

Adjustment of Current Transportation Schedule

Currently the school day for most elementary students is 6 hours 15 minutes while the day for middle and high school students is at least 6 hours 40 minutes.* As a result of discussion with the Leadership team, it was requested that at least 15 minutes be added to the elementary day and that all middle schools and all high schools start at the same time.

Staff reviewed the request and is recommending the following start and dismissal times.

Level	Arrival	Start	Dismiss
Elementary	7:40 a.m.	7:50 a.m.	2:25 p.m.
Middle	9:00 a.m.	9:10 a.m.	4:00 p.m.
High	8:50 a.m.	9:00 a.m.	3:50 p.m.

Impacts:

- Would increase the number of elementary students picked up before 7:00 a.m., using the count of 4,501 students from 04-05 bus routes, as follows:

	From	To
6:25 a.m. to 6:30 a.m.	0=0%	5=.11%
6:30 a.m. to 6:35 a.m.	0=0%	27=.60%
6:35 a.m. to 6:40 a.m.	1=.02%	55=1.22%
6:40 a.m. to 6:45 a.m.	8=.18%	71=1.58%
6:45 a.m. to 6:50 a.m.	38=.84%	93=2.07%
6:50 a.m. to 6:55 a.m.	69=1.53%	125=2.78%
6:55 a.m. to 7:00 a.m.	86=1.91%	203=4.51%
TOTALS	202=4.49%	579=12.86%

- All middle schools and all high schools* would be operating on the same schedule.
- Albemarle High School and Jack Jouett Middle School would start their day later in order to have common schedules with the other middle and high schools.
- There would be an increase in cost because of the additional 20 minutes added to a driver's day.

* except Murray High School

Cost Analysis:

The cost for adding 20 minutes to the elementary day will be \$105, 851. This cost includes salary and benefits for adding to the drivers' day. The recommendation by the middle and high school principals to begin and end their day earlier is not included in the recommendation. It was determined to be cost prohibitive because reducing the time between elementary and middle/high runs adds significantly to the number of buses needed. The advantage of the using buses for double runs is lost.

Agenda Item 5. Proposed Systemic Changes at the Elementary, Middle and High School Levels with Budgetary and Program Impacts

Subject: Systemic Changes in Elementary, Middle, and High School Schedules	Date: December 2, 2004
Policy Reference <u>CL</u>	Enclosures: see attached enclosure
	REASON FOR CONSIDERATION:
	Action _____ Information <u>X</u>

Background

The Superintendent has directed central administrative staff to work with principals at all levels to develop expectations for systemic changes in school schedules across elementary, middle, and high school levels. Recommendations have been made to: 1) increase consistency in required middle school academic and exploratory programs 2) establish common daily start and end times for instruction within all levels 3) formally increase the length of the elementary instructional day by *at least* 15 minutes and formalize additional instructional time in the middle school schedules that already is used to address programmatic needs, and 4) establish a level of scheduling commonality in high schools that allows staff to be shared and improves students' access to unique program offerings only available in the other high schools. Implementation planning by administrative staff will occur throughout the 2004-05 School Year.

Administrative Consideration (Rationale)

Elementary: Albemarle elementary schools operate under a scheduled instructional day of six hours and fifteen minutes. The Foreign Language Task Force recommended in 1998 that an elementary world language program be implemented in all Division schools. The Elementary Task Force in 2000 endorsed this recommendation in principle but also recommended that elementary instructional time be increased to accommodate the addition of another curricular area. The Board has approved Priority 4.2.1 which states that all elementary schools will implement the Spanish conversational language program by August 2005. Currently, all elementary school staffs have either implemented the Conversational Spanish program or are in the planning stage to implement the program in 2005-06. Dr. Behrens has researched elementary schedules and has reported that Albemarle County Public Schools has one of the shortest instructional schedules in the Commonwealth. Local standards or Standards of Accreditation require the following minimum time allocations:

- 60 minutes per week of music
- 45 minutes per week of art
- 120 minutes per week of physical education
- 90 minutes per day of language arts
- 60 minutes per day of mathematics

Of the 5 hours and forty minutes of minimal instructional time mandated by the Commonwealth, 75% of this time is expected to be allocated to math, language arts, science and social studies. The remaining time can be used for academic intervention, art, music, physical education, health, guidance, technology, media/library, recess, lunch, transitions, etc.

Middle: The School Board has specifically targeted improvement of the middle school program in its Priorities since 2000. The middle school principals have identified several areas of inconsistency that need to be addressed to result in a more effective use of staff and a more consistent service delivery model for exploratory programs as well as in the core content areas. Middle school principals have developed assumptions that will govern systemic changes in middle school schedules. The middle school principals believe that the additional time already included in the school day should be formalized so that more effective in-school intervention and prevention services can be continued to meet learning needs. In addition, the

principals are committed to development of a sequential world languages program beginning in sixth grade that extends the conversational Spanish program into middle school. Finally, the middle school principals are committed to a schedule that 1) allows them efficiently to deploy shared staff, 2) ensures that required core and exploratory content are delivered consistently, and 3) provides for longer blocks of time in core instruction to reduce time devoted to between-class transitions. The minimum that the principals believe necessary for instructional time is six hours and fifty minutes (see attachment number 1).

High: The high school principals have identified some areas of inconsistency in schedules that, if changed, would result in a more effective deployment of staff across schools. In addition, the principals have noted that more closely aligned schedules both for start and end times and daily instructional blocks would improve scheduling with CATEC as well as offer opportunities to advance distance-learning coursework across the schools. The principals have reviewed the starting and ending time schedule and support the proposal. The high school schedule will be formalized at six hours and fifty minutes for a common instructional day. The high school principals will continue to meet and work towards eliminating inconsistencies in schedules that preclude sharing of staff or distance learning. All high schools will be on a nine weeks progress report schedule in 2005-06.

Budget Implications (Short and Long Term)

Staff is reviewing implications for scheduling changes that could affect transportation. Dr. Behrens will work with central and school-based staff to determine preliminary cost feasibility of proposed schedule changes for the 2005-06 School Year. In addition, transportation staff has prepared a statement of start and end time impact on the pick-up and drop-off of students who ride buses (see attachments 2-5).

Recommendation/Future Direction/Time Line

Receive report for information.