Harmony Union School District

DISTANCE LEARNING PLAN

2020 - 2021

Table of Contents

Distance Learning at HUSD

HUSD recognizes the value of in-person, relationship-based learning and acknowledges that distance learning is not intended to serve as replacement but rather in times of necessity, can be utilized to leverage value learning away from school. The distance learning plan provides guidelines and insights about how HUSD faculty will utilize digital and experiential learning away from campus.

At the core of HUSD's approach to distance learning is the belief we should think differently about our priorities when responding to challenging circumstances, and we should embrace new opportunities for students to learn in authentic, meaningful ways.

Much was learned in the spring, and these lessons have helped us in designing a distance learning program that hews to our goal of academic growth and achievement for our students. This challenge will require the collaboration and mutual support of teachers and families to build an educational experience that supports the well being and intellectual growth of our children.

State Distance Learning Requirements:

1. Access to devices and connectivity for all students
2. Daily live interaction with teachers and other students
3. Challenging assignments equivalent to in-person classes
4. Adapted lessons for English-language learners and special education students

HUSD Distance Learning:
Communication Channels & Technology

Good Communication is always important, but particularly during a Pandemic, it is essential that all members of the community work together to maintain good communications practices. This means that both parents and families must check communication portals regularly. These portals include:

Email
Email will be used for all major communications and announcements, including those from the superintendent/principal. Faculty will also use email to communicate although they may use other platforms to interact with their students as well. In some instances, messages may be provided via video recording.

Text Message
Text Messages will be sent for important announcements that require prompt reply or attention.

Phone Recorded Voice Messaging
Some calls may be made with an autodialer and speech to text to expedite sending messages to our community.

Live Phone Calls and Teleconferences
Harmony staff will also reach out to families via phone or teleconference for in depth student support meetings as needed.

eLearning Online Portals
Systems that enable teachers and students to interact, present materials, organize classes, control assignments and take attendance, among other functions. The primary platforms HUSD will use are Seesaw, Google Classroom and Edmentum

>   **Seesaw:** (TK-4) Teaching and learning platform that enables online classrooms, so teachers can create and share content and documents in addition to creating, grading and commenting on assignments.

>   **Google Classroom (5-8):** Teaching and learning platform that enables online classrooms, so teachers can create and share content and documents in addition to creating, grading and commenting on assignments.

>   **Edmentum Courseware:** (6-8 Hybrid and Home Learning) Teaching and learning platform that enables online classrooms, so teachers can create and share content and documents in addition to creating, grading and commenting on assignments.

>   **Edmentum Exact Path:** An online assessment and intervention software to assist students in Math, Reading and Language Arts

Calvert (K-5(8) Home Learning): A K-5 comprehensive curriculum program for independent study students.

Reading Eggs: An online early reader software for students in grades K-3

Lexia: An online early reader software for students in grades K-8

IXL: An online software supporting skill development and mathematical fluency.

Class Website: Some teachers may elect to use their class websites as an additional means to communicate with families. Most teacher websites can be accessed through the HUSD website: www.harmonyusd.org. Click on "staff" tab, and pick your child's teacher from the drop down list.

School Website: HUSD will maintain general information for the public at www.harmonyusd.org.

Schoolwise: Grading platform for middle school students. Attendance and student information system (SIS) for the entire district.

Additional Tools:

Zoom: Web-based video conferencing tool with a local, desktop client and a mobile app that allows users to meet online, with or without video. Zoom users can choose to record sessions, collaborate on projects, and share or annotate on one another's screens, all with one easy-to-use platform.

Google Docs: Online word processor platform that can be used to write, edit, and share documents by single or multiple users.

Google Drive: Online file sharing platform that can be used to share online documents (from G Suite Applications) or other types of files (e.g., images, spreadsheets, compacted files).

Google Slides: Online presentation editing platform that can be used to write, edit, and share presentations by single or multiple users.

Google Sheets: Online spreadsheet platform that can be used to write, edit, and share spreadsheets by single or multiple users.

Google Forms: Online forms platform used for creating polls and surveys online by single or multiple users.

Access to Systems and Materials from Off-Campus
The District will ensure all students in grades K through 8 have appropriate laptop devices, chargers, books and materials needed for successful learning before the first day of school. Pick up days will be established for families to get necessary materials. Students who need them will be issued school-owned

Chrome books and/or hotspots. Teachers will assemble learning kits appropriate to grade levels. Most of our technology tools are not device-specific, which means students will be able to access learning through parental devices, phones, etc., in the event that they cannot access their school Chromebook.

Technology Troubleshooting Protocols

Parents in need of tech support should email mmorgan@harmonyusd.org, sheron@harmonyusd.org and technology@harmonyusd.org

Guidelines for HUSD Teachers

The guidelines provided below are designed to assist teachers in developing their distance learning experiences and to communicate to families our best intentions.

1. Know our students' technological capabilities and support systems.

Teachers will determine what kind of online learning work is possible and optimal for students to do while working at home, and will develop fair and reasonable accommodations for those students who may not be able to complete all work online. Teachers will strive to utilize tools that students are familiar with and take the necessary time to introduce new technological platforms.

2. Utilize eLearning Online Portals

Teachers will help students know how to contact them and where to locate coursework online. Portals will have links to essential content, the best way(s) to reach the teacher, and a pacing guide for coursework. HUSD portals are:

- TK - 4: SeeSaw (fourth grade will be introduced to Google Classroom over the year)
- 5 - 8: Google Classroom
- Home learning (K-8): Edmentum

3. Communicate often, clearly, and consistently

Regular announcements and updates will be sent via email, or through Seesaw or Google Classroom. Teachers will strive to make communications focused, clear, and simple with actionable tasks and items students need to know. Distance Learning Teachers will also be available for students during weekly office hours and to parents by appointment. *

4. Adhere to high standards and use a variety of digital tools to teach

As we continue distance learning at HUSD we will adhere to our grade-level curricular standards to the best of our ability. For the most part, we will cover content that we would otherwise cover in person, but our methods will likely need to be adapted to our online situation. We will use district adopted programs, as well as a variety of digital resources and tools. Aside from direct instruction via Zoom, teachers will leverage screencasting tools (to create simple, short tutorials that show students how to navigate online spaces, how to use a certain tool, or how to digest online content), student presentation tools and supplemental curricular material. Teachers will also include hands-on or outdoor learning activities.

5. Gather students for regular synchronous meetings.

Synchronous means students meet directly with school staff. To promote maximum student engagement and learning, teachers will work to nurture student relationships with staff and peers online. During times when school is closed, students will gather daily for synchronous learning times via Zoom (whole class and small groups). Attendance will be taken. Teachers will also offer Office Hours for students to connect with them individually. Availability will be prominently posted in the learning hub (see #2).

6. Create opportunities for asynchronous connection.

Asynchronous means that students engage in learning activities (such as watching a video) during their Independent Work (IW) time. When school is closed it's still possible to connect students to content or

one another asynchronously (at different times - ie. watch a prerecorded lesson, video or presentation). Teachers may additionally use discussion forums or tools to allow for student responses and dialogue during a set time period. In these cases, teachers may post a prompt based on a reading or video previously assigned, and give students a set timeframe to post and respond to each other. For group projects, students can leverage tools like Google Drive to collaborate asynchronously.

7. Think creatively and strategically about assessment.
Students will be accountable for their learning during distance learning. Frequent assessments will inform students, teachers, and parents of student progress. Teachers will need to assess differently under these circumstances, using informal synchronous checks for understanding and asynchronous formative assessments. Teachers will establish ways to communicate assessment results to students and their parents in a timely manner.

8. Be intentional and explicit about timing and pacing.
Teachers will design concise, organized weekly plans for students with clear deadlines and explanations of coursework, being mindful of volume and pacing. Teachers recognize that students will need time and support to learn how to navigate their learning and meet expectations.

9. Seek student feedback.
In traditional classrooms, teachers are constantly paying attention to students and responding to implicit needs about the learning environment, often passively or subconsciously. In an online setting, teachers will intentionally design channels to gather that same type of feedback. Beyond observing their contributions to online discussions and how/when they're turning in assignments, teachers will use a variety of methods to monitor student progress and well-being.

10. Create opportunities for personalization.
Just as they differentiate for learners in the classroom, teachers will do their best to create multiple learning pathways in online spaces. Online learning gives students the opportunity to learn at different paces. Online learning is also an opportunity to give students voice and choice.

11. Recognize the importance of student support.
Student support in online spaces looks different than in a physical school building. Teachers will monitor student attendance and engagement. Teachers will strive to create moments throughout the week when students "check-in," either by turning in work, meeting with them/others, or contributing to online discussion. Teachers will reach out to students individually as needed,, and keep parents in the communications loop. HUSD will provide students who need it with additional support from the Student Support Team.

12. Keep parents informed.
Teachers recognize parents are trying to support their students and may need advice for helping students manage online learning. If students struggle to manage their own learning or to do online learning, teachers will help parents develop further strategies to support their children. Teachers will endeavor to keep their communication simple, with clear, actionable ways parents can support their students.

13. Reflect on our role as a teacher in virtual spaces.
Teachers will do their best to help students connect to a sense of purpose, express autonomy, and work towards mastery, even in online spaces. They will endeavor to help students locate their intrinsic motivation and keep interest alive.

14. Connect with colleagues and share strategies that work.
Teachers will stay connected to colleagues, not just to communicate information, but to support each other. They will share with each other specific strategies that are working. They will use the same tools they use to work with students to teach colleagues how they are structuring or designing learning experiences.

Guidelines for HUSD Parents

Ongoing and enhanced distance learning may be challenging for families. Parents may need to think differently about how to support their children; how to create structures and routines that allow their children to be successful; and how to monitor and support their children's learning. Some students thrived with distance learning last spring, while others struggled. The eight guidelines provided below are intended to help parents think about what they can do to help their children be successful within this next phase of distance learning.

1. Establish routines and expectations.

At school, your child is used to having set routines for lessons, classes, breaks and lunch. One way to help your child at home is to create a set routine, whenever possible. Review your child's schedule and make a plan each day. Students will begin their studies at 9:00 am each day with a class Zoom meeting, followed by assignments and smaller group Zoom meetings throughout the day. Build in breaks and physical activity. Keep normal bedtime routines for younger children and expect the same from your middle school-aged students, too. (Don't let them stay up late and sleep in!) We strongly encourage families to set these routines on day one of distance learning.

2. Define the physical space for your child's study.

Giving students a dedicated flat tabletop workspace helps them stay organized, and reinforces that they are in school-mode. Make sure the workspace has easy access to supplies, is near a strong wireless internet signal, if possible, and access to electricity to keep the Chromebook charged. Keeping supplies organized in backpacks near the dedicated workspace will help students access supplies quickly and preserve them for when we return on-campus learning. As much as possible, a quiet environment can help your child focus: music, television, pets, and other children can cause unnecessary distractions. It should be a place that can be quiet at times. Above all, it should be a space where parents are present and monitoring their children's learning (for this reason, it may be advisable for your child to work in a public/family space and not in his/her bedroom. This, of course, should be determined based on your child's and family's needs).

3. Monitor communications from your child's teachers.

Teachers will communicate with parents through email. The frequency and detail of these communications will be determined by your child's ages, maturity, and their degree of independence. HUSD wants parents to contact their child's teachers. However, we ask parents to remember that teachers will be communicating with dozens of other families, and that communications should be essential, succinct, and self-aware. We also encourage parents to have their children explain to them the online platforms (e.g. Seesaw, Google Classroom) teachers are using.

4. Begin and end each day with a check-in.

Parents are encouraged to start and finish each school day with a simple check-in. In the morning, ask:
- What are you learning today?
- What are your learning targets or goals?
- How will you spend your time?
- What resources or support do you need?

Parents may even consider co-creating a visual checklist that includes checkboxes. This tool is an excellent way to stay organized and teaches students how to plan their work independently. Also, it can help you support your child as they complete their assignments. This brief grounding conversation matters. It allows children to process the instructions they've received from their teachers. It helps them organize themselves and set priorities. Older students may not want to have these check-ins with parents (that's normal!), but they should nevertheless. As mentioned in tip #1, establish these check-ins as regular parts of each day.

5. Take an active role in helping your child process and own their learning.
In the course of a regular school day at HUSD, your child engages with other students or adults dozens, if not hundreds, of times. These social interactions are opportunities for processing, extending, and consolidating learning. Asking your child questions about their schoolwork is a great way to stay involved and during distance learning, it can be even more beneficial for your child's studies. Ask specific questions when you are asking your child about their assignments.
Here are some examples of specific questions:
1. What is one interesting thing you learned today in [math]?
2. Can you show me how you solved your most challenging activity today?
3. What do you need help with today?
4. What is one thing that you know today that you didn't know yesterday?
5. What are two things that other classmates asked on Zoom?
6. What did you find challenging? How did you manage that challenge?

Studies show that students learn more when they talk about or explain what they are learning. So, don't worry if you don't understand all of the content in your child's lessons. Letting them explain it to you is an opportunity for your child to build confidence in what they've learned. They should feel free to do so in your home language.

6. Encourage physical activity and/or exercise.
In school, your child has natural breaks between classes, that's why reminding them to take breaks between assignments is a great idea. We recommend five to fifteen minutes of off-screen breaks per hour, as well as a few "recess" breaks for younger students.
HUSD's physical education teacher will provide activities or exercises, but it is important for parents to model and encourage exercise, too! Break-time is a perfect time to be physically active; encourage your child to stand up and stretch, take a walk outside, or play catch for 15 minutes. It can do wonders in maintaining academic focus. You may even want to consider planning extra time outdoors in the evenings. Also, think about how your children can pitch in more around the house with chores or other responsibilities. Don't let your child off the hook – expect them to pitch in!

7. Remain mindful of your child's stress or worry.
One thing is for certain: This plan is being implemented in response to unique circumstances. This can be a time of uncertainty for everyone and it is imperative for you to help your children manage the worry, anxiety, and range of emotions they may experience. Difficult though it may be, do your best not to transfer your stress or worry to your children. They will be out of sorts, whether they admit it or not, and

need as much normal routine as parents can provide. For resources on ways to support your child's big feelings visit the Counselor's Corner or contact HUSD's counselor Rebecca Chadwick if you need support.

8. Keep your children social, but set rules around their social media interactions.
Social interaction is an important part of your child's well-being, and during distance learning, they will likely be experiencing less than normal. Please remind your child to reach out virtually to their classmates and friends from school. And even though you will be working to balance screen time with school and social interactions, reaching out by phone, video chat, or email are ways for them to stay socially connected with friends and classmates.

If you have an older student, keep in mind that they will rely more on social media to communicate with friends. Social media apps such as SnapChat, Instagram, WhatsApp, Telegram, TikTok, or Facebook are not official, school-sanctioned channels of communication. HUSD asks parents to monitor their child's use of social media. Remind your child to be polite, respectful, and appropriate in their communications and to represent your family's values when interacting with others. A student's written words and tone can sometimes offend or cause harm to others.

Home Learning Program

During our time of Distance Learning, HUSD will be offering an Independent Study Program (ISP) for students not enrolled in our District Hybrid Program. The ISP will be offered with two different sections as defined below:

Connected Home Learning:
Parents will work with an assigned Home Study Teacher to organize curriculum for home study. Students will use an eLearning curriculum at home. There is a morning zoom session with the Home Study Teacher, but zoom requirements generally are greatly reduced compared to the Hybrid model. Synchronous direct instruction is primarily provided by the parent coach at home, with targeted support by the Home Study Teacher as needed. When the campus is open, an enrichment day is offered on campus on Fridays for Home Learning Students

Independent Home Learning:
Parents will work with an assigned Home Study Teacher to organize curriculum for home study. Students will use mostly PAPER and PENCIL, Project based curriculum at home. Instructional Zoom sessions are generally NOT REQUIRED with the Home Study Teacher, but some zoom sessions may be offered for learning support. Synchronous direct instruction is primarily provided by the parent coach at home, with targeted support by the Home Study Teacher as needed. When the campus is open, an enrichment day is offered on campus on Fridays for Home Learning Students.

Roles & Responsibilities During Distance Learning

Many stakeholders will contribute to the effective implementation of this DLP. The roles and responsibilities of school personnel, students, and parents are delineated below.

School Personnel

Team	Roles & Responsibilities
Leadership Team	- Create and distribute HUSD's Distance Learning Plan (DLP). - Support faculty and students/families shifting to a distance learning environment. - Help teachers implement DLP and ensure high quality learning experience for all students. - Provide time for teacher collaboration that will support consistent implementation of our distance learning plan. - Regularly solicit and analyze feedback from students, teachers, and families and use results to make adjustments as necessary.
Administration	- Support all teachers and teams in the implementation of HUSD's DLP. - Establish clear channels of communications between faculty, staff, families, and students in the event this DLP is activated. - Provide tools, models and examples for designing and implementing outstanding distance learning units and lessons. - Share and recommend techniques for providing feedback to students and designing new methods to assess student learning. - Support teachers and teams in developing strategies to differentiate their instruction. - Support families in the implementation of HUSD's DLP.
Teachers	- Collaborate with other members of the team or cohort, to design distance learning experiences for students. - Seek innovative ways to teach online. - Deliver engaging age-appropriate curricular material in line with HUSD and State standards. - Develop and implement assessments to track student learning and inform teaching. - Communicate frequently with students and, as needed, with their parents. - Provide initial tech support to students who need it. - Provide supplementary learning activities for ELL students as needed. - Utilize aide time effectively. - Notify members of the Student Support Team about students of concern.

Home Learning Teachers	- Collaborate with parents and administrators to develop and implement an independent home learning plan. - Meet with parents and students every two weeks to review prior coursework and assign new coursework for the upcoming learning period. - Assist parents in delivering engaging age-appropriate curricular material in line with HUSD and State standards. - Continuously monitor curriculum implementation and student progress. - Develop and implement assessments to track student learning and inform curricular pacing. - Notify members of the Student Support Team about students of concern. - Provide initial tech and/or curricular support to students and parents who need it.
RSP Teacher	- Provide support for students with IEPs and manage Special Education caseload - Communicate regularly with general education teachers regarding students with IEPs. Ensure IEP accommodations and/or modifications on assignments, projects, and assessments are being implemented. - Provide support for teachers in differentiating lessons and activities for students with IEPs - Communicate regularly with students and/or their parents on the caseload - Adhere to all IEP services and goals - Hold IEP meetings (via Zoom), within legal annual timelines - Monitor progress on IEP goals and communicate progress to parents each trimester
School Counselor & Student Resource Team (SRT)	- Provide counseling supports via virtual platforms as needed - Use virtual platforms to conduct check-ins with students as needed - Maintain a bank of resources for parents, teachers, and students for social-emotional learning and other counseling-related student needs - Provide easily accessible forms of communication for teachers, staff, parents, and students - Provide opportunities for referral by teachers, staff, parents, and students - Meet regularly (counselor and SRT) to stay current and serve needs of students/families in a timely manner - Provide a method of self-referral for students - Host drop-in office hours for students to access services - Provide support and services in times of crisis to students and families. - Coordinate services with outside agencies to further meet the needs of students and families - Serve as liaison for community-based organizations providing services to HUSD students

Physical Education Teacher	• Develop a bank of exercises and physical activities, for students and share these with classroom teachers and families.
Librarian	• Provide pickup service of library materials for teachers and students by request. • 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. • Maintain and update online library site for obtaining resources. • Be available for teachers and students, as needed, for support.
Instructional Aides and Paras	• Communicate regularly with classroom teachers to identify ways to support students and contribute to this DLP. • Monitor student learning and provide feedback to students, as requested by the designated teachers and teams. • Provide additional, individualized student support for students who are on the Student Support Team list (if time allows).
Tech Support Team	• Review and develop how-to tutorials, ensuring teachers, students, and parents have the necessary manuals to excel in a distance learning environment. (aspirational?) • Continually monitor the needs of teachers, students, and parents and troubleshoot their challenges, as needed. • Be available, in-person or remotely, to provide on-demand tech support help. • Audit usage to identify students or parents who may be unavailable or out-of-reach.

Student

Team	Roles & Responsibilities
Students	- Establish daily routines for engaging in the learning experiences. - Identify a comfortable, quiet space in your home where you can work effectively and successfully with school materials easily accessible. - Regularly monitor online platforms (e.g. Seesaw, Google Classroom, email) to check for assignments, announcements and feedback from your teachers. - Complete assignments with integrity and academic honesty, doing your best work. - Meet timelines, commitments, and due dates. - Ask for help if you need it. - Collaborate and support your HUSD peers in their learning. - Comply with HUSD's Technology Contract (real name & link needed), including expectations for online etiquette. - Proactively seek out and communicate with adults at HUSD as different needs arise.

Parents/Guardians

Team	Roles & Responsibilities
Parents/Guardians in Distance Learning Platform	Provide support for your children by adhering to the Guidelines for HUSD's DL Parents: ● Establish routines and expectations. ● Define the physical space for your child's study. ● Monitor communications from your child's teachers. ● Begin and end each day with a check-in. ● Take an active role in helping your child process their learning. ● Encourage physical activity and/or exercise. ● Remain mindful of your child's stress or worry. ● Keep your child social, but set rules around their social media interactions.
Parents/Guardians in Independent Learning Platform	Provide support for your children by adhering to the Guidelines for HUSD's IS Parents: ● Establish routines and expectations ● Define the physical space for your child's study ● Implement Learning Plan ● Provide daily instruction as the primary teacher for student/s. ● Attend required meetings with home learning teacher (~2x/month) ● Monitor student progress and promptly seek help from home learning teacher when needed ● Encourage physical activity and/or exercise ● Remain mindful of your child's stress or worry ● Keep your child social, but set rules around their social media interactions

TK and Kindergarten

Priorities and Considerations

The primary tools for communication between teachers and families will be the class websites, Seesaw and email. Distance learning for Kindergarten and TK children will remain holistically focused on broad language, cognitive, physical, and social-emotional development. Learning activities and experiences will emphasize interaction and creativity. These activities will require minimal technology or specialized materials.

The Kindergarten/TK faculty will provide parents with:
- Recommended activities and experiences targeted at certain skills;
- Novel prompts responsive to current conditions designed to encourage children and families to engage with their environment and setting;
- Art and creative design ideas intended to provide children opportunities to process their experiences while developing cognitive, language and fine motor skills; and
- Suggested enhancements to daily experiences to support holistic development.

Kindergarten/TK: Approximate Time Frames for Learning

Approximate Time per Day	Subject Area
40 minutes	Emergent literacy activities, games, and challenges focused on language development, vocabulary, comprehension, and phonological awareness.
40 minutes	Emergent numeracy activities, games, and challenges focused on counting, sorting, and patterning.
40 minutes	Holistically focused activities, games, and challenges to support cognitive, physical, and social-emotional development.
60 minutes	Additional learning suggestions: Distance learning offers opportunities to explore and develop new skills or pursue sustained or extended projects. ● Learning a new board game or skill. ● Practicing mindfulness/yoga/breathing exercises. ● Exploring a new interest or passion.

Kindergarten/TK: Student Schedule

Teachers will have zoom class meetings five times a week, along with small group breakouts for just TK and K students two times per week to target instruction. Teachers will also have office hours each day during which parents and students may contact them. Please see the student/class schedule below. This schedule is subject to change.

Start Time	End Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 AM	9:30 AM	Morning Zoom "Circle Time"	Morning Zoom "Circle Time"	Morning Zoom "Circle Time"	Morning Zoom "Circle Time"	Morning Zoom "Circle Time"
9:30 AM	10:00 AM	TK: LEXIA Phonics / Kindergarten- Zoom small group	TK- Zoom small group / K: LEXIA Phonics	K: LEXIA Phonics / Kindergarten- Zoom small group	TK- Zoom small group / K: LEXIA Phonics	Zoo Phonics/ Optional Parent Meeting
10:00 AM	10:30 AM	Snack + Play + Movement				
10:30 AM	11:00 AM	Core Academics	Core Academics	Core Academics	Core Academics	Core Academics
11:00 AM	11:30 AM	Brain Games puzzles, memory, engineering	Social Studies	Journaling	Science	Enrichment - Garden, Nutrition
11:30 AM	12:30 PM	Lunch + Play + Movement				
12:30 PM	1:00 PM	Mindful Monday mindfulness/ movement/ yoga	Tinker Tuesday MAKER Time	Art	Fine Motor	Toolbox/ Social Emotional
1:00 PM	1:30 PM	Home Reading	Home Reading	Home Reading	Home Reading	Home Reading (Response Due)
1:30 PM	2:20 PM		Office Hours	Office Hours	Office Hours	

KEY	
Morning Zoom Circle Time	Zoom Time Live
LEXIA Phonics	Phonics practice with LEXIA- Screen Time
Independent Academics, SeeSaw	SeeSaw Activity - Lesson/Activity posted and students complete work and parents help post response/evidence (take a picture, record voice, film a short video...etc)
Optional Hybrid Zoom	Students may stay on Zoom to work on their Zoo Phonics notebooks with Ms. Tami while Ms. Allie hosts breakout session for optional weekly parent meeting (parents call in from another device).
Teacher Prep	Designated teacher planning time for filming lessons and lesson planning.
Office Hours	Emailing/checking in with families

First through Third Grades

Priorities and Considerations

The primary tools for communication between teachers and families will be email and Seesaw. Please see the student/class schedules below.

- Students will have both off- and on-screen learning activities designed to engage primary learners in experiences that connect to current curriculum.
- Learning tasks and activities will provide direction to families on how best to support student learning and the expected level of adult involvement.
- It is expected that students in grades 1 - 3 will need higher levels of support than students in upper grades.
- Counselors are always available to support students with academic, social, or emotional needs.

Grades 1 - 3: Approximate Time Frames for Learning

Approximate Time per Day	Subject Area
60 minutes	Reading/Writing (Science/Social Studies connections as appropriate)
60 minutes	Mathematics
30 minutes	Science/Social Studies-related experiences and/or integrated projects
30 minutes	Art, SEL, enrichment PE, Garden and Library teachers will provide a range of activities that continue to support the current program.
60 minutes	• Class meetings (15-30) • Reading aloud and home reading for pleasure (20) • Additional independent learning time - will vary with student

Times include direct instruction and independent work time.

Total average daily minutes: 230

First to Third Grade Student Schedule

Teachers will have zoom class meetings online five times a week, and will check in individually with each child via video conferencing as needed. Teachers will also have office hours several days a week where parents and students can contact them. The student/class schedule below is intended to provide a general idea of how schedules will be configured for these grades. Please see schedules provided by individual teachers for more precise information for each class. Schedules are subject to change.

Start Time	End Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 AM	9:20 AM	Morning Zoom	Morning Zoom	Morning Zoom	Morning Zoom	Morning Zoom
9:20 AM	9:40 AM	Movement	Movement	Movement	Movement	Movement
9:50 AM	10:50 AM	ELA Block	ELA Block	ELA Block	ELA Block	Seesaw & Extension Activities
10:50 AM	11:05 AM	Morning Break	Morning Break	Morning Break	Morning Break	Morning Break
11:10 AM	12:00 PM	Math Block	Math Block	Math Block	Math Block	Staff Meeting 11:00-12:00
12:00 PM	12:30 PM	Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break
12:35 PM	1:35 PM	Seesaw	Science	Social Studies	Art	Seesaw & Extension Activities
1:50 PM	2:20 PM		Office Hours	Office Hours	Office Hours	

Fourth through Sixth Grades

<u>Priorities and Considerations</u>
The primary tools for communication between teachers and families will be class websites, email, Seesaw (Grade 4) and Google Classroom (Grades 5 & 6). Please see the student/class schedules below.

- Students will have both off- and on-screen learning activities designed to engage them in experiences that connect to current curriculum.
- Students will also have both asynchronous and synchronous learning activities.
- Learning tasks and activities will provide direction to families on how best to support student learning and the expected level of adult involvement.
- It is expected that students in these grades will be more independent than the younger students, but will continue to need some parental support and oversight.
- Learning experiences for fifth and sixth graders are designed to be completed mostly independently or in collaboration with other students.
- Resources vary by class and lesson, but will include links to videos, or graphic organizers; scanned material to read and engage with; independent reading and research material via our databases; and school subscriptions to online sources.
- Students are encouraged to be proactive in reaching out to teachers when they have questions or they are unclear about assignments.
- Counselors and advisors are always available to support students with academic, social, or emotional needs.

Grades 4 - 6: Approximate Time Frames for Learning

Approximate/average Time per Day	Subject Area
60 minutes	Reading/Writing (Science/Social Studies connections as appropriate)
60 minutes	Mathematics
60 minutes	Science/Social Studies
40 minutes	Art, SEL, PE, Garden, Technology and Library (specialty teachers will provide a range of activities that continue to support the current program).
60 + minutes	• Class meetings (30) • Reading aloud and home reading for pleasure (30) • Additional independent learning time - will vary with student

Times include direct instruction and independent work time.
Total average daily minutes: 280

Fourth - Sixth Grade Student Schedule

Teachers will have class meetings online five times a week. They will check in individually with each child via video conferencing as needed. Teachers will also have office hours each day where parents and students can contact them. The student/class schedule below is intended to provide a general idea of how schedules will be configured for these grades. Please see schedules provided by individual teachers for more precise information for each class. Schedules are subject to change.

Monday – Thursday Schedule

Student Schedule		Teacher Schedule	
8:30 - 9:00	Get organized for school!	8:30 - 9:00	Planning/prep
9:00 - 9:30	Morning meeting	9:00 - 9:30	Morning meeting
9:30 - 9:45	Break	9:30 - 9:45	Break/prep.
9:45 - 10:15	Math X/Y (Math Y - IW)	9:45 - 10:15	Math X (Math Y - IW)
10:15 - 10:30	Break	10:15 - 10:30	Break/prep.
10:30 - 11:00	Math Y (Math X - IW)	10:30 - 11:00	Math Y (Math X - IW)
11:00 - 11:15	Break	11:00 - 11:15	Break/prep.
11:15 - 12:00	Language Arts A/B (alt days) other group does IW)	11:15 - 12:00	Language Arts A/B (alt. days)
		12:00 - 12:30	Lunch
12:00 - 12:30	Lunch	12:30 - 12:45	Read aloud (some prerecorded)
12:30 - 12:45	Read aloud	12:45 - 1:30	Science/Social Studies B or A (alternate days)
12:45 - 1:30	Science/Social Studies B/A (alternate days)	1:30 - 1:45	Break
1:30 - 1:45	Break	1:45 - 3:00	Office hours, planning
1:45 - 3:00	IW, PE, garden, office hours		
After school	Home reading		

Friday Schedule

Student Schedule		Teacher Schedule	
8:30 - 9:00	Get organized for school!	8:30 - 9:00	Planning/prep
9:00 - 9:30	Morning meeting	9:00 - 9:30	Morning meeting
9:30 - 12:00	At home school work/breaks	9:30 - 11:00	Planning/prep.
12:00 - 12:30	Lunch	11:00 - 12:30	Staff meeting
12:30 - 12:45	Read Aloud (pre-recorded)	12:30 - 1:30	Lunch
12:45 - 1:30	At home school work	1:30 - 3:00	Office hours/planning
1:30 - 1:45	Break		
1:45 - 3:00	IW, PE, garden, office hours		

Fourth to Sixth Grade Student Schedule

Start Time	End Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 AM	9:30 AM	Morning Zoom	Morning Zoom	Morning Zoom	Morning Zoom	Morning Zoom
9:30 AM	9:45 AM	Break	Break	Break	Break	Break
9:45 AM	10:15 AM	Math A	Math A	Math A	Math A	Independent Activities
10:15 AM	10:30 AM	Break	Break	Break	Break	Break
10:30 AM	11:00 AM	Math B	Math B	Math B	Math B	Independent Activities
11:00 AM	11:15 AM	Break	Break	Break	Break	Break
11:15 AM	12:00 PM	Language Arts A	Language Arts B	Language Arts A	Language Arts B	Independent Activities
12:00 PM	12:30 PM	Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break
12:30 PM	1:15 PM	Science SS/B	Science/SS A	Science/SS B	Science/SS A	Independent Activities
1:15 PM	1:30 PM	Break	Break	Break	Break	Break
1:30 PM	3:00 PM	Independent Activities	Office Hours	Independent Activities	Office Hours	Work Completion

Seventh and Eighth Grade

Priorities and Considerations
The primary tools for communication between teachers and families will be Google Classroom and email. Please see the student/class schedules below.

- Teachers will either link materials in Google Classroom or share materials directly to each student's email.
- Distance learning for our middle school learners will focus on having a balanced, holistic learning experience. Students will have both off-screen (asynchronous) and on-screen (synchronous) learning activities designed to engage the middle school learner.
- Learning experiences are designed to be completed independently or in collaboration with other students.
- Resources vary by class and lesson, but will include links to videos, or graphic organizers; scanned material to read and engage with; independent reading and research material via our databases; and school subscriptions to online sources. Students are encouraged to be proactive in reaching out to teachers when they have questions or assignments are unclear.
- Counselors and advisors are always available to support students with academic, social, or emotional needs.

Seventh and Eighth Grade Student Schedule
Teachers will have class meetings online five times a week. They will check in individually with each child via video conferencing as needed. Teachers will also have office hours each day where parents and students can contact them. The student/class schedule below is intended to provide a general idea of how schedules will be configured for these grades. Please see schedules provided by individual teachers for more precise information for each class. Schedules are subject to change.

Grades 7 - 8: Approximate Time Frames for Learning

Approximate/average Time per Day	Subject Area
45 minutes	Reading/Writing (Science/Social Studies connections as appropriate)
45 minutes	Mathematics
45 minutes	Science/Social Studies
45 minutes	Social Studies
45 minutes	Art, SEL, PE, Garden, Technology and Library
45+ minutes	• Class meetings (30) • Reading aloud and home reading for pleasure (30) • Additional independent learning time - will vary with student

Times include direct instruction and independent work time.
Total average daily minutes: 280

Seventh to Eighth Grade Student Schedule

Start Time	End Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 AM	10:30 AM	Class Zoom	Class Zoom	Class Zoom	Class Zoom	Class Zoom
10:30 AM	10:50 AM	Break	Break	Break	Break	Break
10:50 AM	11:50 AM	Independent Activities	Independent Activities	Independent Activities	Independent Activities	Independent Activities
11:50 AM	12:20 PM	Movement	Movement	Movement	Movement	Movement
12:20 PM	12:50 PM	Lunch	Lunch	Lunch	Lunch	Lunch
12:50 PM	1:50 PM	Independent Activities	Independent Activities	Independent Activities	Independent Activities	Independent Activities
1:50 PM	3:00 PM	Independent Activities	Art	Independent Activities	Art	Work Completion