

Scheduling Guiding Coalition Decisions

Spring 2025



Planning for Identified Opportunities

2025-26

5. Align the bell schedules of both schools to enable more student-centered schedules.
2. Prioritize embedding content-specific collaboration time within the school day at both schools to ensure teachers have ample time to collaborate on and prepare rigorous tier 1 instruction.

2026-27

1. Align academic intervention programming at both schools with best practices.
3. Manage low-enrollment and single section classes at the high school differently to more cost-effectively provide variety to students.

2025-26

5. Align the bell schedules of both schools to enable more student-centered schedules.

1	7:35-8:20 (45)		
2	8:23-9:08 (45)		
3	9:11-9:57 (46) *Announcements		
4	10:00-10:45 (45)		
	1st Lunch - L 10:48-11:18 (30) 5B 11:21-12:06 (45) 6B 12:09-12:54 (45)	2nd Lunch - 5A 10:48-11:33 L 11:36-12:06 6B 12:09-12:54	3rd Lunch - 5A 10:48-11:33 6A 11:36-12:21 L 12:24-12:54
7	12:57-1:42 (45)		
8	1:45-2:30 (45)		

Proposed Base Schedule: 8 period + 30-min. lunch

45-minute classes - 135 hr/class/yr

3-minute passing time

Staggered lunch

- $\frac{2}{3}$ period 5A (matches with 6A & 6B)
- $\frac{1}{3}$ period 5B (matches with 6B)
- $\frac{1}{3}$ period 6A (matches with 5A)
- $\frac{2}{3}$ period 6B (matches with 5A & 5B)

THURSDAY CREW/ADVISORY SCHEDULE			
1	7:35-8:16 (41)		
2	8:19-9:00 (41)		
C/A	9:03-9:33 (30) * Announcements		
3	9:36-10:17 (41)		
4	10:20-11:01 (41)		
	1st Lunch - L 11:04-11:34 (30) 5B 11:37-12:18 (41) 6B 12:21-1:02 (41)	2nd Lunch - 5A 11:04-11:45 L 11:48-12:28 6B 12:31-1:02	3rd Lunch - 5A 11:04-11:45 6A 11:48-12:29 L 12:32-1:02
7	1:05-1:46 (41)		
8	1:49-2:30 (41)		

Extended Block

- Reviewed extended block options
 - (1) 93-minute double block per week + 3 normal classes
 - (2) 93-minute double blocks per week + 1 normal class
 - Drop 2 (3) 61-minute blocks per week + 1 normal class
 - Drop 3 (3) 73-minute blocks per week + 1 extended advisory
- Reviewed data collected on need for double blocks per curriculum
 - GMMS - no need identified, no preference for
 - GMHS - varies in degrees of need and preference with Science/Practical Arts needing extended blocks of 75+ minutes

Compromise for 2025-26: Single Set of Double Period Blocks at GMHS 7x/semester

Monday	Tuesday	Wednesday	Thursday	Friday
8 period + 30-min. lunch 45-min. classes	1 (93)	2 (93)	8 period + 30-min. lunch + 30-min. C/A 41-min. classes	8 period + 30-min. lunch 45-min. classes
	3	4		
	Lunch (30)	Lunch (30)		
	5	6		
	7	8		

2025-26

2. Prioritize embedding content-specific collaboration time within the school day at both schools to ensure teachers have ample time to collaborate on and prepare rigorous tier 1 instruction.

What we know:

- Contract: teach 5, 30-minute lunch, 1 preparation period and the remaining 2 periods are “professional periods”
- 2 full professional periods + prep make it easier to align for collaboration/PLC
- 1 professional period for collaboration/PLC
- 1 professional period for study hall/AE/academic center or learning lab

Professional Period. A professional period is defined as a period in which a teacher is assigned to educational or collegial responsibilities, professional learning activities, student interventions, and/or direct contact with students. A professional assignment does not require preparation, implementation, or formal evaluation of student learning. Examples include homeroom, advisory periods, capstone periods, coaching, student interventions, child study team, student assistance team, PLC/team/grade level meetings, peer sharing, classroom visitations, student departmental assistance, study halls, and assemblies, activities and/or enrichment periods. Double periods count as two assignments.

Supervisory Duties. A supervisory duty is defined as time before or after the student day in which a teacher is assigned to the supervision of students and shall include hall monitoring and bus duties.

Positive Outcomes

- Increased instructional time at the high school
 - PLC moved into the day
 - No extra lunch study
- Increased access to instructional support at the middle school
 - Full “AE” period
 - Preserve access to unified and fine arts
- Alignment for staff and students to flex across campus buildings
- Increased collaborative opportunities