**Program Requirements**

School staffing plans must ensure that school leaders can meet the scheduling guidelines.

SY 2023-24 Elementary School Scheduling

Elementary School Scheduling Policy and Guidance

**Elementary School Scheduling Requirements**

At each DCPS elementary school and education campus, students in grades K-2 will receive the following subjects each day/week with instruction:

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| **Required Course**  | **Required Time**  |
| ELA Block  | 120 minutes/day  |
| Math Block  | 90 minutes/day  |
| Science  | 40 minutes/day (for equivalent of at least one semester)  |
| Social Studies  | 40 minutes/day (for equivalent of at least one semester)  |
| PE  | Minimum: 90 minutes per week Goal: 150 minutes per week  |
| Health  | 75 minutes per week  |
| Lunch  | 30 minutes/day  |
| Recess  | 30 minutes/day  |
| Art/ Music  | 45 minutes of each per week  |
| World Languages/Flexible/Acceleration  | ~15 to 75 minutes per week  |
| Total  | 390 minutes/day  |

At each DCPS elementary school and education campus, students in grades 3-5 will receive the following subjects each day/week with instruction:

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| **Required Course**  | **Required Time**  |
| ELA Block  | 90 minutes/day\*  |
| Math Block  | 90 minutes/day  |
| Science  | 30 minutes/day  |
| Social Studies  | 30 minutes/day  |
| PE  | Minimum: 90 minutes per week Goal: 150 minutes per week  |
| Health  | 75 minutes per week  |
| Lunch  | 30 minutes/day  |
| Recess  | 30 minutes/day  |
| Art/ Music  | 45 minutes of each per week  |
| World Languages/Flexible/Acceleration  | ~40 to 100 minutes per week  |
| Total  | 390 minutes/day  |

**Principals will work with instructional superintendents to ensure the above requirements are met, and instructional superintendents will approve the school schedule.**

ELA Block

The English Language Arts (ELA) block will follow the prescribed 120 minutes of instruction for K-2 and 90 minutes of instruction for 3-5. The 90 minute 3-5 ELA is based on 60 minutes combined of Science and Social Studies daily which adds substantive time for reading and writing across content areas. Word Work should be incorporated within the Small Group Literacy instructional time.

Math Block

The math block will follow the prescribed 90 minutes of instruction for K-2 and 3-5.

Science and Social Studies

In K-2, social studies and science is scheduled for 40 minutes a day for the equivalent of at least one semester. To ensure continuity of learning and alignment to ELA unit themes, principals are strongly encouraged to schedule these subjects every other day. In grades 3-5, social studies and science is scheduled for 30 minutes each daily. The Office of Teaching & Learning (OTL) has published guidance for teachers on how to best align content from the ELA, Social Studies and Science curricula.

*Physical Education/ Health*

[DC Code](http://lims.dccouncil.us/Download/38261/B22-0313-SignedAct.pdf) states that it shall be the goal of all schools to provide students in grades K-5 with an average of at least 150 minutes per week of physical education. A school that provides less than an average of 90 minutes per week of physical education in a school year must submit an action plan to OSSE detailing efforts it will take to increase PE before the beginning of the next school year and shall work with OSSE to increase the amount of time provided for PE each week.

The [law](http://lims.dccouncil.us/Download/38261/B22-0313-SignedAct.pdf) also states that schools must provide an average of at least 75 minutes per week of health education. The 75 minutes can be achieved through any combination of health “specials,” integration into other content areas, community or classroom meeting time, and/or social emotional learning focused time. Additional guidance for this integration is forthcoming.

Art and Music

Art will be scheduled for 45 minutes a week. Music will be scheduled for 45 minutes a week.

World Language

The scheduling of World Language is recommended but not required for Elementary Schools. If schools elect to schedule World Language, then it is recommended that students studying World Language be scheduled for at least 45 minutes a week.

Flexible/Acceleration

The remaining minutes can be used for a variety of purposes depending on student needs and school priorities. Schools are encouraged to structure this time in ways that extend and accelerate student learning. Examples for using this time include but are not limited to: reading or math interventions, extended instructional time in social studies or science, responsive classroom components, and/or specialized programming for Inner Core subjects including arts, physical education and world languages.

*Dual Language*

Dual language programs will require flexibility around the scheduling of instruction during the language arts block (and the math block in some schools). Dual language schools must ensure that students receive the required minutes of language arts and both Spanish and English are equally represented on a daily or weekly basis. Some schools may choose to divide the components of the literacy block across languages (i.e., interactive read-aloud in Spanish and guided reading in English), and others may choose alternate languages daily or weekly. Similarly, for schools teaching math in two languages, students must receive at least 75 minutes of math instruction in either or both languages daily.

*Additional Guidance:*

* Morning meeting should be no longer than 15 minutes.

**Scheduling Philosophy**

At DCPS we believe that the master schedule of a school is a key lever in ensuring student success. It should be nimble enough to provide pathways for students to both recover and accelerate.  It should ensure a floor of equity across the district while also allowing schools to create individualized opportunities for students based on the needs and wants of their unique school communities. It should also provide consistency and access to students who may experience transience throughout the course of the school year.

**Summary of Scheduling Approach for SY23-24**

As was the case for school year 22-23, DCPS intends to continue to give secondary school leaders the autonomy to choose schedule structures that will best support their unique communities while minimizing the negative impact on students experiencing transience and ensuring that timely and robust course offerings are available for all students based on their needs.

**High School Master Schedule Requirements**

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| **Requirement**   | **Rationale**   |
| High schools and education campuses with grades 9-12 grades must offer all courses needed to enable students to earn a high school diploma or a certificate of achievement.   | Students must be able to access all courses needed to earn their high school diplomas or certificates of achievement through their schools.   |
| High schools must offer an adequate number and variation of courses to afford every student under the age of 18 the opportunity to have a full schedule if necessary.   | DCMR mandates that all students under the age of 18 have a full schedule unless the students are 17 and have authorized jobs/internships or are in the dual enrollment program.  When developing the master schedule, schools do not know which students will have an authorized off campus opportunity.  Therefore, the master schedule must include an adequate number of course sections to accommodate all students that will be legally mandated to have a full schedule.   |
| Schools must include the proper number of EL and SPED courses to support the needs of their English Learners and special needs populations as determined by the Division of Specialized Instruction (DSI) and the Language Acquisition Division (LAD).   | Schools must offer adequate courses to meet the needs of their English Learners and special needs students.   |
| The following courses must have year-long offerings:   * AP Courses
* IB Courses
 | * This will ensure students have timely exposure to AP course content, so they are prepared to be successful on the exam
* This is a standard requirement of IB programming
 |
| Each high school must offer a minimum of 7 Advanced Placement classes, with at least 1 course from each of the 4 core content areas.    | All students across the district should have an opportunity to participate in Advanced Placement courses and choose from a variety of classes. Passing scores on Advanced Placement exams can lead to students being awarded credits for introductory college courses.   |
| 1 Credit courses must be scheduled for 120 hours, and .5 credit courses must be scheduled for 60 hours.     | Regulatory requirement for Carnegie Units *(competency- based courses with approved waiver are exempt)*   |
| Students must not be double blocked; meaning scheduled for double the time required for a course. Example 1 credit courses should not be scheduled for 240 hours.    | Courses must be scheduled in a manner that does not create barriers to students’ academic progress towards graduation and/or post-secondary opportunities.  Double blocking minimizes academic opportunities for students to take courses needed for academic progress and/or enrichment.   |
| Ninth Grade Academy students and teachers must be scheduled in teams.  For example, if there are 200 students and 8 teachers, 100 are scheduled with 4 teachers and the other 100 are scheduled with the other 4 teachers.     | The goal of NGA is to grow teacher expertise about students through studying their data; teachers who share the same students have more meaningful learning and collective student support than when students do not have the same teachers and teachers do not have the same students.       |
| If not held before or after school hours, schools must make accommodations in the master schedule for required professional learning collaborative meetings such as LEAP seminars and MTSS Tier- 1 meetings.   | Schools are mandated to ensure that time is allocated during the tour of duty of teachers for required professional learning collaborative meetings.   |
| Teachers must be provided with sufficient time for Teacher recordkeeping during the workday, including use of the 30-minute morning block when necessary. Two of the Morning Blocks each week must be reserved for Teacher-initiated planning.  | WTU Contract   |
| Teachers must be provided with a duty-free lunch period for a minimum of 45 minutes but cannot exceed 60 minutes.   | WTU Contract   |
| All secondary school teachers shall be given at least five (5) daily planning periods per week that are equal in length to a class period, except as may be mutually agreed between the Supervisor and the Teacher.     Additionally, the planning periods shall be scheduled during the normal workday.     | WTU Contract   |
| General teacher workday will be 7.5 consecutive hours, beginning no earlier than 7:30am and ending no later than 4:30pm, including a duty-free lunch period.     | WTU Contract   |
| Students must have a minimum of 30 minutes for lunch.   | DC Code § 38– 822.03(b)(5)     |

**Middle School Master Schedule Requirements**

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|  **Requirement**   | **Rationale**   |
| The following courses are required for 6th, 7th, and 8th grade students and should be scheduled for a full school year for a minimum of 120 hours: English, Math, Science, Social Studies.     | Mastery of core content area courses is required based upon DCMR in order to be promoted.      |
| Every middle school must offer Algebra I for high school credit (at a minimum).   | All middle grade students in the district should have the opportunity to gain exposure to rigorous math content so they can begin earning high school credits and have room in their schedules for higher-level math in high school.    |
| Middle schools and campuses with middle grades must offer an opportunity for students to study a world language and earn at least one high school credit.   | DCPS believes that acquisition of multiple languages is an imperative skill for globally competent students, critical to students’ future interactions in college, career, and community.    |
| 6th grade students must be scheduled to take a full year of art courses that will enable them to explore every art form that the school offers.     All students must take at least one semester of **any type of arts courses**(music, visual arts, or performing arts) in both grades 7 and grade 8.  Students in grades 7 and 8 self-select the arts pathway which they would like to pursue, and schools must make choices available each year.   | Students will be able to use the 6th grade year for exploration and then choose the type of arts they would prefer to pursue in 7th and 8th grade.    |
| All 6-8 grade students should be scheduled in a PE course for 120 hours for the full year.    **Language of the Law**  *For students in grades 6 through 8, it shall be the goal of all schools to provide an average of 225 minutes of physical education per week, and at least one recess of at least 20 minutes per day.*    *A school that provides less than an average of 135 minutes per week of physical education in a school year for students in grades 6 through 8 shall submit an action plan to the Office of the State Superintendent of Education detailing efforts it will take to increase physical education before the beginning of the next school year and shall work with the Office of the State Superintendent of Education to increase the amount of time provided for physical education each week.*   | Healthy Students Amendment Act of 2018 (DC ACT 22-566)   |
| Schools shall provide an average of at least 75 minutes of health education per week.   | DC Code § 38–824.02(b)(2)   |
| Reading intervention courses must be offered to students who are reading two or more levels below grade level.   | It's important to ensure students who are well-below grade level in reading have the opportunity to engage in targeted reading intervention classes as part of our Tier 2 and 3 supports. Students in reading intervention must continue to receive Tier 1 literacy supports which are embedded into other required courses like ELA, Social Studies, and Science.   |
| Master schedule must afford all students that require intervention, SPED resource, and/or English Learner courses the opportunity to be scheduled in electives (Art, Music, WL) in addition to required core courses and PE.   | All students, regardless of their disability or English proficiency, should have a well-rounded middle school experience which includes the opportunity to take elective courses.     |
| If not held before or after school hours, schools must make accommodations in the master schedule for required professional learning collaborative meetings such as LEAP seminars and MTSS Tier- 1 meetings.   | Schools are mandated to ensure that time is allocated during the tour of duty of teachers for required professional learning collaborative meetings.   |
| Teachers must be provided with sufficient time for Teacher recordkeeping during the workday, including use of the 30-minute morning block when necessary. Two of the Morning Blocks each week must be reserved for Teacher-initiated planning.  | WTU Contract   |
| Teachers must be provided with a duty-free lunch period for a minimum of 45 minutes but cannot exceed 60 minutes.   | WTU Contract   |
| All secondary school teachers shall be given at least five (5) daily planning periods per week that are equal in length to a class period, except as may be mutually agreed between the Supervisor and the Teacher.     Additionally, the planning periods shall be scheduled during the normal workday.     | WTU Contract   |
| General teacher workday will be 7.5 consecutive hours, beginning no earlier than 7:30am and ending no later than 4:30pm, including a duty-free lunch period.     | WTU Contract   |
| In secondary schools, there shall be no more than three (3) consecutive periods of academic teaching assignments, except where the Teacher agrees. However, in schools with block schedules, there should be no more than two consecutive teaching periods, except where the Teacher agrees.     | WTU Contract   |
| Students must have a minimum of 30 minutes for lunch.   |   DC Code § 38– 822.03(b)(5)     |