



Frequently Asked Questions – Rotating Drop Schedule

Q: Specifically, what is the schedule transition that we are talking about?

A:

1	8:15	9:04
2	9:07	9:51
3	9:55	10:39
4	10:43	11:27
5	11:31	12:15
6	12:19	1:03
7	1:07	1:51
8	1:54	2:38

Current Schedule

	DAY A	DAY B	DAY C	DAY D
8:05 – 9:01	1	4	3	2
9:04 – 10:00	2	1	4	3
10:03 – 10:59	3	2	1	4
10:59 – 11:19	Community Time*	Community Time*	Community Time*	Community Time*
11:19 – 11:39	Community Time*	Community Time*	Community Time*	Community Time*
11:39 – 11:59	Community Time*	Community Time*	Community Time*	Community Time*
11:59 – 12:55	5	8	7	6
12:58 – 1:54	6	5	8	7
1:57 – 2:53	7	6	5	8

Block Schedule

Q: What are the differences in schedules?

A:

- Current Schedule has 7 Academic Periods (1 Lunch); Block 8 Academic Periods
- Current Schedule meets all 7 academic (+ 1 lunch) classes every day; Block schedule rotates for 6 classes to meet per day
- Current class time = 44 minutes; Block class time = 56 minutes
- Current labs come out of physical education 1 day/week; Block labs meet during lunch once every four days
- Current Schedule has extracurricular/help at the end of day; Block has extracurricular/help in middle of day

Q: What do these differences mean for our students?

A:

- Entire school breaks for common lunch and ensures every student takes lunch. This time is also used for lab extension, extra help, club meetings. Teachers are required to be “on” for 20 minutes.
- Classes rotate. This rotation ensures that classes meet at different times each day, avoiding monotony.
- At most, students need to prepare for 6 classes per day, instead of 7

Q: What does going from 44 minutes to 56 minutes mean for instruction?

A: The additional 12 minutes allows teachers to use strategies to be more student-led and lets students “tinker” with learning that is more in-depth. This is critical. Studies, as well as visits to schools and talking with teachers, have shown that an hour provides optimal instructional time for classes.

Q: How long has Nutley been considering the move to a new schedule?

A: Our administrators and staff began researching and exploring the best schedule to educate our students as part of the five-year strategic plan, which began in 2012. This fall, our staff visited eight high-performing New Jersey districts which have already implemented similar schedules. We took away best practices from our learning to create this schedule.

Q: What are implications on school “climate and culture” with moving to the Rotating Drop Schedule?

A: Schools we have visited have a much different climate and culture with similar schedules. More responsibility is placed on students and students have moved to respect the freedoms they are given and move to take responsibility for their learning. Many high school campuses have a collegiate feel.

Q: How does moving to the Rotating Drop Schedule support the strategic plan of the district?

A: This schedule configures our high school in a much better way to support learning: social, emotional, and academic. It also offers an opportunity to develop competencies and character through study hall (freshman focus), and increased shared responsibility with students. It impacts the curriculum by providing a deeper classroom experience.

Q: What are the implications on security with moving to the Rotating Drop?

A: The high school building becomes more secure with this schedule. During the instructional blocks, the building will be locked, and visitors will only be allowed into the building through a secure entrance. During lunch, the building will be open, which will be a more focused period of time than within our current schedule. There will also be a focused effort with the police and other town services to provide safety. The

Q: Will the common lunch alter the current lunch structure?

A: All students will still be allowed to visit different community vendors for lunch. It will be more like a focused lunch “rush” than a steady stream of students. Students can go out for lunch and then return for academic support and extracurricular activities. The administration and staff will work closely with the Nutley community to provide unique options, such as the use of delivery apps, etc.

Q: How will the common lunch affect students?

A: While students will have the opportunity to go out for lunch, they will be encouraged to return to school for extra help, extracurricular, and informative learning experiences. Students that participate in band, choir, and athletics will have less conflicts after school if these services are moved to the middle of the day. They can use a portion of their hour lunch to leave school and eat and then a portion for academics and extracurriculars.

Q: What is the proposed timeline of events?

A:

- Meeting with current NHS students: January 20
- Meeting with NHS parents: January 24 and 31
- Meeting with current 8th grade parents: January 25
- Meeting with current 8th grade students: January 26
- Pilot Rotating Drop Schedule: March 31, April 3, 4, 5
- Launch September 2017