A person's hands are shown writing on a document with a pencil. The background is a blurred image of a person writing. A large teal circle is centered over the image, containing the text "Alternative Elementary Schedule Proposal". Surrounding the teal circle are several smaller circles of various colors (yellow, orange, red, white) containing icons: a puzzle piece, a lightbulb, and a thumbs up.

Alternative Elementary Schedule Proposal

History

- “Why?” - Original 10 Day Schedule
 - Multiple Sections at Grade Levels
- Early Release Days impact
- Calendar Feedback Survey results



Process

- Survey sent out to elementary staff
- 2 years of committee work
 - Large committee and sub committee
- Platform of Google Classroom
- Several face to face meetings
- Collaboration with other districts
- Design of today's proposal





Schedule Priorities

Set from the survey results
and large committee work -
always student focused!

Priorities

- Balancing out MAPLES (art, music, PE)
- No elimination of Recess
- Related services staff/Interventionist considerations for scheduling
- More common planning time
- Family/kid friendly schedule
- Not increasing school day
- Consistency of schedule
- Aligned to district strategic plan -

Bold Steps: Innovation and Equity



Guiding Questions

What is best for kids?

Where do we place ICM collaboration time?

How can we consider specials (art, music, PE) FTE?

How will this impact planning for teachers?

How can we equalize specials time?



Guiding Questions

- Specials FTE opportunity
- Teacher Planning Time - (in 10 day total)
 - 450 min (current) vs. 630 min (proposed)
- Equalizing Specialist Time
- Art, PE and Music will all be 200 min student contact in 2 week period
 - Currently
 - Art - 90 min
 - Music - 135 min
 - PE - 225 min

Elementary Schedule Proposal

[Schedule Proposal](#)



Financial Consideration



Financial Consideration

Currently 2.0 FTE in Art (shared in four buildings)

- Need additional 2.0 FTE in Art


Currently 3.0 FTE in Music (shared among buildings)

- Need additional 1.0 FTE in Music

Academic Return on Investment



- Equity in daily programming for students
- Better balance between core and extension
- Framework to support purposeful planning to support new standards and technology integration expectations (ITL)
- Increased specials time supports more creativity and innovative thinking for students on a regular basis.
- Growth! With a focus on the “whole child” it is expected that academic gains should result for every student



Thank you to the staff
who provided input
and leadership
throughout this
multi-year process!

Large Committee:

Michelle Brown, Julie Kusel, Leslie Ott, Greg Riddell, Rebecca TenHoor

Sub Committee:

Kris England, Jessica Zuniga, Jilayne Siewert, Leah Schroeder, Susie Belzer, Andrea Haffelder, Jade Korth, Becky Johnson, Katherine Wixom, Mandy Tamblyn, Julie Recob, Jennifer Soehner, Cathy Daly and Jeff Jensen

School Board Meeting: Thursday, February 21st





QUESTIONS?

