



Illinois State Board of Education

Defining an Instructional Day

Office of the Chief Education Officer
Illinois State Board of Education

Whole Child • Whole School • Whole Community

Agenda

- I. Welcome and Introductions
- II. Background and Statutory Landscape
- III. Discussion
 - A. What has changed?
 - B. What has not changed?
 - C. What does this mean?
 - D. How do we proceed?
 - E. Moving forward...
- V. Public Participation/Questions and Answers

Background and Statutory Landscape

Public Act 100-0465

Evidence-Based Funding for Student Success Act

Sunset of Section 18-8.05 of the School Code

Public Act 100-0582

Repeal of Section 18-8.05 of the School Code



What has changed?

The sunset and repeal of Section 18-8.05 of the School Code removed:

- The definition of a full day
- The definition of a half day
- Allowances for combinations of in-services and parent teacher conferences to count toward the 176 instructional day calendar



What has not changed?

Districts still must have a calendar with a minimum term of at least 185 days to insure 176 days of actual pupil attendance.

What has not changed?

Regional superintendents may arrange for or conduct district, regional, or county institutes, or equivalent professional educational experiences, not more than 4 days annually.

- Of those 4 days, 2 days may be used as a teacher's and educational support personnel workshop, when approved by the regional superintendent, up to 2 days may be used for conducting parent-teacher conferences, or up to 2 days may be utilized as parental institute days.
- Educational support personnel may be exempt from a workshop if the workshop is not relevant to the work they do. A school district may use one of its 4 institute days on the last day of the school term.



What does this mean?

Districts must prepare a calendar with 176 instructional days

There is no statutory minimum number of hours or minutes that constitutes an instructional day

Attendance can be counted when the student is participating in learning, as defined by the district anywhere and anytime. Students who are engaged in learning for any portion of an instructional day may be counted for purposes of attendance.

How do we proceed?

There is no mandate to alter the five hour instructional day

If school communities are satisfied with current instructional day lengths/provisions, no changes must be made

ISBE recommends that decisions to change the length, scope and format of the instructional day be made in concert with the entire school community

How do we proceed?

Keeping student outcomes as the guiding factor in determining whether or not to pursue changes, ISBE encourages districts to work cooperatively with:

- Teachers and their collective bargaining units
- Support staff and their collective bargaining units
- Parents and families
- Communities
- Students

How do we proceed?

Collective bargaining provisions likely require districts to bargain changes in the instructional day with teachers or their exclusive bargaining representative

Unilateral changes by district administrators or boards of education may run afoul of duties to collective bargain this subject

Districts should consult with their labor attorneys

Unions should consult with their collective bargaining representatives

Moving forward...

The information in this presentation and associated documents are subject to change based on:

- Statutory or regulatory changes
- Recommendations from the Attendance Commission
- Ongoing engagement with schools and school communities

Questions/Comments

For more information, please view the November 9th memorandum at <https://www.isbe.net/Documents/Instructional-Day-Memorandum.pdf>

or

contact us at
instructionalday@isbe.net

