When a Study is Initiated

Two public forums are required.

- **First Forum**
  - outline purposes of the study and
  - listen to public concerns/suggestions

- **Second Forum**
  - share recommendations of Study Committee
  - provide opportunity for public feedback before Board action is taken

- Recommendations require Board approval.
Study Committee Membership

- Teachers from nearly every grade and every elementary school
- Teachers from every special subject area: art, vocal and instrumental music, physical education, Spanish, library skills
- Teachers in support and specialized roles: reading, magnet, special education
- Administrators
- Parents
Committee Members

Dawn Aldighieri
Stacey Allemon
Donna Bednarczyk
Sara Delgado
Katie Ecclestone
Nancy Eckert
Julie Foust
Gloria Hinz
Glen Hipple
Michelle Hunwick
Suzanne Jabara
Karen LaBarge
Mary MacDonald-Barrett
Stefani Makowski
Elaine Middlekauff
Justa Puerta
Deb Raab
Kathy Satut
Cheri Trefney
Karen Villegas
Lee Warras
Dan White
Committee Members

- **Ex-Officio**
  - Ranae Beyerlein
  - Suzanne Klein
  - Pam Liagre
  - Kathy Sexton
  - Kelly Sexton-Bolen

- **Alternates**
  - Anne Maurer
  - Ana Wydeven
Goals of the Study

- Review the selection of non-core subjects in the elementary program
- Review current scheduling practices to ensure time during the student day is effectively used
- Address several major scheduling issues
Areas of Study

- Recess
- Instrumental music
- Elementary block schedule
- Scheduling of library and Spanish
- General scheduling concerns
Work of the Committee

- Research on best practices
- Survey of parents of elementary school age children
- Survey of elementary staff
- Survey of most districts in the tri-county area to assess scheduling practices
- Public Forums
Recess

- **Current status**
  - 20 minutes daily
  - All grades
  - Schedule determined at building level

- **Recommendation**
  - Maintain current practice
Instrumental Music

- Current Practice
  - Optional pull-out program in grade 5
  - 3 instrumental music teachers provide instruction at same time in different rooms
  - Separate brass, strings, woodwinds instruction
  - Twice a week schedule
  - 45-minute periods
Instrumental Music

Recommendations:

• Maintain grade 5 program in current form
• Continue efforts to balance requirements of instrumental music with the instructional needs of classroom teachers and students

Note:

• Consistent with recommendations of professional organizations for time allotment and continuity
Block Scheduling

- **Current Status**
  - 4 day rotation of special subjects
  - Art, General Music, P.E. in all grades
  - Library in grades K-3
  - Spanish and library alternate in grades 4-5

- **Recommendation**
  - Maintain current status of block schedule except for Spanish and library in upper grades
Spanish, grades 4-5

Current Practice

- Spanish classes every fourth day for four weeks followed by a four-week period when Spanish is not taught.
- Teachers attempt to provide continuity of learning through independent projects and homework assignments
- Outcome: while students benefit from the introduction of a foreign language, learning is severely compromised by lack of continuity in the delivery system
Spanish

- **Recommendations**
  - Schedule Spanish within rotation in grades 3-5
  - **Benefits**
    - Spanish instruction begins at younger age
    - Improved frequency of instruction
      - Every fourth day
      - 45 minutes per period
      - Instruction throughout entire school year
    - Schedule is consistent with recommendations of professional organizations
    - Consistent with direction of State to require 2016 graduates to have demonstrated a specific level of mastery in a world language
Library Skills Instruction
grades 4-5

- **Current Practice**
  - Library classes are conducted every fourth day for four weeks followed by a four-week period when the library media specialist is not available.

- **Effects of Current Practice**
  - Library media specialists are unavailable to teachers in grades 4-5 for weeks on end, making it very difficult to plan research units together.
  - Even when they are present there is no time in the schedule for collaboration with classroom teachers.
  - No time in the schedule for library management.
  - What is taught by the library media specialist is seldom integrated with the curriculum taught by the classroom teacher.
  - Fragmented schedules result in 3-4 library media specialists assigned to a building, severely compromising continuity of skill development.
  - Inordinate amount of time spent traveling building to building by library staff is inefficient and expensive.
Library Skills, grades 3-5

- **Recommendation:**
  - Schedule the library media specialist outside of the block schedule rotation in grades 3-5

- **Benefits**
  - Library media specialist available throughout school year for all grades
  - Classroom teacher and library media specialist have opportunity to collaborate to develop research units that integrate research skills and acquisition of course content
  - More time for library management duties
  - In most instances only one library media specialist is assigned to a specific building, providing greater consistency in grade-to-grade skill development
Library Skills, grades 3-5

- **Benefits**
  - Curriculum that library specialists are trained to teach—internet research, evaluation of information sources, internet safety, etc. is integrated into the classroom program.
  - Library media specialists support efforts of classroom teachers to effectively use technology resources.
  - Significantly less travel time reduces costs.
  - Consistent with recommendations of American Library Association.
Cost for Program Improvement

- Addition of .7 FTE library media specialist
- Addition of 1.5 Spanish teachers
- Total = 2.2 FTE teaching staff
Summary of Recommendations

- Continues program elements that are working
  - Art, all grades
  - General music, all grades
  - P.E., all grades
  - Library, grades K-2
  - Instrumental music, grade 5
- Provides a greatly improved foreign language program in grades 3-5
- Provides a greatly improved library skills program in grades 3-5
- Greatly improved scheduling of traveling staff
  - reduced costs
  - enhanced program effectiveness