



Thursday, July 16, 2026
AGENDA

Special Meeting
SAU Boardroom

Justin Krieger, Superintendent
Katie Knutsen, Chair
Mark Sherwood, Vice Chair

1. 7:00 PM Call to Order – Chair
2. Roll Call – Minute Taker
3. Pledge of Allegiance
4. Current Business
 - a. Unified Arts Elementary Model – INFORMATIONAL
5. Delegates and Individuals

DATE	TIME	LOCATION	TYPE OF MEETING
7/20/26	10:00 AM	SAU Boardroom	Curriculum & Assessment
8/5/26	4:00 PM	SAU Boardroom	Curriculum & Assessment
8/11/26	6:15 PM	SAU Boardroom	Capital Improvement Plan
8/13/26	7:00 PM	SAU Boardroom	School Board



1. **Call to Order**
2. **Roll Call**
3. **Pledge of Allegiance**
4. **Current Business**

A. Unified Arts Elementary Model

1. Superintendent Krieger to present the process, rationale and resources for the Unified Arts Elementary Model.

5. **Delegates & Individual**



EXECUTIVE SUMMARY - Unified Arts Elementary Model

July 16, 2026

Process, Rationale, and Resources

Over the past several months, we have received questions and feedback regarding the proposed change to the elementary Unified Arts (UA) schedule in the Timberlane Regional School District. We appreciate the engagement from families, staff, and School Board members. The level of attention reflects a shared commitment to ensuring strong learning experiences for students.

Given the volume of communication and discussion on this topic, this document is intended to provide a clear summary of:

- the educational rationale for the proposed change,
- the process used to develop and refine the current model,
- the resources available for additional context and review, and
- the consideration of next steps in the wake of communication challenges.

Educational Rationale

At the center of this work is a guiding belief: Students learn at high levels when they feel safe, connected, and experience a strong sense of belonging in their schools.

The discussion of adjustment to the elementary Unified Arts model was grounded in efforts to strengthen those conditions for students while improving instructional coherence across grade levels.

Under the current model, students rotate through Unified Arts classes on a weekly cycle across the school year. Under the proposed model, students will experience Unified Arts instruction in focused multi-day instructional blocks.

This shift is intended to:

- Strengthen the strong relationships between students and Unified Arts teachers through more sustained, consistent interaction
- Increase collaboration between classroom teachers and Unified Arts teachers working with the same students over longer periods of time
- Support deeper learning experiences, including extended projects and improved instructional continuity
- Reduce time lost to weekly review and re-entry into content areas, allowing for more efficient instructional momentum
- Strengthen alignment between elementary and middle school Unified Arts experiences as part of a broader K–8 instructional vision

This proposed change is not about reducing the importance of Art, Music, Physical Education, Library/Media, or Innovation. All Unified Arts disciplines remain fully intact and continue to be a critical component of every student's educational experience. Rather, this adjustment reflects a shift in how instruction is organized in order to better support student learning and relationships.



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Process and Development

This decision was not made in isolation or as a single event. It reflects months of discussion, planning, and refinement across multiple levels of the organization that began in January of 2026.

The process included:

- Initial exploration of scheduling and instructional models beginning in winter discussions with district administrators
- Collaborative planning with elementary principals and district leadership throughout the Spring
- Development of a proposed model informed by instructional goals, staffing considerations, and operational feasibility
- Engagement with Unified Arts staff through building-level discussions led by school leadership teams
- Collection of feedback identifying both strengths and implementation challenges of the proposed model
- Refinement of the final structure based on leadership review and staff input
- Communication with staff and families as implementation details were finalized

Staff were provided opportunities for collaborative planning and early preparation for implementation, including structured time during professional development sessions and access to planning supports for summer preparation.

Implementation Supports and Ongoing Feedback

Any instructional shift requires thoughtful implementation and ongoing reflection. As a result, the district is committed to supporting staff and monitoring the effectiveness of this model as it is implemented.

Supports include:

- Summer planning opportunities and SIM funding for Unified Arts staff engaging in preparatory work
- A shared feedback structure for staff to document questions, concerns, and implementation barriers
- Ongoing administrative check-ins with teachers and students throughout the school year
- Continued collaboration between principals, district leadership, and Unified Arts educators to refine practice in real time

This is not a static initiative. It is a proposed shift in our instructional model that will be actively monitored and adjusted as needed based on student experience and educator feedback.

Related Communications and Public Discussion

This section is intended to connect information that has already been shared with the community through multiple channels:

- [Communication with the School Board](#) outlining the rationale and planning process



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- [Letter to elementary staff](#) describing implementation and support structures
- [Letter to elementary families](#) introducing the new Unified Arts schedule and structure
- Public discussion during the June 18, 2026 School Board meeting
 - [June 18, 2026 School Board Meeting Video](#) - Discussion begins at 45:30.

We encourage community members seeking additional detail to review these resources for full context.

Closing

We recognize that changes to long-standing instructional structures generate a range of perspectives. Reasonable educators and community members may disagree about the most effective way to organize instructional time in schools.

Our responsibility is to make decisions that are grounded in educational purpose, informed by professional expertise, responsive to operational realities, and centered on student learning and well-being.

We also recognize that the effectiveness of any model depends on how it is implemented. For that reason, we remain committed to listening, learning, and making adjustments where needed as this work moves forward.

Our shared goal remains unchanged - to ensure every Timberlane student experiences strong relationships, engaging instruction, and the opportunity to thrive academically, socially, and emotionally.

Thank you for paying such close attention to what is happening in our schools; it makes them stronger.

I look forward to engaging with the School Board in July about how best to move forward in the wake of ongoing communication challenges surrounding this process.

Respectfully Submitted,

Justin Krieger
Superintendent of Schools