

K-3 Schedule FAQ's

What is W.I.N.?

WIN is a dedicated instructional block that stands for *What I Need*. It is a structure for students to engage with material at their instructional level. This is a chunk of time in the school day that has been missing in K-3 to ensure our students have opportunities for additional Tier 2 and Tier 3 support *without* missing parts of their core schedule. This block is part of our commitment to inclusive practice, and our commitment to using a least restrictive approach to providing support to students. This time is going to be differentiated for students based on classroom and school-wide data. This block will be tied to our school wide Teacher and Student Assistance process where we use classroom and school-wide data to inform instruction. Extension and enrichment may also be offered during the WIN block according to student need.

How will we staff W.I.N.?

The timing of this block is such that EVERY teacher, counselor, specialist, special educator, related service providers, EL Educators and administrators are available to ensure its success. Year one of the W.I.N. block will use classroom and school wide data to drive Tier 2 and Tier 3 plans for small groups of students. Students receiving support through special education and EL instruction may also receive instruction during this time. Ultimately, this is an open-ended time during which teachers will work collaboratively with their administrators, instructional specialists, and grade level partners to design differentiated instruction for students.

What W.I.N is NOT...

WIN is not a technology block. WIN is not an IEP meeting block. While we may choose at different points to strategically use blended learning opportunities (such as Read Live or Lexia) *there will not be any push for technology or an online platform during this block unless a teacher is using data to say that it is what they feel their students need most.* While IEP meetings may be held during this block, it will be one of many opportunities during the day for families to schedule meetings.

But there is an iPad program called W.I.N...?

Yes, an entrepreneur capitalized on an acronym that has been used in districts across the country for many years and made an actual online/tech intervention program using the term WIN. We did not purchase this and this program will not be used in our district. WIN simply is a clever acronym for "What I Need," which is the name used for our intervention and extension block within the MTSS model.

Did we cut an Allied Arts block?

NO! We previously had a one time per week floating special at some buildings and some grade levels. This floating special was created to help staff across multiple buildings and meet teacher planning time requirements. We have re-allocated those minutes to create longer Allied Arts periods. Therefore, students receive the same total minutes per week of Allied Arts (in fact more!) as they did last year, they just have a consistent daily schedule. Trauma informed instruction and developmentally appropriate instruction recommends that students have a

predictable daily routine. The floating Allied Arts prevented grade teams from having predictable daily schedules for students and logistically prevented us from having a consistent planning time for teachers. Creating a daily schedule for children that is consistent is healthy and age appropriate.

Why no extra Music and Physical Education?

A Health and Wellness block was added as a 5th Allied Arts Block within the schedule rather than a duplicate of music or phys ed. Prior schedules differed for students per building and grade. As noted above additional music and PE classes were used to ensure teachers had time for team collaboration. In fact, many grades and classes had duplicates of library or art, not gym or music. The total amount of Allied Arts minutes per week has not shifted.

Morning Recess- Where did it go?

The intention of the schedule, when originally rolled out, was to reallocate minutes to Specials & Lunch/Recess blocks. In previous years, specials varied in time from 35-45 minutes based on building/grade, and lunch/recess also was as short as 15-20 minutes each. We created a 50 minute combined lunch recess and a 55 minute special. Children have over 100 minutes of time in the original K-3 schedule to engage with one another through their Allied Arts and Recess/Lunch compared to prior years; this is equal to or higher depending on the building/grade. The amended schedule to include recess in the morning decreases the 50 minute lunch block in order to accomplish the morning recess. In addition, NO child should be asked to sit for more than 30 minute chunks of time. It is expected that children switch between seats and the rug, work in small groups, and have movement activities built in. No amount of recess can replace high quality, multi-sensory instruction, using different learning styles- and accounting for kinesthetic needs of young learners. Turn and talks, flexible seating, sensory breaks, inquiry....these are NOT occurring during recess, but must be planned into lessons to give children the ongoing social emotional opportunities they need.

Is this schedule a result of budget constraints or reductions?

NO! The FY22 budget was developed and approved before conversations regarding the aligned schedule. Personnel and programs were already established and considerations regarding adding or reducing staff were not part of the planning process. The schedule is meant to maximize our current resources and allocations.

Is there an opportunity to reevaluate the schedule?

YES! Dr. Buckey will work with Assistant Superintendent Murphy and the building principals to establish a working group that will review the schedule during a pilot phase during the first trimester. He will have each principal host a parent/community forum during October. The working group will consider any revisions or optimizations that might be needed for the second trimester.