

BCHS SCHOOL DAY AND WEEK SCHEDULE POLICY

CRITERIA FOR DEVELOPING THE MASTER SCHEDULE

A good faith effort will be made with our schedule to:

1. Give all students access to all classes, avoiding conflicting schedules of specialized classes and preventing any exclusion related to cultural background, physical abilities, socio-economic status, and intellectual status.
2. Provide students with the learning time they need, including technology access to complete writing assignments and other learning activities.
3. Promote efficiency and effectiveness including protecting instructional time.
4. Facilitate decisions to give all students expanded time and support for successful performance without sacrificing other key learning experiences in the arts/humanities and practical living/career studies areas.
5. *Allow teachers equitable planning, time to work on school/training needs and time to collaborate on a regular basis (including collaboration among teachers in program review areas). This is permissible during teacher planning times as long as they receive at least their minimum contractual planning time.*
6. Provide equitable access to certified teachers for all students including opportunities for teachers to switch assignments to capitalize on in-depth knowledge of specific subjects.
7. Promote reasonable and appropriate enrollments for all classes and appropriate numbers of pupils each teacher works with in the course of a day.
8. Respect the beginning and ending times of the school day and school calendar year as established by the Board of Education.

In order to help meet the Program Review proficiency characteristics our schedule will also:

9. *When possible provide all students access to all four arts/humanities areas of dance, drama, music, and visual arts and provide and protect adequate time for students to be actively involved in creating, performing, and responding to the arts.*
10. *Provide and protect adequate time for all students to access the practical living/career studies areas of health education, physical education, consumerism, and career studies.*
11. *When possible provide all students access to at least one world language and multiple opportunities for all students to experience a range of global cultures, issues, connections, and instruction in global competency.*
12. **(Middle and High Schools 6-12)** *Provide time for students to get help and work on their Individual Learning Plan (ILP).*

PROCESS FOR DEVELOPING THE MASTER SCHEDULE

Annually, the principal, with input from committee members and help if necessary from designees, will develop a master schedule for the school day that includes any identified or needed changes. The following procedures will be used:

1. Determine Course Offerings for our Course Description Handbook

2. Students choose courses that they would like to take for the upcoming year.
3. Based on student requests and district allocation Principal recommends to council the number of sections to be built in the Master Schedule
4. Counselors complete the advisement process with students.
5. Scheduling Committee or Designees assist with building the Master Schedule from input from all parties listed above.
6. Team Leaders provide input on the Master Schedule.
7. **(Elementary Schools)** Consider pertinent data from Program Reviews in Arts and Humanities (A/H), Practical Living & Career Studies (PLCS), World Languages and Global Competencies (WLGCC), Primary (K-3), and Writing to determine changes needed or extra time needed in these areas.
8. **(Middle and High School)** The following issues will be taken into account:
 - **Arts and Humanities (A/H):** Revise class offerings as necessary based upon emerging student instructional needs as evidenced by student ILPs in the arts and Program Review data.
 - **Practical Living & Career Studies (PLCS):** Consider pertinent data from Program Reviews and data generated from student ILPs in determining PLCS courses offered.
 - **World Languages and Global Competencies:** Data from Program Reviews and student ILPs will be used to determine necessary course offerings.
 - **Writing:** Consider pertinent data from Program Reviews and student ILPs to determine necessary changes in or extra course offerings.
9. Based on the above work those involved will consult with the principal and make recommendations concerning schedule changes for the coming school year no later than the end of March.
10. By the 30th of June to SBDM, then the principal (and/or designees) will prepare a schedule for the coming school year including changes (if any) and notify the staff.
11. No later than June 30th the principal will report as an FYI item to the council on the schedule for the coming year and give updates when changes are necessary.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted: _____

Date Reviewed or Revised: _____

Date Reviewed or Revised: _____

NOTES ON USING THIS POLICY

PRINCIPAL PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM (PPGES): Items outlined in the section CRITERIA FOR DEVELOPING THE MASTER SCHEDULE of this policy will help support principals in their efforts to align their practice with PPGES (1.8).

PROGRAM REVIEWS: This policy contains language that aligns with the program reviews proficient characteristics. *This language is in italics.*