



Academic Support Pilot Schedule

Dear La Salle Families,

As we shared in the Weekly Bulletin on 4/1, **beginning Monday, April 20**, we will launch a pilot bell schedule that places Academic Support (AS) at the end of both A-Days and B-Days only. Other bell schedules, such as early dismissal, rally, and assembly schedules, will not be affected.

Also attached is the [Pilot Bell Schedule](#) for this spring.

Key Details

- The regular school day will remain from **8:15–2:45**. Therefore, students are **required** to remain on campus during Academic Support.
- We will use our Flexisched software to take attendance.
- Academic Support time:
 - A-Days: 25-minute AS block
 - B-Days: 65-minute AS block
- Academic Support offerings will remain consistent
 - All teachers will continue to be available for academic help.
 - Independent workspaces and student collaboration areas will still be provided.
 - Students on the MAS list will still be required to attend.
 - Students may continue to use this time for tutoring, assessment corrections, and missing work.
- For students, who are up to date with all assignments and assessments, and who do not wish to attend academic support, will report to the gym or another designated supervised area until 2:45 PM. These students will use this time for quiet study, reading, collaboration, or school-approved activities



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- Handbook Policy Still in affect: *“To be eligible to participate in co-curricular activities (sports practices, games, dances, retreats, theater performances, etc.) **a student must be in full attendance at school on the same day** as the scheduled event or on the last day of the week if the event is on the weekend.”*

Why are we Piloting a Bell Schedule?

1) Strengthening Student Learning: Our primary goal is to maximize student learning during the most productive parts of the day.

- Research and classroom experience suggest that students are generally more focused and academically engaged earlier in the day.
- This adjustment reduces interruptions to the academic flow of the day and creates more consistent class periods.
- Students can then use AS after experiencing the day’s lessons, allowing them to seek help while the material is still fresh in their minds.

2) Improving Access to Teacher Support: Placing AS at the end of the day creates more intentional opportunities for students to receive help.

- Since students will have experienced a full day of instruction, they can come to AS with specific questions from lessons, homework, labs, projects, or assessments given that day.
- Teachers can provide more targeted support because students will know exactly where they need clarification.

3) Gathering Feedback for Future Scheduling: This pilot is also an important step in planning for next year.

- The trial will help us collect student and teacher feedback.
- We will be able to identify what is working well and what may need adjustment.



- Through the use of our Flexisched Software, data from attendance and student use of AS will help guide future decisions. This gives us the opportunity to make thoughtful refinements before considering a long-term schedule for the fall.

4) Supporting Student Health, Wellness, and Family Flexibility: We also want this schedule to better support family life and student wellness.

- Students who are caught up academically may be able to leave for medical, dental, therapy, or personal appointments without missing classroom instruction time. Families will have greater flexibility in scheduling appointments later in the day.
- This helps reduce the stress of missing important classroom lessons for outside commitments. Students can maintain stronger attendance in academic classes while still balancing personal responsibilities.

5) Encouraging Student Responsibility and Time Management

This structure also reinforces positive academic habits.

- Students who stay current with their work are rewarded with greater flexibility and structured independent time.
- The model encourages students to stay organized and meet deadlines and it helps students develop self-management, planning, and prioritization skills that are essential for college readiness.

Sincerely,

Edward Magluyan '94, P'23, '25, '28

Vice Principal of Academics