



RSU 13

K-5 School Planning Guidelines for 2025/2026

As a result of planning discussions within the RSU 13 Administrative Team, the following guidelines have been established to inform 2025/2026 school-based planning efforts district-wide. These guidelines are intended to be a common minimum expectation to maintain a greater degree of consistency district-wide in expectations for core instructional time and in the delivery of allied arts and support services, but not inflexible parameters.

A. Team Structures & Instructional Teams:

Instructional Teams will be maintained within their respective buildings. As appropriate, allied arts, special education, interventionists, school counselors, and other support personnel will work with instructional teams. School principals will maintain ‘communication loops’ so that they, and other teams within the school are regularly informed of ongoing collegial efforts.

A Student Intervention Team (SIT) will be formed for each school building, and will meet regularly. SIT membership and meeting schedules will be at the discretion of the school principal. Documentation of all SIT meetings will occur, inclusive of all student concerns addressed, determinations made, and intervention plans pursued.

B. Lunch Periods:

All schools will maintain a 30 - minute lunch period for teachers.

C. Expectations for Core Academic Instruction K-5:

In scheduling instructional periods for core academics, the following guidelines and expectations will be observed as closely as possible district-wide:

ELA	K-5	Minimum of 90 minutes of instruction with a focus on instructing the grade level “I can” performance indicators– five days per week. For 30 minutes each day, K-2 will implement UFLI foundational skills and 3-5 will implement 95% Phonics for foundational skills instruction. K-5 will implement Fishtank ELA for 60 minutes a day. Note that an
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additional 15 minutes for Fishtank instruction is strongly encouraged.

Intervention /Extension	K-5	30 minutes per day <i>may be</i> flexibly devoted to instructional interventions and extensions as determined in collaboration with the school principal.
Mathematics	K-5	Minimum of 70 minutes per day of Ready Classroom instruction with a focus on instructing the grade level “I can” performance indicators. All students will complete at least 30 minutes of My Path through iReady each week.
Science/Social Studies	K-5	Instruct the grade level “I can” performance indicators for Science and Social Studies (covering about $\frac{1}{3}$ of the “I can” statements each trimester). Time can be flexibly scheduled and time can also be “banked” to focus on integrated projects.
Health	K-5	Minimum of 30 minutes per week, which could also be integrated into another content area (classroom teachers are responsible for instructing <u>Great Body Shop</u>).

D. Interventions and Other Strategies for Targeted Instruction:

To support core learning, classrooms and/or grade levels may schedule specific intervention time to support flexible grouping, differentiation and enrichment within the core instruction framework.

For the wider range of learners in the classroom whose needs extend beyond the reach of core instruction alone, we implement Multi-Tiered Systems of Support (MTSS) through development and implementation of shared instructional plans by interventionists in partnership with classroom teachers.

Core instruction differentiation may be structured via flexible groupings, extended periods, or regularly scheduled intervention blocks, for example. MTSS support may also include a range of models such as pull-out re-teaching and various models of in-class instruction. Our district approach for MTSS is grounded in teamwork, shared plans and ownership, and instruction based on district I Can Statements.

E. Expectations for Allied Arts and Other Support Services:

In scheduling instructional periods for allied arts and other support services, the following expectations will be observed district-wide:

1. Physical Education; grades K-5 – two times per week. This timeframe will be increased as appropriate and whenever other scheduling circumstances allow. Physical Education will be scheduled and utilized to support individual professional planning time as appropriate. To the extent possible, physical education teachers will be assigned to actively integrate with and support grade-level team instruction.
2. Art instruction will be maintained in grades K-5, one 40 minute instructional session per week.

Whenever possible and appropriate, art teachers are encouraged to integrate and support grade-level team instruction. Art instruction and activities will be scheduled and utilized to support individual, professional planning time as appropriate.

3. Music instruction will be maintained in grades K-5, one 40 minute instructional session per week.

Band instruction will be maintained for Grade 5, and chorus can be scheduled if time and resources permit. Individual schools may schedule band or chorus flexibly.

Whenever possible and appropriate, music teachers are encouraged to integrate and support grade-level team instruction. Music instruction and activities will be scheduled and utilized to support individual, professional planning time as appropriate.

4. Library/Media Learning – services will be scheduled for a minimum of 40 minutes per week as an Allied Art. It is the goal of RSU 13 that technology is integrated into all classrooms and that students will receive direct instruction around technology use. Technology Integrators/Media Specialists will provide direct instruction and active collaboration with classroom teachers in the delivery of the **Library/Media Curriculum Framework** one time per week in the library, and actively collaborate with teachers to develop and deliver assignments that align to the 4C's. Tech integrators will also collaborate with administration to realistically assess on-going professional development needs related to focus areas for teachers.
5. Classroom SEL classes with school counselors will be scheduled at the discretion of the school principal in order to meet student needs and to fulfill the expectations of the school counselor curriculum. Classroom teachers will be in the classroom when school counselors present the lessons during scheduled

instructional periods, and classroom teachers will help reinforce themes and/or vocabulary presented in the school counselor's lessons throughout the week.

Conclusion:

Please note that these guidelines are established to confirm and guide school-based planning for the 2025-2026 school year. As these preliminary guidelines are applied to the planning process within the unique circumstances of individual schools, changes may need to be considered. School principals will solicit input and recommendations from staff on a regular basis for any further consideration by the administrative team, and it is intended that planning guidelines will be updated on an annual basis.

Last Updated June 17, 2025