

# SCHOOL DAY AND WEEK SCHEDULE POLICY

## WELLINGTON ELEMENTARY



### CRITERIA FOR DEVELOPING THE MASTER SCHEDULE

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Our schedule will:

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. *Allow all teachers equitable planning and time to collaborate on a regular basis.*
5. Provide equitable access to effective teachers for all students, including opportunities for teachers to switch assignments to capitalize on in-depth knowledge of specific subjects.
6. Facilitate teacher opportunities to adjust the length of class periods when needed.
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.

### PROCESS FOR DEVELOPING THE MASTER SCHEDULE

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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. Review student performance data, survey data (if available) from students, parents, and staff, and other input from staff on how well instructional time is being used and what changes (if any) are needed.
  - Brainstorm current time barriers to implementing needed changes and meeting student needs and ways the schedule might be changed to remove those barriers.
  - Discuss advantages and disadvantages of various changes, focusing on the criteria listed in the first section of this policy.
2. Consider pertinent data from programs outside the regular classroom: Visual and Performing Arts (VPA), Practical Living & Career Studies (PLCS), Global Competency & World Language

(GCWL), Primary (K-3), and Writing to determine changes needed or extra time needed in these areas.

3. 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 February.
4. Prior to the end of the school year, the principal (and/or designees) will prepare a schedule for the coming school year including changes (if any) and notify the staff.
5. Prior to the beginning of the school year, the principal will report as an FYI item to the council on the schedule for the coming year
6. Scheduling needs will be reviewed on an ongoing basis and revised as needed based on instructional needs of students.

## **POLICY EVALUATION**

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

Date Adopted: July 26, 2018

Date Revised: November 13, 2018

Date Reviewed: May 23, 2019

Date Reviewed: July 29, 2020

Date Reviewed: April 29, 2021

**PRINCIPAL STANDARDS:** The procedures outlined in the CRITERIA FOR DEVELOPING THE MASTER SCHEDULE section of this policy support principal alignment with the *Principal Performance Standards* (1.8).

**PROGRAMS AND ASSURANCES:** This policy contains language aligned with the program components council members must annually assure are in place. *This language is in italics.*