



Bayside Schedule- FAQs

1. Why are we looking at making changes to the BMS schedule?

- Throughout our review of the schedule, we found many reasons for change. Our current Math and ELA programs require 70-75 minutes per day to be taught with fidelity. We feel our students need more opportunity for guided and differentiated practice & application during our classes. The changes would also provide fewer transitions, slow the pace of the day down, and provide a smoother transition from Stormonth.

2. When did the district begin this process?

- This process began in the Spring of 2017 with the formation of a Scheduling Committee and included an all-day workshop (Winter 2019) with National Scheduling Expert, Dr. Michael Rettig.

3. What are the educational benefits of a new schedule?

- Longer periods allow for greater depth of instruction. This increases the opportunity for teachers to utilize differentiated and varied teaching strategies (e.g. cooperative learning, inquiry-based lessons, simulations), as well as student-centered learning experiences and instructional approaches.
- Students focus on six classes per day rather than nine. Students have fewer classes to prepare for on a given day (e.g. assessments, homework, projects), which can allow them to give each class greater attention.
- Teachers benefit from more usable instructional time each day because less time is lost with beginning and ending classes.
- Additional teacher preparation time is afforded in order to plan student-centered lessons.

4. What are some of the key changes to the schedule in terms of minutes and periods?

- Core Classes will be 75 minutes in length (Math, ELA, Science, Social Studies)
- Reading and Writing will now be taught together in one class and not separately
- Science and Social Studies will meet every other day for 75 minutes
- Specials will be 45 minutes in length
- There will be a 12-15 minute homeroom period each day for students to meet in small groups with one staff member.
- Our flex period will be removed from the new schedule and focus will now be on Universal Design for Learning and Co-Planning to Co-Serve to meet needs in the general education setting where, as research indicates, skill transfer is more likely

- 5. How will students get missing work if they are absent, but don't have class the next day? What will the process for make-up work be when a student is absent?**
- Similar to our current process, it is the student's responsibility to ensure that, when they are absent, they make-up any missed work in accordance with each of his/her teacher's requirements. Previously announced projects and/or assessments must be submitted or taken on the day of the student's return to school or on an agreed upon date as per the teacher's requirements. Communication is key. If extenuating circumstances exist, the teacher may grant additional make-up time. If a specific online platform (i.e. Google classroom) is being utilized by the teacher, it is the student's responsibility to check the platform for course information or contact the teacher or a school counselor if a computer is unavailable.
- 6. How will the new schedule affect the variety of courses that are offered to students?**
- Students will continue to have access to the same variety of courses. Student interest and enrollment may impact course availability as it does currently.
- 7. How will the new schedule affect the creation and delivery of classroom assessments?**
- The schedule will provide teachers and students a sustained period to immerse themselves in classroom activities. Assessments will vary from subject to subject and from teacher to teacher based on the needs of the particular course, subject, and student. The schedule will provide teachers additional time to create assessments that allow students to demonstrate mastery of the content through authentic experiences.
- 8. How will Special Education programs be impacted?**
- Special Education services will continue to be provided according to Individual Education Plans. Additional adaptations will be made as needed to specific programs to ensure that student needs are met.
- 9. How will students be supported during the transition?**
- Support during the transition will be provided for all students in order to ensure they are successfully adapting to the schedule change. Other schools that have made a similar transition report that students welcomed the change and quickly adapted to it. This type of schedule will allow for the development of time management skills
- 10. Can middle school students stay engaged long enough?**
- Absolutely. Traditional lessons are transformed into workshops and broken up into creative, engaging, student-centered activities.
- 11. How are we preparing teachers to be successful teaching in this new schedule?**
- Our middle school faculty has embraced the philosophy of transforming their classrooms into active learning environments with student-centered, hands-on activities within daily lessons. Professional development for appropriate lesson design, instructional strategies, curriculum revision and classroom management will be provided this summer and will continue through implementation next year.