

MStM Continuous Learning Plan

<p>Superintendent</p>	<ul style="list-style-type: none"> ○ Communicate the plan with the Board and make appropriate decisions together ○ Communicate the plan with parents ○ Return to Learn Plan modifications ○ Ensure all staff understand their roles and responsibilities ○ Provide necessary resources and supports to execute the plan ○ Collect data on the effectiveness of the plan ○ Monitor and revise the plan, as necessary ○ Determine essential worker plan ○ Determine facility use - by whom and for what use, key fobs, CDC guidelines, schools, district property (i.e. fields, playgrounds, track), staff access to rooms ○ Professional development on: Privacy/FERPA, Mitigation strategies, mandatory reporter requirements, CDC guidelines ○ Coordinate with local childcare resources ○ Coordinate survey for parents/students
<p>Principals and PD Lead</p>	<ul style="list-style-type: none"> ○ Create, explain and distribute the plan ○ Oversight of online platforms including district website ○ Oversight of data collection platforms ○ Support faculty and students/families to a distance learning environment (Ex. Online platforms) ○ Help teachers implement the plan ○ Professional development on: On-line instructional strategies, SEL/Stress/Trauma ○ Oversight of essential standards and adjustments to instruction
<p>Technology Building Admin and Tech Coordinators</p>	<ul style="list-style-type: none"> ○ Deployment of devices - staff and students ○ Support Wi-Fi access ○ Support faculty and students/families shifting to a distance learning environment ○ Provide tutorials regarding security expectations ○ Provide tutorials to assist faculty with district identified resources: Google Classroom and others ○ Troubleshoot device issues for students and staff ○ Fix broken devices for students and staff ○ Support security needs- Tech Admin

<p>Principals</p>	<ul style="list-style-type: none"> ○ Monitor communication between teachers and students ○ Communicate and expect security expectations ○ Review records of student attendance and participation ○ Monitor completion of work submitted by at-risk students at end of each week-consult with Success Leader ○ Support teachers in their duty to reach out to students and parents who are not participating ○ Support faculty and students/families shifting to a distance learning environment ○ Group Check-Ins for Staff ○ Assist teachers to implement the Required Learning Plan ○ Determine family and student needs -- support and refer ○ Create and implement room usage plan for teachers using classrooms ○ Oversight of essential standards and adjustments to instruction ○ Attend virtual IEP meetings as necessary ○ Collaborate with state and AEA leaders to understand expectations for services ○ Collaborate with teachers and parents to identify tech needs and resources available ○ Assign associate duties to support student needs ○ Professional development on: On-line instructional strategies for special populations, SEL/Stress/Trauma ○ Communicate expectations for equitable delivery of services during Required Learning Plan for students with individual education plans, 504s, English Language Learning needs
<p>Activities Director</p>	<ul style="list-style-type: none"> ○ Plan for playgrounds and other outdoor school facilities when shutdown ○ Keep activities calendar updated ○ Keep coaches, players and families informed of changes and ensure they are following safety protocols ○ Check in with coaches and sponsors to assess and assist with needs
<p>Teachers</p>	<ul style="list-style-type: none"> ○ Collaborate with members of grade level/department/PLC team to design distance learning experiences ○ Follow virtual master schedule (listed below) ○ Use district curriculum and resources as well as district identified platforms to communicate and deliver content. If you are unfamiliar, contact an Instructional Coach or Google Instructor to ensure you are able to utilize district approved platforms, curriculum and resources ○ Communicate weekly learning expectations to students and parents by Friday at 3:30pm for upcoming week ○ Follow grading expectations, formative/summative assessment, and other district guidance (Ex. Early Literacy Implementation)

	<ul style="list-style-type: none"> ○ Update grades in JMC every Monday morning ○ Keep daily records of student attendance/participation in JMC as a separate gradebook entry (i.e. "1" for present and/or participating, and "0" for not present/not participating) ○ Record all Zoom lessons/sessions and post on Google Site ○ Follow up with no-shows - teacher 2 call attempts, then referral to counselor (2 call attempts), then referral to administrator - phone call or home visit ○ Communicate with parents which online resources your students will access upon implementation of the plan and when changes are made. Any communication you send must start with your name and email ○ Provide packets or alternative delivery for students with specific needs ○ Communicate with and provide timely feedback 2-3 times a week with your students (whole group, small group and 1:1) ○ Call parents of students who have not actively participated - refer if unable to make connection ○ Opening activities - examples include dropping off supplies, meeting with teacher, parent, student prior to school starting ○ General education teachers aware of and implementing 504s and IEPs, and awareness of TAG students ○ If teachers accessing classroom - wipe down the area after each use ○ Provide access to Google classroom or other approved sites to Special Education and TAG teachers ○ Document behaviors during virtual instruction ○ Administer assessments/screeners as needed
<p>Special Education Teachers</p>	<ul style="list-style-type: none"> ○ Communicate as per the IEP with the subject or classroom teachers who teach the students on your caseload ○ Follow virtual master schedule (listed below) ○ Use district curriculum and resources as well as district identified platforms to communicate and deliver content. <ul style="list-style-type: none"> ○ If you are unfamiliar, contact an Instructional Coach to ensure you are able to utilize district approved platforms, curriculum and resources ○ Provide activities that support IEP goals ○ Packets for students with specific needs ○ Call an IEP team meeting and amend the IEP to best meet the student's needs in this environment ○ If SDI is necessary - set up sessions to provide this and a schedule to progress monitor goals ○ If in-person instruction is necessary, design an appropriate schedule with administrator ○ Include AEA service providers on decisions and scheduling

	<ul style="list-style-type: none"> ○ If consultation is appropriate - provide supplementary activities that support IEP goals and classroom lessons ○ Communicate regularly with students on your caseload and/or their parents (every other week alternating with gen ed teacher) ○ Keep daily records of student attendance in JMC ○ Follow up with no-shows - teacher 2 call attempts, then referral to counselor (2 call attempts), then referral to administrator - phone call or home visit ○ Communicate student's accommodations and modifications with general education teachers ○ Assign duties to associates to support student needs ○ Keep log of all communication, direct services, work, and accommodations/modifications. Create a google document to record this. ○ Follow grading expectations, formative/summative assessment, and other district guidance ○ Create a schedule for live teaching, recorded videos, and when assignments are due to be shared with families ○ If teachers accessing classroom - wipe down the area after each use ○ Assign associate duties to support student needs
<p>Special Education Teachers - Level 3</p>	<ul style="list-style-type: none"> ○ Establish an ongoing communication channel with families ○ Follow virtual master schedule (listed below) ○ Call an IEP team meeting and revise the IEP to best meet the student's needs in this environment ○ Determine the best mode of delivery for instruction – electronic, packets, or in-person ○ If in-person instruction is necessary, design an appropriate schedule with administrator ○ Create materials for students with specific needs ○ Ensure work is focused on IEP goals and devise a schedule to progress monitor goals ○ Provide distance learning supports by collaborating with related service providers (AEA) ○ If associate support will be provided, communicate expectations with associate and provide learning activities ○ Collaborate with team members involved in each student's IEP ○ Keep daily records of student attendance on Live Online Learning sessions. ○ Update grades in JMC by Monday. ○ Follow up with no-shows - teacher 2 call attempts, then referral to counselor (2 call attempts), then referral to administrator - phone call or home visit ○ Communicate student's accommodations and modifications with general education teachers ○ Assign duties to associates to support student needs

	<ul style="list-style-type: none"> ○ Keep log of all communication, direct services, and accommodations/modifications made. ○ Create schedule for live teaching, recorded videos, and when assignments are due to be shared with families ○ Follow grading expectations, formative/summative assessment, and other district guidance ○ If teachers accessing classroom - wipe down the area after each use
<p>Direct Service Providers (Ex. AEA, Voc Rehab)</p>	<ul style="list-style-type: none"> ○ All direct service providers will be responsible for scheduling and providing services to eligible individuals per their IEP or 504's
<p>Learning Support Teachers (Title, TAG)</p>	<ul style="list-style-type: none"> ○ Communicate regularly with the subject or classroom teachers who teach the students on your caseload ○ Follow virtual master schedule (listed below) ○ Communicate regularly with students on your caseload and/or their parents ○ Provide supplementary learning activities for students on your caseload at least 2x/week. Communicate these activities via email ○ Packets for students with specific needs ○ Create schedule for reading groups with associates (if available) ○ Communicate student's accommodations and modifications with general education teachers ○ If teachers accessing classroom - wipe down the area after each use ○ Initial screening for programming ○ Administration of state assessments (Ex. ELPA21)
<p>K-6 Specials (PE, Art, Music, Technology, Guidance)</p>	<ul style="list-style-type: none"> ○ Develop a bank of activities being mindful of the resources families may or may not have in their home (2-5 activities per week) ○ Follow grading expectations, formative/summative assessment, and other district guidance ○ Follow virtual master schedule (listed below) ○ Communicate with students/families who reach out for assistance ○ Communicate weekly learning expectations to students and parents by Friday at 3:30pm for upcoming week ○ Packets for students with specific needs ○ Teachers aware of and implementing 504s and IEPs, and awareness of TAG and ELL students ○ If teachers accessing classroom - wipe down the area after each use

<p>7-8 Music, Art, PE</p>	<ul style="list-style-type: none"> ○ Develop a bank of activities being mindful of the resources families may or may not have in their home (5 activities per week) ○ Follow grading expectations, formative/summative assessment, and other district guidance ○ Follow virtual master schedule (listed below) ○ Communicate with students/families who reach out for assistance ○ Communicate weekly learning expectations to students and parents by Friday at 3:30pm for upcoming week ○ Packets for students with specific needs ○ Teachers aware of and implementing 504s and IEPs, and awareness of TAG and ELL students ○ If teachers accessing classroom - wipe down the area after each use
<p>7-8 Exploratories</p>	<ul style="list-style-type: none"> ○ Collaborate with members of PLC or department team to design distance learning experiences ○ Follow grading expectations, formative/summative assessment, and other district guidance ○ Follow virtual master schedule (listed below) ○ Use district curriculum and resources as well as district identified platforms to communicate and deliver content. If you are unfamiliar, contact an Instructional Coach to ensure you are able to utilize district approved platforms, curriculum and resources ○ Communicate weekly learning expectations to students and parents by Friday at 3:30pm for upcoming week ○ Packets for students with specific needs ○ Keep records of student attendance on Live Online Learning sessions and work completion. Record in JMC. ○ Follow up with no-shows - teacher 2 call attempts, then referral to counselor (2 call attempts), then referral to administrator - phone call or home visit ○ Communicate with parents which online resources your students will access upon implementation of the plan and when changes are made. Any communication you send must start with your name and email ○ Communicate with and provide timely feedback 2-3 times a week with your students (whole group, small group and 1:1) ○ Teachers aware of and implementing 504s and IEPs, and awareness of TAG and ELL students ○ Call students who have not actively participated ○ Communicate with parents, as necessary ○ If teachers accessing classroom - wipe down the area after each use

<p>HS Elective Teachers</p>	<ul style="list-style-type: none"> ○ Collaborate with members of PLC or department team to design distance learning experiences ○ Follow grading expectations, formative/summative assessment, and other district guidance ○ Follow virtual master schedule (listed below) ○ Use district curriculum and resources as well as district identified platforms to communicate and deliver content. If you are unfamiliar, contact an Instructional Coach to ensure you are able to utilize district approved platforms, curriculum and resources ○ Communicate weekly learning expectations to students and parents by Friday at 3:30pm for upcoming week ○ Packets for students with specific needs ○ Keep daily records of student attendance/participation in JMC ○ Follow up with no-shows - teacher 2 call attempts, then referral to counselor (2 call attempts), then referral to administrator - phone call or home visit ○ Communicate with parents which online resources your students will access upon implementation of the plan and when changes are made. Any communication you send must start with your name and email ○ Communicate with and provide timely feedback 2-3 times a week with your students (whole group, small group and 1:1) ○ Teachers aware of and implementing 504s and IEPs, and awareness of TAG and ELL students ○ Call students who have not actively participated ○ Communicate with parents, as necessary ○ If teachers accessing classroom - wipe down the area after each use
<p>Continuous Learning Committee</p>	<p>Develop or provide professional development training or tutorials (videos) on the following:</p> <ul style="list-style-type: none"> ○ Digital citizenship ○ Basics of Google Classroom ○ Intermediate use of Google Classroom ○ Assessment add-ons such as google forms, pear deck, etc. ○ Basics of online course classroom management and grading expectations ○ Engagement strategies for online courses ○ Google Meet ○ Others as requested by teachers ○ Office hours ○ SEBMH training ○ Support teachers in the acquisition of online teaching skills and strategies ○ Follow virtual master schedule (listed below) ○ Support faculty and students/families to a distance learning environment (Ex. Online platforms)

	<ul style="list-style-type: none"> ○ If accessing classroom - wipe down the area after each use
Counselors	<ul style="list-style-type: none"> ○ Serve as a liaison for communication with students/families in crisis ○ Follow virtual master schedule (listed below) ○ Provide resources for teachers, students, and families to support them while they are away from school ○ Communicate regularly with the subject or classroom teachers who teach students on 504 plans ○ Provide support for 504 accommodations ○ Students of concern called weekly by counselors (at-risk, no show/no answer) ○ Coordinate virtual tours/information on buildings ○ Provide resources for students and families on google site (SEBH) ○ Monitor students to check-in on (Survey) ○ Attend team meetings/PLC's as needed ○ Communicate with students every other week opposite the classroom teacher
Principals (as 504 Building Coordinators)	<ul style="list-style-type: none"> ○ Hold a meeting at the beginning of the school year to determine supports for all 504 students ○ Communicate with all teachers of students with a 504 plan ○ Communicate with parents of 504 students bi-weekly opposite of general education teacher ○ Support teachers in ways to meet accommodations for students ○ Set office hours to be available for students and parents
Teacher Librarian	<ul style="list-style-type: none"> ○ Collaborate with colleagues to find resources for high-quality distance learning experiences and research ○ Regularly check in with subject and classroom teachers to identify ways to support their design of distance learning experiences ○ Suggest supplementary resources for students and families
Associates	<p>Complete work assigned by administrators or teachers. These may include tasks such as:</p> <ul style="list-style-type: none"> ○ Tutoring all students ○ Attending Online Learning Classes with students ○ Meeting with students to support work from classes ○ Communicate with special ed teachers on coursework ○ Meet with students to practice IEP skills ○ Copy and mail packets ○ Lunch handout and delivery ○ Prepare, print, and deliver packets to students

Secretaries	<ul style="list-style-type: none"> ○ Ensure attendance is recorded by teachers ○ Record absences in JMC ○ Support student, teacher, parent communication via JMC ○ Flag students in JMC as appropriate ○ Other duties as assigned by administrator
Nurse	<ul style="list-style-type: none"> ○ Reach out to families regarding medication at school ○ Guidance and support for families regarding health and safety for students ○ Guidance for leadership regarding delivery model best suited for current situation ○ Reach out to families regarding students who were taking medication at school ○ Stay in communication with teachers ○ Create and implement entry protocol for teachers using facilities (See room usage plan) ○ Order and administer supplies needed (collaborate with Maintenance Department)
Food Service	<ul style="list-style-type: none"> ○ Grab and Go Lunch distribution ○ Food Pantry operation
Director of Maintenance	<ul style="list-style-type: none"> ○ Devise a cleaning plan based on room usage plan provided by building administrator ○ Assign open and closed bathrooms and devise cleaning plan based on usage needs ○ Order and administer supplies as needed to buildings ○ Plan for playgrounds and other outdoor school facilities when shutdown ○ Determine essential worker plan for employees
Custodians	<ul style="list-style-type: none"> ○ Implement cleaning plan

Student Roles and Responsibilities

- Establish daily routines for engaging in the learning experience [Virtual Expectations](#)
- Identify a space in your home where you can work effectively and successfully
- Identify a space in your home where you can participate in live on-line learning
- During live online learning sit at a table and wear school appropriate clothing
- Monitor online platforms daily (email and Google classroom or others approved)
- Engage in all learning with academic honesty
- Communicate proactively with your teachers if you cannot meet deadlines or require additional support
- Comply with district policies regarding Internet Safety and Acceptable Use

- If student is unable to attend live session, student or parent will email teacher if/when they view the recorded session in order to be considered in attendance (within 24 hours)

For questions about . . .	Contact
A course, assignment or resource	The relevant teacher
A technology related problem or issue	The relevant teacher or technology specialist
A personal, academic, or social-emotional concern	The relevant teacher or building counselor
Other issues related to distance learning	Your school principal

Family Roles and Responsibilities

Provide support for your child/children by:

- Establishing routines and expectations
- Defining the physical space for your child to study
- Read and sign Chromebook and acceptable use policy permission for children to engage electronically with teachers
- Monitoring communications from your child's teachers
- Beginning and ending each day with a check-in
- Taking an active role in helping your child process his/her learning
- Establishing times for quiet and reflection
- Encouraging physical activity and/or exercise
- Remaining mindful of your child's stress or worry
- Monitoring how much time your child is spending online
- Keeping your child social, but set rules around their social media interactions
- If student is unable to attend live session, student or parent will email teacher if/when they view the recorded session in order to be considered in attendance (within 24 hours)

For questions about . . .	Contact
A course, assignment, or resource	The relevant teacher
A technology related problem or issue	The relevant teacher or technology specialist
A personal, academic or social-emotional concern	The relevant teacher or building counselor
Other issues related to distance learning	Your school principal

General Guidelines for Teachers During Required Distance Learning

<p>Grading and Feedback</p>	<ul style="list-style-type: none"> ○ Provide timely feedback as it is essential for student learning in this environment ○ Provide clear communication regarding where/how students should ask questions and seek clarification ○ Monitor your email daily and respond to questions and communications from students/families ○ Record office hour individual communication in daily log ○ Grades will be based on work assigned during this time period ○ Teachers are expected to follow-up with students if work is not completed, being sensitive to the challenges some families are facing and that extra time and support may be required to complete work
<p>Offline Work</p>	<ul style="list-style-type: none"> ○ Avoid requiring printing for any assignments (unless students are utilizing packets instead of computers for instruction). All tasks should be completed on a device or uploaded as a picture to the extent possible- USB drives may be created for students who lack internet access. ○ Include offline activities in your lessons that connect to district objectives such as reading, engaging in discussions with a family member or friend remotely, writing in a journal, taking pictures and/or making a video
<p>Instruction</p>	<ul style="list-style-type: none"> ○ Strictly follow the guidelines for time and schedule provided by the district based on your grade level and subject area ○ Use the gradual release of responsibility instructional framework to enhance learning for students ○ Collaboration with your colleagues as appropriate ○ Utilize engagement strategies ○ When utilizing Google Classroom or Zoom - record each session
<p>Deadlines</p>	<ul style="list-style-type: none"> ○ Provide students ample time to complete assignments - more time than you would usually provide in class may be necessary for students ○ Make sure that all directions for tasks are clear and detailed
<p>Online Learning Environment</p>	<ul style="list-style-type: none"> ○ Use only district supported platforms - Google Classroom, Zoom, Google Drive, online textbook supplementary materials, possibly others. If unsure, ask your building principal. ○ Provide both Live Online and other online learning opportunities as detailed by the district based on your grade level and subject area.

Live Online Learning	<ul style="list-style-type: none"> ○ Give students the opportunity to interact with one another and the teacher ○ Use Google Classroom or Zoom ○ All video Live Online Learning opportunities should be recorded and posted for students who are unable to participate in the live session
Video Conferencing Guidelines	<ul style="list-style-type: none"> ○ School appropriate dress is expected ○ Class rules and etiquette are expected ○ 1:1 sessions are acceptable with students and teachers or counselors if the sessions are recorded. HPPA confidentiality statement read prior to meeting. ○ Virtual Guidelines: _____
Student Check-in & Assessment	<ul style="list-style-type: none"> ○ Assess students to ensure learning is taking place ○ Use tools such as Google Forms, online textbook assessments, and Google Classroom Tools ○ District Common Assessments will not be administered during the implementation of the Required Learning Plan

Preschool	
<p>Priorities:</p> <p>Learning will be mainly focused around literacy and numeracy to maintain current skills and build knowledge around prioritized content found in Gold Curriculum. The primary tools for communication and learning platform between teachers and families will be parent provided email addresses.</p>	
Approximate Time Frames for Learning	
20+ minutes per day	Emergent Literacy Activities, Games and Challenges focused on language development, vocabulary, comprehension, and phonological awareness
20+ minutes per day	Emergent Numeracy Activities, Games and Challenges focused on counting, sorting and patterning
20+ minutes per day	Holistically-Focused Activities, Games and Challenges to support cognitive, physical and social development

Flex Learning	<p>Learning takes place in many ways for our youngest learners.</p> <p>The Flex Learning activities are intended to provide ideas for families on how to keep your child’s mind engaged while they are away from school:</p> <ul style="list-style-type: none"> ○ Reading aloud ○ Board games and challenges ○ Pretend play ○ Learning a new skill ○ Puzzles Designing and building structures with blocks or other available materials
Total Required Learning Time	Approximately 1 hour per day
Teacher Office Hours	1 hour/day
Live online learning is not an expectation for preschoolers.	

Lower Elementary (K-3)	
<p>Priorities: Learning will be mainly focused around literacy and numeracy to maintain current skills and build knowledge around prioritized content found in curriculum review documents</p> <p>Students will have both online and offline learning activities. These opportunities are provided Monday through Friday and are posted on Google Classroom</p> <p>The primary tools for communication and learning platform between teachers and families will be Google Classroom and parent provided email</p> <p>Core teachers will provide live online learning that will also be recorded and made available to students to watch at any time.</p>	
Approximate Time Frames for Learning (includes both live online learning and independent practice)	
20-30 minutes per day	ELA
20 minutes per day	Science and Social Studies
20-30 minutes per day	Math

20-30 minutes per day	Specials (1x day - Guidance, Art, PE and Music)
Flex Learning	<p>The Flex Learning activities are intended to provide ideas for families on how to keep your child's mind engaged while they are away from school.:</p> <p>Reading aloud and independent reading</p> <p>Board games and challenges with math/strategy/critical thinking</p> <p>Puzzles</p> <p>Designing and building structures with blocks or other available materials</p> <p>Learning a new skill</p>
Total Required Learning Time	Approximately 1.5 - 2 hours per day
Teacher Office Hours	At least 1 hour/day
Live Online Learning Guidelines	<ul style="list-style-type: none"> ○ Live Learning will take place every day for literacy and math ○ The teacher will post the links for the week's sessions in their google classroom each Friday by 3:30 P.M. ○ Live Learning will start and end on time ○ Live Learning will be recorded and a link to the video will be provided to students who were unable to attend ○ The teacher will establish a routine and take attendance for each Live Learning session ○ The teacher will end the meeting for all participants at the conclusion of the session

K-3 Live Online Learning Overview

	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-8:45	K ELA	K ELA	8-9:30 PD 9:30-11:30 MTSS Time 11:30-12 Lunch 12-2:30 MTSS/Office Hours 2:30-3:30 PLC/Planning	K ELA	K ELA
9:00-9:30	1 ELA	1 ELA		1 ELA	1 ELA
9:30-10:00	2 ELA	2 ELA		2 ELA	2 ELA
10:00-10:30	3 ELA	3 ELA		3 ELA	3 ELA
10:30-11:00	K Math	K Math		K Math	K Math
11:00-11:30	1 Math	1 Math		1 Math	1 Math
12:00-12:30	2 Math	2 Math		2 Math	2 Math
12:30-1:00	K Science 3 Math	K Social Studies 3 Math		K Science 3 Math	K Social Studies 3 Math
1:00-1:30	1 Science	1 Social Studies		1 Science	1 Social Studies
1:30-2:00	3 Science	3 Social Studies		3 Science	3 Social Studies
2:00-2:30	2 Science	2 Social Studies	2 Science	2 Social Studies	
2:30-3:00	1 Music K PE	2 Music 1 PE	3 Music 2 PE	K Music 3 PE	

Upper Elementary (4-6)

Priorities:

Learning will be mainly focused around literacy and numeracy to maintain current skills and build knowledge around prioritized content found in curriculum review documents

Students will have both online and offline learning activities. These opportunities are provided Monday through Friday and are posted on the teacher Google Classroom

The primary tools for communication and learning platform between teachers and families will be Google Classroom and parent provided email

Core teachers will provide live online learning that will also be recorded and made available to students to watch at any time.

Approximate Time Frames for Learning (includes both live online learning and independent practice)

30-45 minutes per day	ELA
30-45 minutes per day	Science and Social Studies
30-45 minutes per day	Math
30-45 minutes per day	Specials (Guidance, Technology, Art, PE and Music)
Flex Learning	<p>The Flex Learning activities are intended to provide ideas for families on how to keep your child’s mind engaged while they are away from school:</p> <ul style="list-style-type: none"> ○ Reading aloud and independent reading ○ Board games and challenges with math/strategy/critical thinking ○ Puzzles ○ Designing and building structures with blocks or other available materials ○ Learning a new skill
Total Required Learning Time	Approximately 3 hours per day
Teacher Office Hours	At least 1 hour/day.

Live Online Learning Guidelines	<ul style="list-style-type: none"> ○ Live Learning will take place every day for literacy and math ○ The teacher will post the links for the week's sessions in their google classroom each Friday by 3:30 P.M. ○ Live Learning will start and end on time ○ Live Learning will be recorded and a link to the video will be provided to students who were unable to attend ○ The teacher will establish a routine and take attendance for each Live Learning session ○ The teacher will end the meeting for all participants at the conclusion of the session
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4-6 Live Online Learning Overview					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-8:45	5th ELA	5th ELA	8-9:30 PD 9:30-11:30 MTSS time 11:30-12 Lunch 12-2:30 MTSS/Office Hours 2:30-3:40 PLC/Planning	5th ELA	5th ELA
9:00-9:30	4th ELA	4th ELA		4th ELA	4th ELA
10:15-10:45	6th ELA	6th ELA		6th ELA	6th ELA
10:45-11:15	4th Math	4th Math		4th Math	4th Math
12:00-12:30	5th Math	5th Math		5th Math	5th Math
12:30-1:00	4 PE 5 Music	5 PE 6 Music		6 PE 4 Music	6th Science
1:00-1:30	5th Science	5th Social Studies		5th Science	5th Social Studies
1:30-2:00	4th Science	4th Social Studies		4th Science	4th Social Studies
2:00-2:30	6th Science	6th Social Studies		6th Science	6th Social Studies
2:30-3:00	6th Math	6th Math		6th Math	6th Math

Junior High/High School (7-12)

Priorities:

Learning will be mainly focused around maintaining current skills and building knowledge around content found in curriculum review documents, including addressing gaps in skill and content knowledge

Students will have both online and off-line learning activities. These opportunities are provided Monday through Friday. Synchronous classes will occur as scheduled on Monday, Tuesday, Thursday, and Friday using the A/B day schedule currently in use for on-site learning. Wednesday will allow for small group instruction as needed along with asynchronous work and teacher collaboration/professional learning

The primary learning platform and communication mechanism between teachers and families will be Google Classroom and JMC

Teachers will provide live online learning (via Zoom, Google Meet, or other similar application) that will also be recorded and made available to students to watch at any time.

Average Daily Time Frames for Learning (includes both live online learning and independent practice)

ELA- 30 minutes

Math- 30 Minutes

Science- 30 Minutes

Social Studies- 30 Minutes

Exploratory/Elective Courses- 90 Minutes

PE- Asynchronous Activities Assigned by the Teacher - 30 minutes

Total Required Learning Time

Approximately 4.0 hours per day

Junior High/High School Schedule:		
Monday & Thursday: Day A Classes		
Tuesday & Friday: Day B Classes		
Wednesday - No scheduled classes but teachers can schedule small group time with students as needed.		
Office hours at least 1 hour/day		
Total Required Learning Time	Approximately 4.0 hours per day	
8:30-9:30	Block 1	Teacher Roles and Responsibilities: <ul style="list-style-type: none"> ○ Live Online Learning will start and end on time to allow students and teachers to get to their next class ○ Live Online Learning will be recorded and a link to the video communicated with students who are unable to attend ○ Teachers will follow attendance routines by recording attendance/participation in JMC for each Live Online Learning session ○ Additional Live Online Learning may be scheduled in the morning per teacher discretion ○ The teacher will end the meeting for all participants at the conclusion of the Live Online Learning session
9:40 - 10:40	Block 2	
10:50 - 11:50	Block 3	
12:45 - 1:45	Block 4	
2:00 - 3:15	Teacher Office Hours	

Office Hours = Minimum 1 hour per day		
Elementary: Monday, Tuesday, Thursday, Friday		
Preschool: 8-9 A.M.	Kdg: 9:30-10:30 A.M.	1st grade: 12:00-1:00 P.M
2nd grade: 8:15-9:15 A.M.	3rd grade: 8:30-9:30 A.M.	4th grade: 2:15-3:15 P.M
5th grade: 9:00-10:00 A.M.	6th grade: 8:15-9:15 A.M.	
Junior High/High School: Monday, Tuesday, Thursday, Friday 2:00 P.M. - 3:15 P.M.		

Resource Links

Equity

[FERPA, IEPs, and Virtual Learning](#)

[MTSS Referral Form](#)

[R2L DE Support](#)

Health and Safety

[AEA Health and Safety Modules](#)

[R2L DE Support](#)

Iowa Academic Standards

[IXL](#)

[Journeys](#)

[Khan Academy](#)

[R2L DE Support](#)

Infrastructure

[Cleaning and Disinfecting Plan](#)

[Google Classroom PD Plan](#)

[Google Education PDF link](#)

[R2L DE Support](#)

Social-Emotional-Behavioral-Health

[ASCD: Helping Students Cope During a Pandemic](#)

[ASCD: Maintaining Connections and Reducing Anxiety](#)

[CASEL Cares Initiative: COVID-19 Resources](#)

[CDC: Caring for Children in a Disaster](#)

[Educational Leadership: Getting Remote Learning Right](#)

[Edutopia Grief Resources](#)

[Emotional First Aid Tips](#)

[Iowa Telehealth Providers](#)

[National Child Traumatic Stress Network](#)

[OLLIE \(AEA\)](#)

[Please Pass the Love: Resources During COVID-19 for Youth, Families, and Schools](#)

[R2L DE Support](#)

[SEBH Adult Personal Assessment and Reflection](#)

[SEBH Family Resources \(AEA\)](#)

[SEBH RTI Toolbox](#)

[SEBH RTI Toolbox: Action Planning](#)

[SEL Competencies and Self-Reflection](#)

[SEL Signature Practices](#)

[Volunteering Opportunities](#)

[Warren County Mental Health](#)