

**Galt Joint Union Elementary School District**  
**Expanded Learning Opportunities Program Plan**  
**Galt Expanded Learning**  
**2021-2022**

**1—Safe and Supportive Environment**

***Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off-campus. If not on-site, describe where in the community it will be and how students will be supported to get there.***

Galt Expanded Learning Program in Galt Joint Union Elementary School District will provide a safe and caring environment where positive relationships and learning thrive. Communication and positive relationships create a safe environment for learning and community building. A safe environment is culturally aware. Galt Expanded Learning Program will offer enrichment sessions and family events that focus on cultural diversity. Students will enjoy learning about a wide variety of cultures including their own. These cultural events will encourage inclusion for everyone.

Emotional safety will be promoted and maintained with the Social and Emotional Learning (SEL) curriculum, Second Step. SEL builds a climate of well-being at school. Mental health and well-being are more than a curriculum on campus. Well-being is a foundational part of a positive strengths-based mindset throughout GJUESD. During and after school students are expected to behave with respect, kindness, and responsibility. When conflicts or challenges arise, restorative practices and routines will be modeled and practiced. Galt Expanded Learning Program Site Coordinators along with the program instructional assistants (IAs) welcome every student by sharing a smile, checking in to see how they are feeling, and encouraging participation.

Galt Expanded Learning Program Site Coordinators will work with site administrators and health office staff to ensure physical safety procedures are implemented and followed. Emergency safety drills are performed during the school day and after school. The planning, coordination, and communication of safety drills happen throughout the school year. All Expanded Learning staff members will be CPR, first aid certified, as well as Mandated Reporters. Galt Expanded Learning Program Site Coordinators will meet regularly with the site health assistant and district nurse to provide updates and accurate information on the health needs and provisions for all students in the program. Student information is confidential and private.

Cultural, Emotional, and Physical safety must be present for the whole child to thrive, learn, and succeed.

## **2—Active and Engaged Learning**

***Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.***

Galt Expanded Learning Program will provide active and engaged learning in "Homework Hour" and Learning Labs. The Learning Labs will take place every day with 30-minute Math Engagement and Reading Engagement sessions. Students will have access to math tutors, ABC Mentors, and artists. The caring adults who will be supporting these students will vary from volunteers, scholarship recipients, and paid staff. Students will have access to online programs that are needed for homework assignments and mastery. These programs include but are not limited to Accelerated Reader, LEXIA, Khan Academy Mathematics, and Benchmark web-based learning. Access to the Bright Future Learning Center Library will be available to students during and after school to return and check out books. Technology and Chromebooks will be available to all students in the Galt Expanded Learning Program.

### **3—Skill Building**

***Describe how the program will provide opportunities for students to experience skill-building.***

21<sup>st</sup>-Century Academic Skill building includes communication, collaboration, critical thinking, creativity, and community. In the Galt Expanded Learning Program, 21st Century skills will be promoted and practiced in a wide variety of learning opportunities. Partnerships with outside learning organizations such as the B Street Theatre will support continuous learning and experience in the arts. As an example, the theatre may provide two teaching actors, one teacher for primary 1-3rd grades and one teacher for intermediate 4-6th grades. There will be 10 sessions where students learn improvisation games, many aspects of theatre production, and create a play that will be performed during the last session.

Throughout the week, reading and math are supported daily. We also provide access to Science, Technology, Engineering, Arts, and Mathematics (STEAM) Activities. During these activities, students have fun while at the same time collaborating with their peers as well as learning to build, play a new game and learn about each other.

Students will have access to the Makerspace at Valley Oaks Elementary school, Fairsite Preschool, and McCaffrey Middle school. Students will participate in building challenges between teams and individuals, this promotes engagement and creativity. Each student will have an opportunity to develop in challenging fun, personal growth, and progress. There will be projects for hands-on learning. Students will engage with NGSS Science standards which encourage organization, time management, observations, trial, safe to fail, and rebuilding activities. Students practice learning without fear of failure. A slogan heard throughout the program is, "I haven't got it, yet!"

### **4—Youth Voice and Leadership**

***Describe how the program will provide opportunities for students to engage in youth voice and leadership.***

Throughout the year and in planning, Galt Expanded Learning Site Coordinators will gather feedback from students, families, and community members. Student voice informs Galt Expanded Learning IAs about the supports and sessions that are working well and the ones that need improvement. Students will also celebrate and share the activities and projects they enjoy. The positive relationship between staff and students encourages further youth voice and leadership. The program will encourage ideas and projects which come directly from the students and are then led and completed by them. Powerful engagement, intrinsic motivation, creativity, access, and equity will be in this safe space provided every day.

Examples of these types of leadership opportunities include class meetings, Galt Expanded Learning leadership clubs, projects, and activities. In addition, Service-Learning projects such as creating homemade cards for the troops will be chosen by students. Relationship building is a priority in the Galt Expanded Learning program. Students will have the opportunity to learn and grow from other students in their peer group and other grade levels. The program will provide open access for the student to work together and collaborate which promotes connectedness and community. Galt Expanded Learning-IAs will encourage listening and sharing stories about their experiences. Promoting mentors as a role model to the younger students will create stronger positive school culture.

## **5—Healthy Choices and Behaviors**

***Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO Program hours of programming.***

A nutritious afternoon “supper” will be provided to students each day. The meal meets specific nutritional requirements as stated in California Education Code (CD) Section 49431. Students will have recess time to play outside in good weather, they will get to play, exercise, and enjoy outdoor game activities. During the off-season, the common area is made available for indoor exercise and game activities.

We also participate in several field trips each school year, including visiting the Canoemobile at the Cosumnes River Preserve. These outdoor explorations and events are excellent experiences and physical development. For many of our students, this is their first experience with boating. In the enrichment sessions, students learn about nutritional and healthy eating habits including how to make dishes that are both tasty and good for you. Outdoor or Indoor physical activities promote healthy minds and bodies. Physical activities also reduce stress and help students burn off anxiety and worries, this promotes emotional health and well-being in school culture.

## **6—Diversity, Access, and Equity**

***Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity.***

All TK-8th-grade unduplicated socioeconomically disadvantaged students will have priority access to the Galt Expanded Learning Program. Access will be provided in Galt Expanded Learning Invitation/Information letters written in English and Spanish (language spoken by over 20% of families). Parent Nights will be scheduled via Zoom to provide information, program details, and offerings. Parents will return completed permission forms to the district or school offices before the previous school year ends. Galt Expanded Learning Program will begin on the first day of school. A waiting list will be created for students in need of a space in the program. Students will be placed in the program as space becomes available. Bilingual instructional assistants (BIAs) will interpret/translate for students and parents/caregivers who speak Spanish. BIAs will also support English learners and/or during program hours. By 2025-26, all unduplicated students will have access to the Galt Expanded Learning program, as GJUESD has 61% of the enrollment unduplicated, approximately 2000 students.

***Describe how the ELO program will provide access and opportunity for students with disabilities.***

All GJUESD students are welcome in the Galt Expanded Learning program. The Galt Expanded Learning Program Site Coordinator will partner with the Special Education Department and teachers on-site. The needs of the students as written in the students' Individual Education Plans (IEPs) will be met, including but not limited to adapted activities and schedules to promote the participation of all students.

## **7—Quality Staff**

***Describe how the program will provide opportunities for students to engage with quality staff.***

In GJUESD, the District's Expanded Learning Coordinator will develop and implement Galt Expanded Learning Program teams at the elementary schools and the middle school. Each school will have a Galt Expanded Learning Site Coordinator, who will support and manage Galt Expanded Learning-IAs. The schools with After School Education and Safety Program (ASES) include a partnership with the City of Galt, Parks and Recreation department. ASES teams will partner with the Galt Expanded Learning program teams district-wide.

Galt Expanded Learning program will conduct weekly check-ins, gathering to address any needs as well as encouraging staff in areas of growth and professional development. Regular team meetings include professional development, training, inspiration, and sharing of best practices. Consistent communication is key to having a high-functioning team.

In GJUESD we encourage people to join our team if they have a desire to support positive youth development. Firstly, we are an equal opportunity employer. We consider individual strengths and experience. We are dedicated to working with our leaders to ensure they receive the support they need to succeed and thrive.

Professional development includes Strengths Coaching and Youth Development training during onboarding and district-wide training at the beginning of each school year. Strengths recognition and best practices in a strengths-based mindset and culture are foundational in the training. Every member of the staff will take the GALLUP StrengthsFinder assessment and receive reports on their Top Five Signature Talents. Following the assessment, staff attends training sessions to learn more about their

strengths, their team strengths, and how to call out the best of the strengths they see in each of their students. Strengths-spotting and StrengthsExplorer are part of professional development. Youth Development best practices are also included in this professional development including safety, relationship building, participation, involvement, and skill-building activities. These activities will be easily implemented and shared with students.

## **8 - Clear Vision, Mission, and Purpose**

***Describe the program's clear vision, mission, and purpose.***

**Galt: Growing And Learning Together!**

Anytime Anywhere Learning ~ We stick together!

Galt Expanded Learning Program will align to the district's Strategic Plan and Local Control Accountability Plan:

GOAL 1 Engaging learners in PreK-8 through a focus on equity, access, and academic rigor with inclusive practices in a variety of learning environments.

GOAL 2 Promoting PreK-8 whole learner development through social and emotional learning opportunities in a variety of environments.

The vision for the Galt Expanded Learning Program is to provide a culturally, emotionally, and physically safe environment with a wide variety of learning opportunities that align with the needs of students and families. Students and families will have positive relationships with caring Expanded Learning staff.

The mission and purpose of the Galt Expanded Learning Program are to share engagement, enrichment, and learning opportunities in 21st academic skills: communication, collaboration, critical thinking, creativity, and community. Students and families will have the opportunity to participate in strengths-based youth development events. Social and Emotional learning and awareness are evident in school climate and culture. STEAM, Science, Technology, Engineering, Arts and Mathematics are experienced in real-world settings and students explore future careers. Ultimately, students have access to diverse inclusive opportunities that promote and support their best possible future.

- ***Describe how the needs of the community, students, parents, and school were identified (i.e., assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.***

GJUESD conducts a student, staff, and community survey, CaISCHLS. The survey provides access to hear, learn, and understand the needs of the families and students in Galt. Support is provided by the Department of Educational Services, regarding attendance, homelessness, and socio-economically disadvantaged.

Galt Expanded Learning program will implement Social and Emotional signature practices that contribute to the overarching goal to build positive relationships with every family. These practices include checking in with students, engaging in personalized learning activities, and optimistic closure to each day with communications directly with parents and guardians. The program will have a large Spanish-speaking population, many of our staff are bilingual and can communicate easily with parents, and building trusting relationships makes it easier to bridge the gap between parents, teachers, students, and administration.

- ***Describe three to five program goals developed from the results of the needs assessment and how will data be collected to evaluate whether program goals are being met.***

In GJUESD, parents participate in Listening Circles. The Listening Circle is a best practice used to gather direct communications regarding priorities and needs. In addition, Galt Expanded Learning program has the most consistent opportunity to connect and communicate with parents and families daily at pickup time. The first goal is to ensure all communications are in English and Spanish, from the website to all-call phone calls going home and sharing information for learner success. The second goal is to provide a wide variety of opportunities for learners to share their voices to advocate for a meaningful program. The third goal is opportunities for youth leadership. Students have access to leadership and mentorship opportunities. These are ongoing goals that



align with the mission and vision of the district supporting lifelong learning for every student. These goals are measured by the number of students participating in these offerings. The measures also include student voices telling their personal stories of challenges, successes, and growth.

***Describe how the program has engaged or will engage stakeholders (i.e., principal, instructional day teachers and other instructional day staff, families, students, program staff, community members, and other community partners) in the creation of the program's mission, vision, goals, and expected outcomes.***

Galt Expanded Learning program will engage with students and families in a variety of ways. The students will have three Engagement sessions each year with the Galt Expanded Learning program Site Coordinator. The Engagement Sessions include STEAM, Strengths-based learning, Social and Emotional Learning, and 21st-century Academic skill-building. In addition, students will have access to Essential Educators, such as Artist Residencies. The residencies are comprised of a series of Art instruction sessions and professional development for the Galt Expanded Learning program staff. Families will participate in three events a year, including Culture Arts Night, "Lights on Afterschool" and Theatre Productions. The expected outcomes include improved school attendance, fewer referrals, and fewer suspensions.

## **9 - Collaborative Partnerships**

***Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO programs.***

Galt Expanded Learning program will collaborate with Arts Organizations and Essential Educators. The program will include partnerships with the GJUHSD and the City of Galt. Outdoor Environmental Education and Engagement will happen in partnership with the Cosumnes River Preserve. Youth Development Network and GALLUP will support strengths-based professional development and youth

development implementation and coaching to mention a few. Below is a list of additional partners:

1. Sacramento Educational Cable Consortium-SECC, <https://www.secctv.org/>
2. Youth Development Network-YDN, <https://ydnetwork.org/>
3. The city of Sacramento, Any Given Child, Kennedy Center, SCOE  
<https://arts.cityofsacramento.org/Programs/Arts-Education/Any-Given-Child>
4. Center for Systems Awareness, <https://www.systemsawareness.org/>
5. Wilderness Inquiry Canoemobile, <https://www.wildernessinquiry.org/>
6. Second Step, Committee for Children, <https://www.secondstep.org/>
7. GALLUP Strengths Coaching, <https://www.gallup.com>
8. Sacramento County Office of Education-SCOE, Expanded Learning and FACE,  
<https://www.scoe.net/>
9. California Department of Ed. Expanded Learning-COP, Region  
<https://www.cde.ca.gov/>
10. California Afterschool Network-CAN, <https://www.afterschoolnetwork.org/>

***List and describe at least three to five collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service providers, in-kind, etc.).***

Outside of the district, essential partners include Cosumnes River Preserve, Sacramento County Office of Education (SCOE), Region 3 Expanded Learning, SCOE STEAM Van, Annual Theatrical Production, GALLUP Strengths Education, Sacramento Public Library, Any Given Child: Kennedy Center, and the City of Galt.

***Identify any potential collaboration and partnerships that would be of benefit to the after-school program and describe your efforts to include them.***

Partnerships with potential collaborations include but are not limited to the Center for Systems Awareness, California AfterSchool Network (CAN), and Committee for Children (Second Step, SEL). These organizations are among several that the

Expanded Learning Coordinator is engaged with communities of practice to gain expertise, networking, and future collaboration.

## **10—Continuous Quality Improvement**

### ***Describe the program's Continuous Quality Improvement plan.***

Throughout the school year, each Galt Expanded Learning program site Coordinator will assess, plan, and improve upon the Continuous Quality Improvement (CQI) Plan. The CQI plans are designed with feedback and input from multiple stakeholders including the site Administrators, Site Coordinator team, Expanded Learning Coordinator, Galt Expanded Learning IAs, students, and families. These plans will reflect youth development practices. Social and Emotional best practices will be incorporated in leadership, compassionate partnerships, and relationship building. Safety is always at the forefront of every plan, encouraging further cultural sensitivity and human compassion for everyone in the Galt Expanded Learning program.

The CQI plans address Point-of-Service Quality Standards and Programmatic Quality Standards. Many of the expectations of the program are intertwined with youth development practices, strengths-based culture, and social and emotional learning.

## **11—Program Management**

### ***Describe the plan for program management.***

#### **Title/ Qualifications/ Duties/Responsibilities**

#### **Expanded Learning Coordinator (1 district level)**

District employee with extensive experience with school/community partnerships, family literacy, & service learning. Provides technical support and professional development to program Site Coordinators. Serves as a liaison with community partners. Coordinates data collection & reporting. Publicizes/disseminates programs to the community & Board of Trustees.

#### **Expanded Learning Site Coordinator (1 per school site)**

Youth development leader and facilitator, technology proficiency, interpersonal skills, after-school program experience, & leadership qualities. Coordinates site programs, recruiting, provides Engagement Sessions in the classroom each trimester, builds positive relationships with classroom teachers and administrators. Publicizes/disseminates programs to parents and data reporting. Coordinates meals with Food Services site staff and the Food Service Director.

### **Expanded Learning Instructional Assistants**

**Elementary Student to Staff ratio 20:1**

**Tk-Kindergarten Student to Staff ratio 10:1**

Assist the Expanded Learning program Site Coordinator with instruction of individuals and small groups of students in various learning situations. Supervise students to maintain an effective environment. Organize instructional environment; set up materials for daily activities, and maintain neat and orderly instructional areas. Monitor student progress through observation, relationship building, and maintenance of accurate student records. Engage students in STEAM, SEL, and Creative Engagement sessions. Assist students with assigned work; listen to students read, answer questions, reinforce 21st-century academic skills.

### **Expanded Learning Bilingual Instructional Assistants**

**Elementary Student to Staff ratio 20:1**

**Tk-Kindergarten Student to Staff ratio 10:1**

Assist the Expanded Learning program Site Coordinator with instruction of individuals and small groups of students in various learning situations. Supervise students to maintain an effective environment. Organize instructional environment; set up materials for daily activities, and maintain neat and orderly instructional areas. Monitor student progress through observation, relationship building, and maintenance of accurate student records. Engage students in STEAM, SEL, and Creative Engagement sessions. Assist students with assigned work; listen to students read, answer questions, reinforce 21st-century academic skills.

## **Volunteers/ABC Mentor Interns/Essential Educators**

Volunteers, interns, and essential educators participate in training to assist students and/or families during academic or enrichment opportunities. Support homework, service-learning, arts education, integration development, and a wide variety of learning environments and sessions.

***Provide the program organizational structure including a succinct description of staff roles (e.g., “Staff responsible for homework support for grade three and science activities for grades three through five.”), lines of supervision for each site or groups of sites, frequency of meetings, and methods of communication.***

## **Expanded Learning Coordinator: (District Level)**

GJUESD wide Technical support and coordination with Site Administrators, Site Coordinators, Site Staff, Collaborative Partners, Contract for Services Partners, Professional Development and Growth, and Fiscal Program support. Communications through email, cell, and text. Site Coordinator Team meetings once a month.

## **Expanded Learning Site Coordinator (Site Level)**

Supervision and coordination of site systems and logistics after school. During the school day will provide Engagement Sessions in classrooms once per trimester. Engagement Sessions are 30 minutes, Teachers select from a menu in categories of STEAM, SEL, and/or expertise of the Site Coordinator's choice. Provides support to two BIAs maintaining a 20:1 ratio, three IAs maintaining a 20:1 ratio, two TK/Kinder IAs maintaining a 10:1 ratio. Over time as the program grows with students, the number of IAs, BIAs, and TK/Kinder IAs will fluctuate. Partnering with SEL Coaching to implement social and emotional engagement and development.

## **Expanded Learning Instructional Assistant (IA) (Site Level)**

Assigned to a specific grade level or span, IA's will support 20 students after school with homework, Engagement/Enrichment Sessions, Relationship building,

safety, STEAM, SEL, and 21st Century Learning Skills. The priority is to support students with cultural, emotional, and physical safety.

### **Expanded Learning Bilingual Instructional Assistant (BIA) (Site Level)**

Assigned to a specific grade level or span, BIA will support 20 students after school with homework, Engagement/Enrichment Sessions, Relationship building, safety, STEAM, SEL, and 21st Century Learning Skills. The priority is to support students with cultural, emotional, and physical safety. In addition, BIA's will interpret in Spanish to support Spanish-speaking families. Students and families expressed interest in having access to the Spanish language club after school. Providing conversational and beginner-level Spanish clubs will be supported by the BIAs.

### ***Describe the process and time frames for periodic review of the program plan and how community partners and other external stakeholders were involved in the process.***

Throughout the school year, Galt Expanded Learning will be observed and reviewed by the Superintendent, Director of Educational Services, school board members, stakeholders, and collaborative partners. The community partner and stakeholder visits will have twice a year and align with the Continuous Quality Improvement Process. Opportunities and events will be held to gather stakeholder and partner feedback, including but not limited to Listening Circles and Google Feedback Surveys.

### ***Describe the system in place to address the following program administration requirements:***

#### **Fiscal accounting and reporting requirements.**

Fiscal accounting is under the supervision of the Fiscal Services Supervisor. All expenditures are budgeted and reviewed at the District level for appropriateness to Galt

Expanded Learning. All expenditures are coded specifically to Galt Expanded Learning “resource” code to monitor and summarize by school site or program.

***Obtaining a local match (cash or in-kind services) of one-third of the state grant amount (EC Section 8483.7[a][7]).***

NA

***Attendance tracking, including sign-in and sign-out procedures.***

Attendance will be recorded at each site for each child who attends Galt Expanded Learning. Students sign in under the supervision of Expanded Learning staff and parents sign out their children at pick-up time. The *District Early Release Policy* and attendance expectations are sent home to all parents when students register and enroll at the beginning of the year. Students are expected to attend five days weekly and remain in the program until the session ends each day at 6:00 p.m. If the student has more than 3 unexcused absences per trimester, that student will be dismissed from Galt Expanded Learning.

Monthly attendance will be submitted to the District Office staff, who maintains the Master Attendance records. Attendance data from Synergy, our student information system, will be used to create Galt Expanded Learning semi-annual reports. The Expanded Learning Coordinator will meet monthly with Galt Expanded Learning Site Coordinators to review the program plan.

***Early release and late arrival policies and procedures (EC Section 8483[a][1]).***

***Refer to the CDE’s Policy Guidance web page***

***<https://www.cde.ca.gov/ls/ex/earlyreleguidance.asp>***

Early release procedures are applicable if a parent must pick up their student earlier than 5:00 pm, they note the “Early Release Reason” on the sign-out. If a student is involved in a regularly scheduled activity such as soccer, baseball, etc. that requires

early check-out regularly, parents must request an “Early Release Form” and submit it to the Galt Expanded Learning Site Coordinator.

### **General Questions**

***Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees. ASES, 21st CCLC Elementary/Middle School, and the ELO Program should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO program funding will be used to create one comprehensive and universal Expanded Learning Program.***

In GJUESD, Valley Oaks Elementary, Vernon E. Greer Elementary, and McCaffrey Middle School have the After School Education and Safety (ASES) Program. As we expand the opportunity to all students in Galt, we are committed to providing a highly engaging and safe program at all schools within the district. We are fortunate to have experience with successful programs that model expand programming. Consistent program expectations across the district are essential to equal and equitable access.

Our priority is to serve our unduplicated students, followed by the remaining students who need after-school programs. At current ASES programs in the district, the ELO-P Funding will provide access to students who were previously on the waitlist. In addition, we will be providing summer programs. We will expand and build district-wide programming to support all students during school, after school, and non-school days.

### **Transitional Kindergarten and Kindergarten**

***Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How***



***will the curriculum and program be developmentally-informed to address this younger age group?***

For Preschool, TK, and Kindergarten students, we plan to provide Galt Expanded Learning program. Most schools run in an AM/PM Kindergarten schedule, with the exception of Valley Oaks and Marengo Ranch Elementary Schools providing All-day Kindergarten. Galt Expanded Learning will provide access to students before, during, and, after school in alignment with the 9-hour expectation and the ratio of 10 students to 1 staff member. We plan to include, however not limited to curriculum and expertise from <https://teachstone.com>. All Galt Expanded Learning staff will be trained in Strengths-based culture, youth development, Social and Emotional Learning, STEAM, and 21st-Century learning skills.

### **Sample Program Schedule**

***Please submit a sample program schedule that describes how the ELO program or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO program or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.***

### **-EXAMPLE-**

The schedule will go until 6:00 pm every day to have 3.5 per IA schedule whether at a new site or an ASES site, same workload. Families will be able to check out their child as needed with the Early Release Form.

### **Galt Expanded Learning ~ After School Weekly Schedule**

Summer Schedule

8:00-12:00 In-class time

11:30-12:00 Lunch

12:00-12:30 Recess/Outdoor Games

12:30-1:30 Enrichment Session 1  
1:30-2:30 Sports/Outdoor Games  
2:30-3:30 Enrichment Session 2  
3:30-4:30 Arts/Outdoor Games  
4:30-5:30 Enrichment Session 3  
5:30-6:00 Games and Pick-up (Multi)

## **Fairsite Elementary School - Transitional Kindergarten ~ 4-year-olds**

### **Monday-Friday**

#### **AM**

8:00-11:30 Inclass time  
11:30-12:00 Lunch/QuiteTime  
12:00-1:00 Engagement Session 1  
1:30-2:00 Recess/Outdoor Games  
2:00-3:00 Engagement Session 2  
3:00-4:00 Engagement Session 3  
4:00-4:30 Free Time  
4:30-5:00 Games and Pick up  
5:00-6:00 As Needed

#### **PM**

8:00-9:00 Engagement Session 1  
9:00-9:30 Recess/Outdoor Games  
9:30-10:30 Engagement Session 2  
10:30-11:00 Quiet Time/Storytime  
11:00-11:30 Free Time  
11:30-12:00 Lunch  
11:30-3:00 Inclass time  
3:00-4:00 Engagement Session 3  
4:00-5:00 Games and Pick up  
5:00-6:00 As Needed

## **Lake Canyon, River Oaks, and Vernon E. Greer Elementary Schools**

### **AM/PM T-K and Kindergarten**

#### **Monday, Tuesday, Thursday, and Friday**

##### **AM**

8:00-12:00 Inclass time  
11:30-12:00 Lunch  
12:00-12:30 QuiteTime/Storytime  
12:30-1:30 Engagement Session 1  
1:30-2:00 Recess/Outdoor Games  
2:00-3:00 Engagement Session 2  
3:00-4:00 Engagement Session 3  
4:00-4:30 Free Time  
4:30-5:00 Games and Pick up  
5:00-6:00 As Needed

##### **PM**

8:00-9:00 Engagement Session 1  
9:00-9:30 Recess/Outdoor Games  
9:30-10:00 Engagement Session 2  
10:00-10:30 Quiet Time/Storytime  
10:30-2:30 Inclass time  
11:30-12:00 Lunch  
2:30-3:30 Engagement Session 3  
3:30-4:30 Free Time  
4:30-5:00 Games and Pick up  
5:00-6:00 As Needed

#### **Wednesdays and Min. Days**

8:00-12:00 Inclass time  
11:30-12:00 Lunch

12:00-12:30 QuiteTime/Storytime  
12:30-1:30 Engagement Session 1  
1:30-2:00 Recess/Outdoor Games  
2:00-3:00 Engagement Session 2  
3:00-4:00 Engagement Session 3  
4:00-4:30 Free Time  
4:30-5:00 Games and Pick up  
5:00-6:00 As Needed

## **Valley Oaks and Marengo Ranch Elementary ~ All-Day Kinder-6th grade**

### **Monday, Tuesday, and Thursday**

2:30-3:00 Supper/Attendance  
3:00-4:00 Homework Hour  
*3:00-4:00 Kinder Quiet Time/Storytime*  
4:00-4:30 Recess/Outdoor Games  
4:30-5:30 Enrichment Session  
5:30-6:00 Games and Pick-up (Multi)

### **Wednesday or Min. Day**

1:00-1:15 Attendance (Multi)  
1:15-2:15 Homework Hour  
*1:15-2:15 Kinder Quiet Time/ Storytime*  
2:15-2:45 Supper (Multi)  
2:45-3:45 Enrichment Session 1  
3:45-4:15 Recess/Outdoor Games  
4:15-5:15 Enrichment Session 2  
5:15-6:00 Games and Pick-up (Multi)

### **Friday**

2:30-3:00 Supper/Attendance  
3:00-3:30 Recess  
3:30-4:30 Enrichment Session 1

4:30-5:30    Enrichment Session 2  
5:30-6:00    Games and Pick-up (Multi)

## **McCaffrey Middle School ~ 7th- 8th grade**

### **Monday, Tuesday, Thursday**

3:00-3:30    Supper/Attendance  
3:30-4:30    Homework Hour  
4:30-5:30    Enrichment Session  
5:30-6:00    Games and Pick-up

### **Wednesday or Min. Day**

1:30-1:45    Attendance (Multi)  
1:45-2:45    Homework Hour  
2:45-3:15    Supper (Multi)  
3:15-4:15    Enrichment Session 1  
4:15-5:15    Enrichment Session 2  
5:15-6:00    Games and Pick-up

### **Friday**

3:00-3:30    Supper/Attendance  
3:30-4:30    Enrichment Session 1  
4:30-5:30    Enrichment Session 2  
5:30-6:00    Games and Pick-up

## Galt Expanded Learning Early Release Form

### EARLY RELEASE

My child(ren), \_\_\_\_\_, who attends the Galt Expanded Learning Program, will need to be picked up from the program early on the following date(s):\_\_\_\_\_.

The reason for this early release (see reasons below) is:

\_\_\_\_\_.

I am aware that each day I sign my child is out of the program before 6:00 pm, I indicate the reason in the Early Release Binder using the letters A - H with corresponding reasons for early release, which is posted in the Early Release Binder.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

Contact Number \_\_\_\_\_

#### Reasons For Early Release:

- A. Attending another program.
- B. Family emergency.
- C. Medical appointment.
- D. Illness.
- E. Weather conditions.
- F. Accident occurred.
- G. Safety conditions at school.
- H. School suspension.
- I. Schedule to meet family needs.

This form is printed on district letterhead.