

2023-2024 Elementary Content Minutes Schedule Guide

Guide for recommended minutes within each subject area (June 7, 2023)

Subject	Recommended Minutes	Comments
Morning Meeting Required SEL time	75 min. weekly 15 min. am	Need more SEL time, integrate within other content, maybe block with other content, or Wednesday options
End of Day Wrap-up	25 min. weekly 5 min. pm	
SEL	30 min weekly	Lesson explicitly taught
LA Block 5 days a week -Tier 1 reading -Tier 2 reading -Writing/language	450-600 min wkly Tier 1 & 2 Block 5 x wk K-2: 600 min wkly T 1&2 (120 min. X 5) Gr 3: 525 min wkly T 1&2 (1hr 45min x 5) Gr 4-5: 450 min wkly T 1&2 (90min x 5)	Block time includes whole group and small group time. The amount of whole and small group time may vary across the week. K-2: 600 min weekly 3: 525 min weekly 4-5: 450 min weekly *Writing is integrated in ELA block and does not need any additional time. We will need to look at advanced foundational skills for grades 4-5.
Math Block 5 days a week	375 min wkly 60 min. 5 x wk 15 min. Number Talk x 5	375 min wkly
SSHA Block (4-5 days wkly) <ul style="list-style-type: none"> Science (35%) * ___ kits per term Social Studies (35%) Health (20%) Library/Art/Computer-tech / (10%) 	K-2nd: 225 min wkly block time 45 min x 5 or 56 min x 4 3-5th: 300 min wkly block time 60 min x 5 or 75 min x 4	*Block includes Science, Soc. Studies, Health, library, computer in alternating chunks to allow flexibility -Sample schedule has 4 days of 60 min daily= 240 min.weekly with options to flex some times on Wednesdays. For Health- *4 Health lessons per month - OR - four lessons taught four days in a row within a month. Those are the options.
Required Movement Break	5 min/day	BEPA Materials - to be provided for the 23/24 SY
PE/Music (Prep) Guidance	150 min wkly 30 min 4x week (5?)	270 min. Wkly block 4 x wkly, PE/Music may vary according to number of classrooms per grade. Provide a list of ideas for this time (games, language, Title, Sped, background building, SEL, etc.) *SEL may be part of the 5th day option
Core Extension <i>Perfect time for intervention groups</i>	120 min. wkly 30 min. 4 x wk (5th day optional or SEL)	
Lunch and Recess	290 min. wkly 60 min. Daily (M, Tu, Th, F) 50 min. W	How many grade levels can eat at one time? How many grades can be at recess at once? Staff coverage?
Total Minutes Available-	1825 min wkly 4-5 1875 min wkly K-3	

4 days @ 6.5 hrs and 1 day @ 5.25 hrs = 31.25 hrs weekly or 1875 min weekly

Checklist for Building an Elementary Master Schedule for Student Contact Time

Frame your master schedule work through this lens:

Define District Priorities:

Understand the district's focus on equitable access and advancement for all students, especially historically underserved populations. Recognize the impact of the master schedule on the successful implementation of initiatives.

Considerations for Building the Schedule:

Prioritize building a sense of community and fostering relationships among students and staff. Design the schedule to promote collaboration, teaming, and co-teaching among educators, and account for staff members who serve across multiple grade levels and/or multiple sites.

Determine capacity and coverage for lunch and recess periods.

Minimize transitions to optimize instructional time.

Use this checklist when you are building the master schedule:

1. Ensure the schedule allows for Intervention Prerequisites:

- ☐ Allocate sufficient time in the schedule for Tier 2 and 3 intervention activities during the day.
- ☐ Ensure that intervention time and space is set aside for ELA, Math and Behavior within the course of a week. ***Communicate this information with your SPED team before they start to design SPED schedules.

2. Critical Information:

- ☐ Explore block scheduling and integrated subjects to provide flexibility and coverage across the week.
- ☐ Stagger start and end times for classified staff to meet early morning and late afternoon needs.
- ☐ Plan for a designated time for weekly progress monitoring, such as "Measurement Wednesday". (Coordinate this with your MTSS Instructional Coach).
- ☐ Connect core Extension Time to core ELA or Math content to extend, deepen, or reteach content based on student needs.
- ☐ Look for opportunities to schedule planning time that allows for collaboration among educators.
- ☐ Coordinate PE and Music schedules during breaks to ensure fair collaboration opportunities across classrooms. (Often needed when there are three classrooms per grade level.)

3. Use the Minutes Guide:

- ☐ Adapt the suggested minutes to align with your building's data and meet students' specific needs.
- ☐ Adjust time allocation for core subjects scheduled later in the afternoon, considering early release days.
- ☐ Take into account factors such as lunch/recess capacity, supervision needs, class size combinations, and staggered core extension time.
- ☐ Distribute movement breaks throughout the day by splitting PE, BEPA activities, and recess periods.

4. Gather Information:

- ☐ Have grade levels create a "Wishlist" of schedule requests and prioritize the top three.
- ☐ Determine the hours and availability of Education Assistants (EAs) for building support during recess and lunch.
- ☐ Establish the maximum number of classrooms/grade levels in the lunchroom or on the playground at one time and the minimum number of required supervisors.
- ☐ Identify the hours, grades, and content served by Title 1 if applicable.
- ☐ Consider the unique needs of PE and Music classes, grouping them by grade level or dividing them based on equipment requirements.
- ☐ Refer to provided sample schedules based on your building's size and requirements.

5. Start Building the Schedule:

- ☐ Gather scheduling materials like paper, post-its, pencils, and erasers.
- ☐ Begin with services that span multiple grade levels (intervention, music, PE, etc.).
- ☐ Address lunch and recess periods, considering capacity and staffing requirements.
- ☐ Examine block chunks and accommodate grade level wish lists.
- ☐ Stagger ELA and Math to be at different times for different grade levels
- ☐ Determine morning recess times (while trying to protect instructional blocks).
- ☐ Assign the most suitable column (K-5) for each grade level, adjusting as needed.
- ☐ Allocate case management and prep time for interventionists.
- ☐ Seek opportunities for collaboration and co-teaching within the schedule.

Remember to involve key stakeholders, such as administrators, teachers, and support staff, throughout the scheduling process to ensure their input and buy-in.

Next Steps!

Building Your Schedule for Special Education Services

1. Gather SDI minutes for SPED caseload (Synergy report IEP-DIS-01) grouped by grade level. Assign/schedule staff to SDI instructional times.
2. Balance and distribute breaks, lunch, and prep times so that there is always some SPED staff available for on-call support.
3. On the SPED schedule, show what is SDI time and what is gen ed "support" time for students.
4. Schedule SPED classroom staffing to address students who are in gen ed less than 80%. Need to have an EA or SPED teacher in the SPED classroom for students.
5. Schedule inclusion support for students, with priority to students with adult support as an IEP accommodation. Flexibility: Staff go between multiple classrooms, and students.
6. Create Plan B schedules for days when staff are absent without subs available or subs have little to no experience. Focus on delivering SDI.
7. Schedule should define what the support role is in each location. Explicitly, which students are receiving support/SDI and what supports/SDI need to be delivered.

Remember to involve and communicate with key stakeholders, such as administrators, teachers, and support staff, throughout the scheduling process to ensure their input and buy-in.