

MENIFEE CENTRAL

SCHOOL DAY AND WEEK SCHEDULE POLICY

CRITERIA FOR DEVELOPING THE MASTER SCHEDULE

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. Facilitate decisions to give particular 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. 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.
9. Provide opportunities for middle school students to earn high-school credit when appropriate.

PROCESS FOR DEVELOPING THE MASTER SCHEDULE

Annually, the principal and council, with input from committee members and help, if necessary, from designees, will develop a bell 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. 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.
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 April.
 4. By the 15th of May, the principal (and/or designees) will prepare a master course schedule for the coming school year including changes (if any) and notify the staff.
 5. No later than June 30th the principal will report as an FYI item to the council on the schedule for the coming year.

POLICY EVALUATION

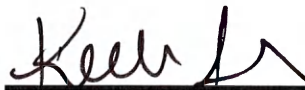
We will evaluate the effectiveness of this policy through our school improvement planning process.


Date Adopted: September 1, 2021

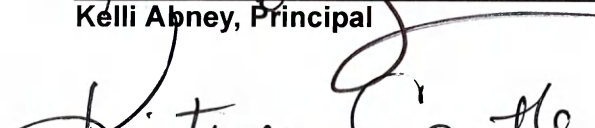
Review Date: April 12th, 2022


Review Date: June 13th, 2023


Review Date: November 9th, 2023

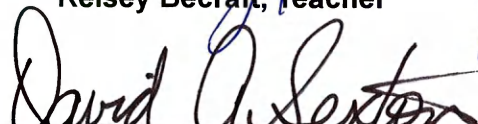

Kelli Abney, Principal


Jennifer Brown, Teacher


Kristina Castle, Teacher


Kelsey Becraft, Teacher


Samantha Trimble, Parent


David Sexton, Parent