

# St. Mary's School

Morning Memo – Week of June 4, 2018



1. Follow us on Twitter: @stmarys\_mh, Instagram , and Facebook
2. Open registration is on now. We are still accepting applications for spots in all programs including the Fine Arts Academy. If you know anyone who is looking for a school for their child for next year, encourage them to call the school and arrange to meet with administration. We accept both Catholic and non-Catholic students.
3. **It is June and we still have some outstanding chocolate money that needs to be collected.** The funds raised go to support Blue Day, Fun days and pay for many student activities. If you have not paid your chocolate money yet, it is not too late. Please send money, chocolates or a combination of both into the office ASAP.
4. On June 21, 2018 we are having an Activity Day at Central Park. Parent Council is asking students to bring in \$2.00 for a hamburger. Please send that money or pay through school cash online ASAP as we have not received many orders at this time.
5. Upcoming Events
  - Monday – no assembly
    - Star Search
    - PAC 6:30
  - Tuesday- Star Search
    - Admin at DLT pm
  - Wednesday – Star Search
  - Thursday – Friday's Schedule
    - Star Search
    - Library books due
    - Pizza day \$3.00/slice
    - FA Frozen Yogurt \$2
    - Yearend dance 6-9 (grade9 only 9 to 9:30)
  - Friday – No School PD Day
6. Congratulations to all students and staff who participated in our “Word of the Week” program last week. We will continue this week. Staff and students are encouraged to be “caught” using the word of the week. If this happens they will be given an entry form for a draw to be completed on Friday mornings during announcements (Staff draw will occur monthly).
  - Student word – laconic – expressed in only a few words
  - Staff word – paltry – worthless
7. It is the time of year when we begin to schedule the timetable for the next school year. This weeks article is timely...

## Scheduling 101

“Most school schedules operate as uncomfortable compromises between undesirable tradeoffs,” says Nathan Levenson (District Management Group) in this article in *School Administrator*. “The difference between an average schedule that meets minimum requirements and a great schedule that supports a multitude of best practices can be significant in terms of student outcomes.” Many principals lament the fact that their schedules don’t allow enough time for crucial activities, but consider the situation unavoidable.

Time is a precious resource in schools, says Levenson, yet scheduling is often left to building administrators without adequate training and support. Scheduling skill isn’t on Robert Marzano’s list of 21 key skills for school leaders, and it doesn’t get anywhere near the attention lavished on budgeting, even though it’s just as important to teaching and learning. Levenson identifies some practices in schools and districts that are doing better:

- *Clarify values and priorities.* “Having a rank-ordered, written list of what matters most helps guide the inevitable tradeoffs,” he says. In elementary schools, top billing might go to common planning time for teacher teams, daily intervention, and no pullouts during core instruction. Schedulers also need to be clear about sacred cows that should be reconsidered – for example, maintaining last year’s rotation or allowing specials (art, music, physical education) to wag the dog. In secondary schools, he says, *what* is scheduled is much more important than how many periods there are in a day or debating about block scheduling.

- *Work with the central office.* “[O]nly district leaders have the clout to remove some obstacles that prevent school-based staff from building great schedules,” says Levenson. “What seems like an insurmountable obstacle at the school level can be overcome easily by the central office.” For example, physical education and music teachers who travel to several schools can have their schedules changed with the stroke of an assistant superintendent’s pen, allowing a principal to do something that seemed impossible.

- *Take it slow.* Teachers, like most of us, get used to routines, says Levenson. “Big changes, announced on short notice, can lead to huge pushback and the abandonment of promising plans. Sometimes just the fear of pushback leads to principals self-censoring great ideas.” A good strategy is to map out an ideal schedule and then introduce it one segment at a time over several years.

- *Use schedules to support effective literacy practices.* Many of the elementary schedules Levenson and his colleagues have analyzed make teachers’ work much more difficult by breaking up reading blocks, limiting intervention time, and pulling students out during core instruction. An expert scheduler focused on core instructional values can turn around these situations.

- *Do team scheduling.* Principals who share specialists, or school-based staff who share students, should schedule collectively, at the same time and place, for greater coordination.

- *Optimize the time of counselors, social workers, behaviorists, and psychologists.* In many schools, professionals hired to address students’ social-emotional needs create their own schedules and end up spending more than half of each week sitting in meetings or doing paperwork. “By building schedules as a team and helping to streamline meetings and paperwork,” says Levenson, “some staff can double their contact time with students without lengthening their work week.”

- *Align high-school schedules to new realities.* It makes no sense to insist on scheduling an online class or an independent study (which can take place anywhere, any time) to a classroom, period, and teacher. Levenson visited a high school that was bumping students into study halls because the online classrooms were “full” (policy required that a teacher be assigned to all credit-bearing courses and students had to be in the classroom of the teacher of record). Another example: a high school’s six-day rotation made it impossible for students to show up for regular externships in nine-to-five businesses.

1. “Making School Scheduling More Strategic” by Nathan Levenson in *School Administrator*, May 2018 (Vol. 75, #5, p. 18-21), <https://bit.ly/2IR7Ri3>; Levenson can be reached at [nlevenson@dmgroupK12.com](mailto:nlevenson@dmgroupK12.com).

## Important Dates 2017-2018

### June

4-7	Star Search Begins - Lunch
4	Parent Council Meeting 6:30 PM in the Library
5	Social 9 Field test 9:00 to 11:18
6	English Language Arts Part B Field Test 9:00 11:18
6	Art Club 3:18-4:30PM
7	Friday’s Schedule
7	Pizza \$3/slice, Kernels Popcorn \$2 and Frozen Yogurt \$2
7	St. Mary’s Dance 6:00-9:30 PM
7	Library Books are due
8	PD Day
11	Assembly
11	Rehearsal for the Spring Show
12	Spring Show at the College
14	School Mass 10:00 AM – Holy Family Parish
15	Neon Day
15	Pizza \$3/slice, Kernels Popcorn \$2 and Frozen Yogurt \$2
17	Father’s Day
19-22	Detentions for outstanding Library books at lunch
20	Grade 9 French Language Arts Achievement Part B Exam, Grade 7 and 8 French Language Arts Part B
20	Art Club 3:18-4:30PM
21	Fun Day and Walk for Wishes
21	Aboriginal Day
22	Grade 9 Farewell
25	Grade 9 Social Achievement Exam, Grade 8 Science Exam, Grade 7 English Language Arts Part B
26	Grade 9 English Language Arts Achievement Part B Exam, Grade 8 Social Studies and Humanities Exam, Grade 7 Math Exam
26	Grade 6 Orientation 1:00 pm
27	Grade 9 Math Achievement Exam, Grade 8 English Language Arts Part B exam, Grade 7 Social Studies and Humanities Exam
28	Grade 9 Science Achievement Exam, Grade 8 Math and Grade 7 Science Exam

