44 – 3:44

\* Lunch

<b>CENTRAL CAMPUS</b>	
<b>PERIOD</b>	<b>TIME</b>
<b>3</b>	8:44 – 9:30
<b>4</b>	9:34 – 10:20
<b>5*</b>	10:24 – 11:17
<b>6*</b>	11:21 – 12:14
<b>7*</b>	12:18 – 1:11
<b>8</b>	1:15 – 1:56
<b>9</b>	2:00 – 2:46
<b>10</b>	3:00 – 3:44

\* Lunch

### EAST CAMPUS DAY

- Periods 1 & 2** – Juniors and Seniors
- Periods 3 – 6** – Sophomores, Juniors, and Seniors
- Period 7** – Sophomores, some Juniors and Seniors
- Periods 8 & 9** – Sophomores only