

 <p style="text-align: center;"> <small>DIVISION SCOLAIRE</small> LOUIS RIEL <small>SCHOOL DIVISION</small> </p>	<h2>Balanced School Day Planning Considerations</h2>
<p style="text-align: center;">ADMINISTRATIVE PROTOCOL</p>	<p style="text-align: center;">Supporting Policy ID</p>

The balanced school day schedule was first introduced in Louis Riel School Division (LRSD) in 2018-2019 at Lavallee School. The balanced school day has the same number of instructional and break minutes as the typical school day but allocates them differently, namely, three relatively equal blocks of instructional time separated by two fitness/nutrition breaks. Proponents of the model cite several advantages, including the following:

- Longer periods of instructional time allow for deeper learning.
- The reduced number of breaks:
 - minimizes time lost to transitions, such as dressing for winter weather or transitioning to and from the schoolyard;
 - is easier to navigate for students who struggle with transitions.
- Longer breaks allow students to engage more fully in play and to resolve conflicts more readily when they arise.
- Longer breaks afford staff the opportunity to work, plan, or collaborate uninterrupted.

Schools considering the balanced school day model must follow the process outlined below:

1. Advise Superintendent of Schools (or designate).
2. Access current literature and/or consult other LRSD schools that have implemented the model and consider their experiences.
3. Consult school staff, students, and families (including Parent Advisory Council, where applicable) and incorporate feedback into planning.
4. Develop a timetable that meets the criteria outlined below:

All school schedules, including the balanced school day schedule, must:

 - honour contractual obligations, notably provisions in the teachers' collective agreement related to meal period (Article 10.00) and non-contact time (Article 12.00)
 - allocate prescribed instructional time for each subject ([English program](#), [French Immersion program](#))
 - accommodate:
 - half-day absences
 - half-day Kindergarten, if applicable
 - Practical Arts courses, if applicable
 - part-time teacher schedules
5. Consider the impact the timetable may have on:
 - early dismissal day
 - access to gymnasium, playground, and other spaces
 - opportunities for staff collaboration or extracurricular activities, such as intramurals, choir, drama, and clubs
 - families that do not access lunch supervision
 - opportunities for scheduled nutrition breaks
6. Submit a request for approval to Superintendent of Schools (or designate), along with rationale and including results of community consultation.

7. The Superintendent of Schools (or designate) will review the request.
8. If approved, the Superintendent of Schools (or designate) will request approval from Manitoba Education & Early Childhood Learning.
9. Upon approval, the School Principal will communicate schedule and date of implementation to community, Staff Services Department, and School & Classroom Support Team.
10. Following implementation, impact of schedule change must be assessed and communicated to staff, students, families, and Superintendent of Schools (or designate).

Schools considering reverting to a traditional timetable after adopting the balanced school day schedule must follow a similar consultative model.